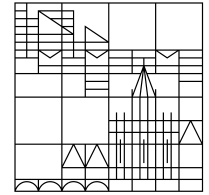**Pädagogische Hochschule Freiburg**
Université des Sciences de l'Education · University of Education

Universität
Konstanz

Teaching against plagiarism – proven methods and new ground: Voluntary Plagiarism Check & Learning Locations

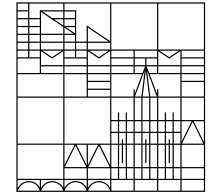**Tony Franzky, Sabina Krämer, Ansgar Schäfer, Oliver Trevisiol**
Brno, 10 June 2015

The Project

The Plagiarism Prevention Project – „Re*fair*ence"

General information

- Cooperating institutions: University of Konstanz, University of Education Freiburg, University of Applied Sciences Konstanz
- Project duration: Jan 2014 – Dec 2016

Research activities

- Typology of intertextual mistakes (presentation at EATAW 2015 Conference next week)
- Best practices and situation at the cooperating institutions
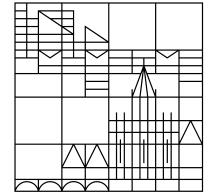
Practical results & products
- Teaching, learning, and information material
- Workflows and recommendations (e.g. about use of detection software)
- Further education of instructors
- Networking and cooperation (e.g. Expert workshop on plagiarism prevention in October)
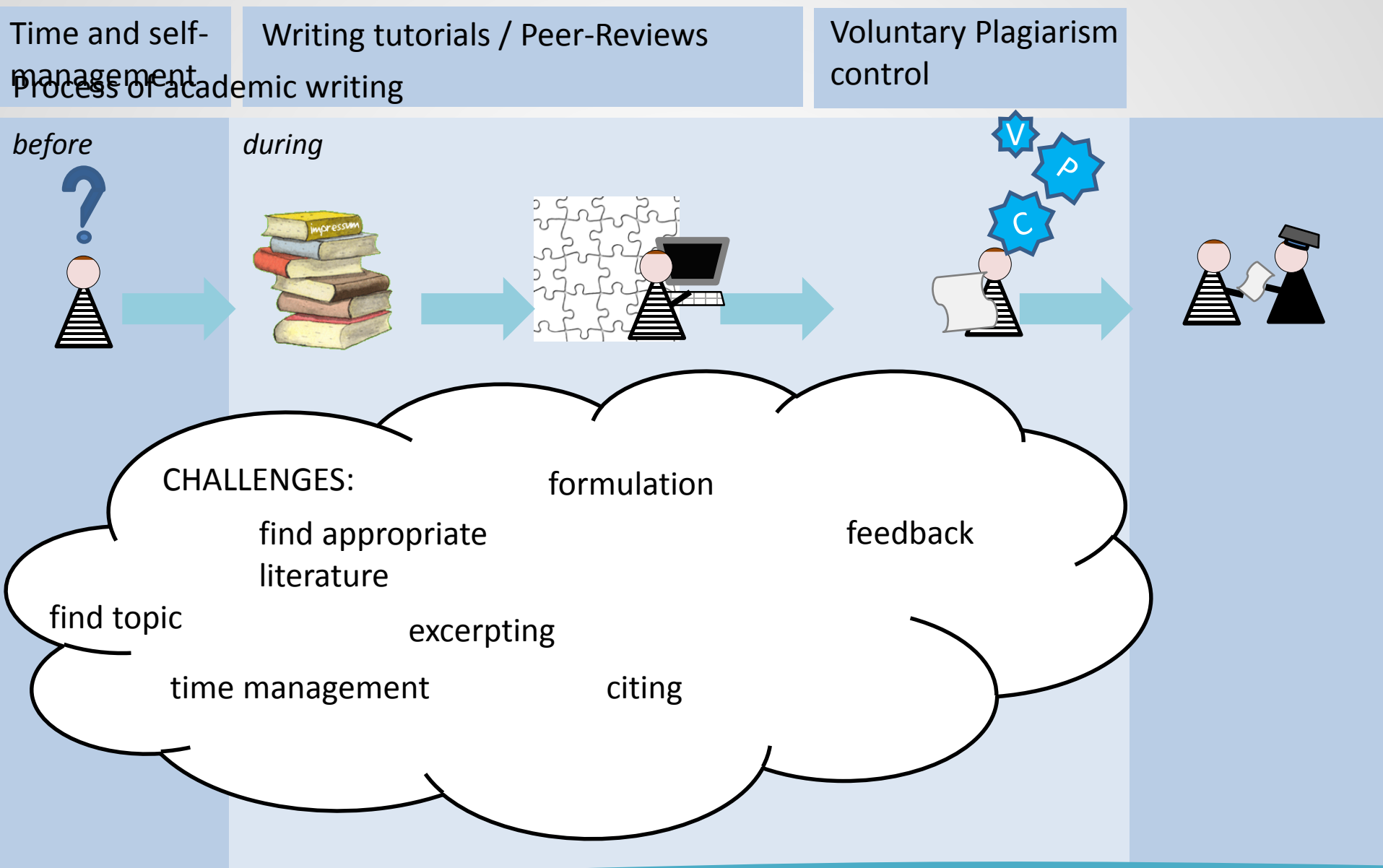
Voluntary Plagiarism Check

Voluntary Plagiarism Control as a preventive approach

Time and self-management	Writing tutorials / Peer-Reviews	Voluntary Plagiarism control
Process of academic writing		

before   *during*

?

V
P
C

CHALLENGES: formulation

find appropriate   feedback
literature

find topic

excerpting

time management   citing

Procedure of Voluntary Plagiarism Control

Feedback for students by VPC mentors

Uncited text replication

Critical uncited text replication

Formal citation mistakes

n = 130
Random sample from all feedbacks given
by VPC mentors until spring 2015
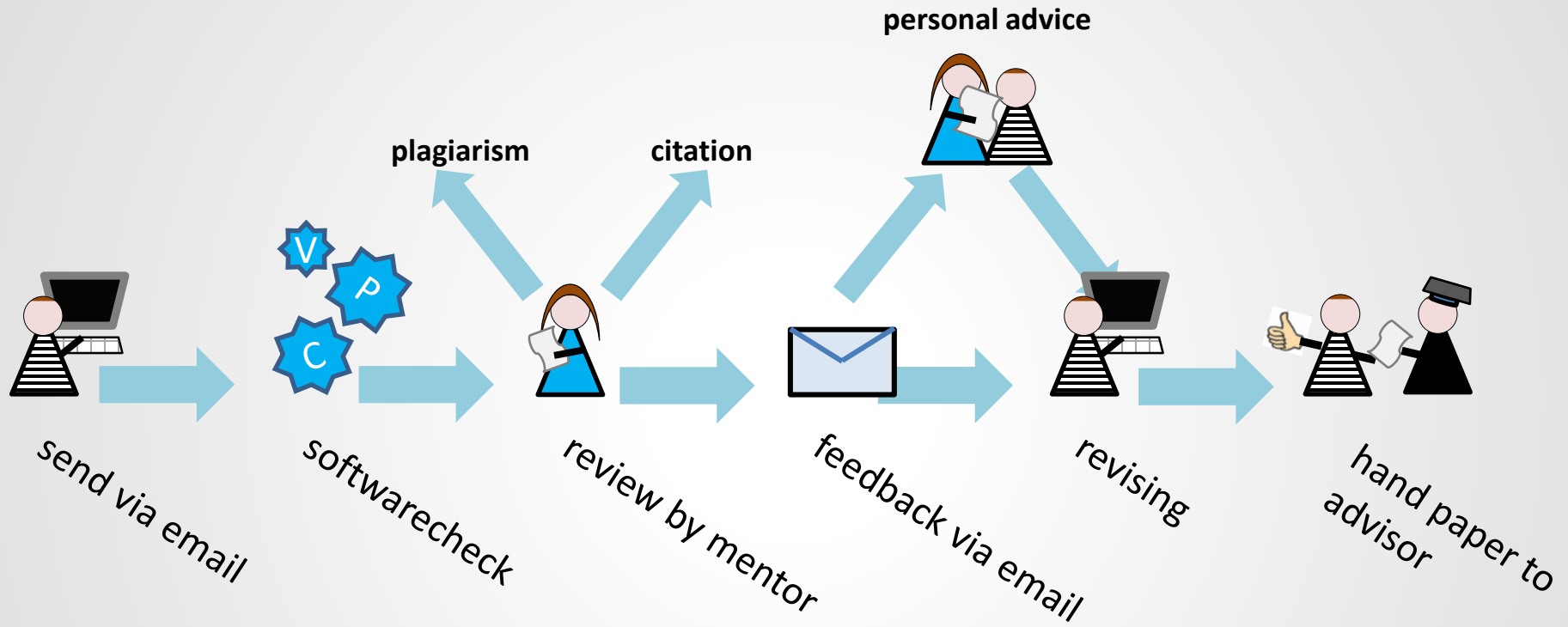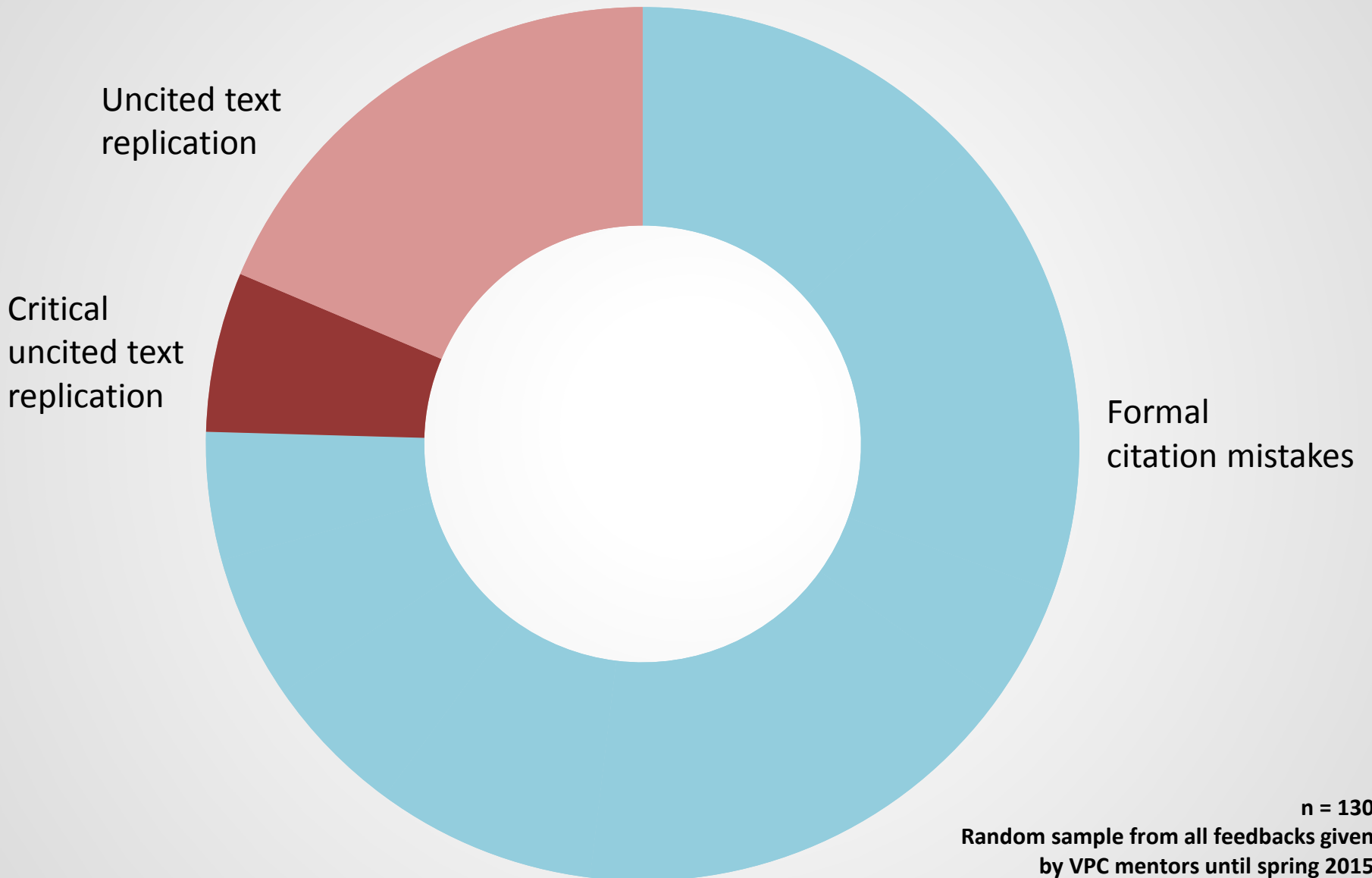
Feedback for students by VPC mentors - detail
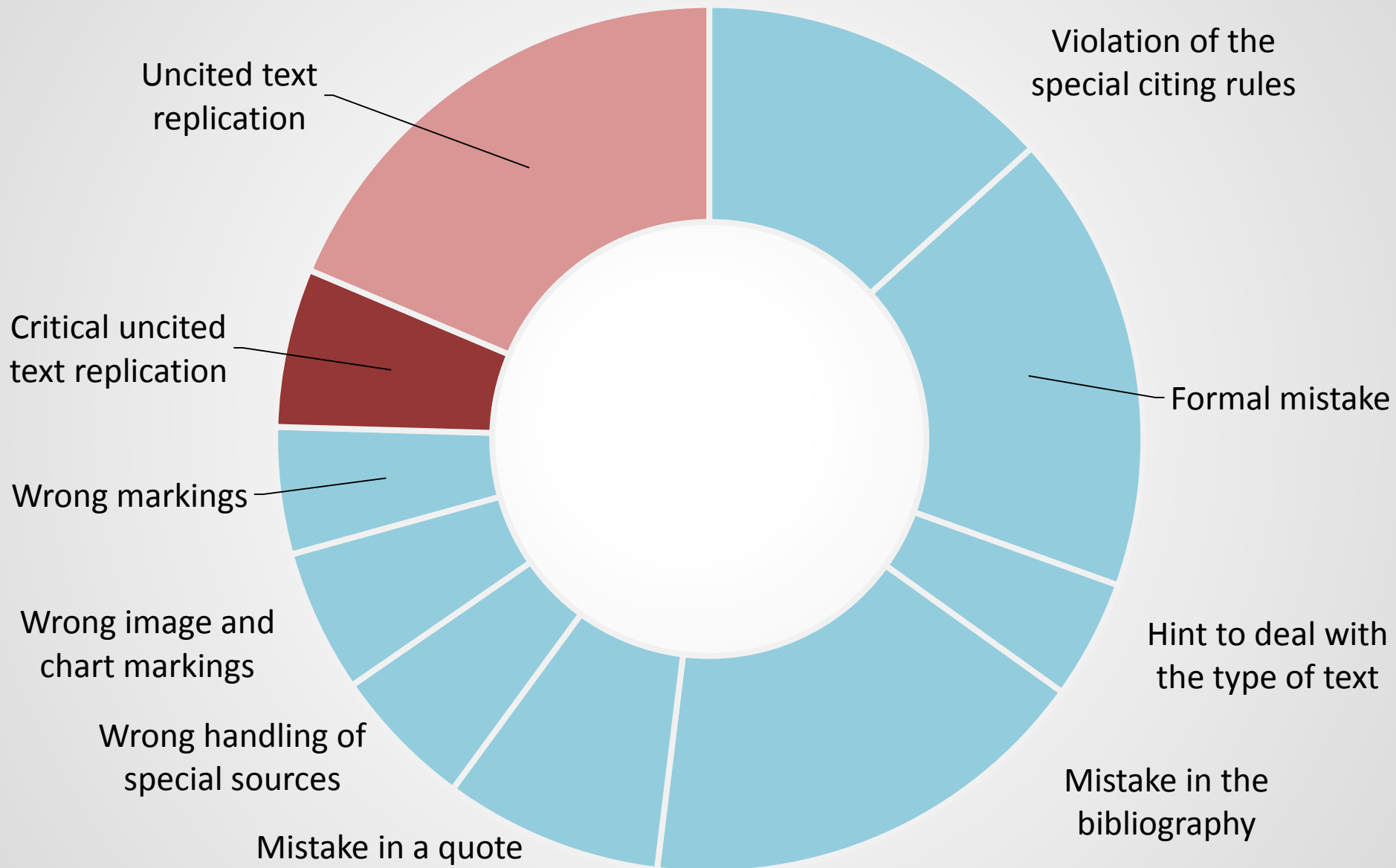
Uncited text replication

Critical uncited text replication

Wrong markings

Wrong image and chart markings

Wrong handling of special sources

Mistake in a quote

Violation of the special citing rules

Formal mistake

Hint to deal with the type of text

Mistake in the bibliography

Learning Locations

The Concept of Learning Locations / Mobile Learning – Part I
(inspired by KIM of Universität Hohenheim/Germany)

- Mobile Learning: The exploitation of ubiquitous handheld technologies, together with wireless and mobile phone networks, to facilitate, support, enhance and extend the reach of teaching and learning (Mobile Learning Network, 8 June 2015).

- The Hohenheim concept of Learning Locations combines digital information like pictures, videos, tasks, tests, and comments with real places.

- Educational background: its about cognitive connection
  - Connect abstract theoretical content with something real instead of .ppt-slides.
  - You know the place in case you need it.
  - You remember the place, when you pass by again.
  - Students are actively involved.
  - Students contribute to the situational, creative, "experience-driven" setting. Tutors don't know everything.
  - Results are visible: e.g. a map arises. It means something.

Concept – Part II – Educational Advantages

- Results (e.g. map) can be used again, when needed, because they are stored on a device student's have with them all night and day.
- Locations can be connected with meaningful content/context.
- Students get to know their environment.
- Inhibition thresholds to look for help could be lowered.
- Students take actively part in class; more will concentrate on the topic.

Concept – Part III – Technical implementation (example)

- Mobile App "ILIAS Lernorte"
- Integrated in E-learning platform
- GPS-coordinates define learning location; within its range, certain tasks are activated
- Both, instructors as well as students can contribute to design a map

https://kim.uni-hohenheim.de/learninglocations

And of course: you may use the concept of Learning Locations without any electronic device.

Universität Konstanz

Workshop: Please work in teams and create your own teaching material with Learning Locations!

Imagine you work with undergraduate students / freshmen on the topic of plagiarism and how to prevent it.

- **Define** various **Learning Locations** at your institution (and maybe beyond).

- **Formulate** at least one **Task** for each Learning Location.

Write down the Learning Locations, the Tasks, and your institution's name on the respective card.
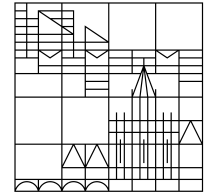
Stick them to a Flip Chart.

Present the Flip Chart in the "gallery".

**You are welcome
to our sites!**

www.preventplagiarism.org

(Please select english language version)