



European Network
for Academic
Integrity

Learning about the student's perspectives

Training module for HEI instructors
Version: O1-A-2, English, 16 July 2019



Supported by the Erasmus+
Strategic Partnerships project
2016-1-CZ01-KA203-023949.

Basic information for trainers



European Network
for Academic
Integrity

- **Target group:** Lecturers, demonstrators, academic enhancement officers, Head of the departments
- **Learning objective(s):** To provide understandings on student perceptions about plagiarism and academic integrity
- **Educational format(s):** Presentation, Discussion, and group work
- **Duration:** 90 minutes
- **Recommended number of participants:** Up to 35 Max (5 groups of 7)
- Please provide flip charts, sticky notes and marker pens. Participants are expected to work in groups consisting 5 members.

Basic information



European Network
for Academic
Integrity

- This session is based on real-life experiences of one academic but common occurrence amongst university and high school students.
- In this session, you will be asked to choose one scenario (per group) about student perceptions on academic integrity and plagiarism avoidance.
- You are expected to work in groups (of 5 maximum) to:
 - Understand the problem in the scenario your group has picked
 - Discuss the ways by which these can be tackled
 - Provide an action plan (or a way forwards) to address the issues with explanations to students
 - Share your scenario/recommendations with other participants in a final plenary session.
 - Extra information's and answers will be provided

Lesson plan

- **Introduction to the session** – 10 minutes
- **Scenario selection** – 5 minutes
- **Group work** – 45 minutes
- **Final plenary session/discussion** – 30 minutes

Scenarios

- Each of the following slides shows an example student perceptions.
- Paper copies of these scenarios will also be provides for each group to work-on
- Each scenario will be explained further before you start the task

Scenario 1



“What I have done is not plagiarism, because I have listed the full reference.”

- Students think that as long as reference list is given they do not have to worry about copy-pasting
- Discuss the ways by which this perception can be tackled.
- Provide an action plan (or teaching activity) to address the issues with explanations to students

Scenario 2

“If the Turnitin® percentage is less than 20%, then it is acceptable as good academic writing.”

- Students (and sometimes the lecturers) think Turnitin (and other text matching software's) as fool-proof “plagiarism detection” tools
- Discuss the ways by which this perception can be tackled.
- Provide an action plan (or teaching activity) to address the issues with explanations to students

Per-cep-tion /

Organize Identify Interpret

Represent & Understand

Scenario 3



“What are the maximum number of words that can be put within a quotation mark?”

- Students fail to understand the appropriate use of quotes, paraphrasing, and synthesising
- Discuss the ways by which this perception can be tackled.
- Provide an action plan (or teaching activity) to address the issues with explanations to students

Scenario 4



“I read this article, it mentioned an idea from another book, do I have to reference it”

- Students often do not know how to use the sources effectively. They do not know the differences between primary and secondary sources
- Discuss the ways by which this can be tackled.
- Provide an action plan (or teaching activity) to address the issues with explanations to students

Scenario 5



“Is it plagiarism, if I memorise the text and write an answer under examination condition?”

- Some students think that education is all about memorising and reproducing.
- Discuss the ways by which this can be tackled.
- Provide an action plan (or teaching activity) to address the issues with explanations to students

Scenario 6



“I wrote this essay by reading abstracts, so I do not have to reference them?”

- First of all some students think they can achieve the learning outcomes just by reading abstract. Since these are abstracts, they also think there is no need to reference them?
- Discuss the ways by which this can be tackled.
- Provide an action plan (or teaching activity) to address the issues with explanations to students

Scenario 6



“Am I allowed to use a lecturer’s notes/comments in my essay?”

- Many students (and lecturers) do not understand the differences between “common knowledge” and “attributable information”
- Discuss the ways by which this can be tackled.
- Provide an action plan (or teaching activity) to address the issues with explanations to students

Conclusion



European Network
for Academic
Integrity

- Teacher's should be aware that plagiarism prevention is more important in academic writing
- Students usually have their own but usually wrong assumptions/perceptions
- This workshop has highlighted some of the students perceptions but there are many more!
- Teachers, by establishing mentor-tutor relationship, can understand and address students' misconceptions

Acknowledgement & references



- Author wish to acknowledge all students who have asked clarifications for the scenarios discussed in this session.
- Sincere thank you for the staff within University of Derby who took part in the first session

Notes for trainer of the module



European Network
for Academic
Integrity

- Please make sure additional copies of slides 6 to 12 are available for participants to work in groups.
- It is also advisable to have a flip-chart (and sticky notes) to assist the participant to show their views, decisions etc.
- Some example solutions for each scenario are given in the next slide

Notes for trainer of the module



European Network
for Academic
Integrity

Scenario 1: Need to explain the students giving a list of references without in-text citation would not help the reader to find out which quote/paraphrase is taken from which source.
[Exercise: This can be demonstrated by giving a paragraph (with reference list) and asking them to find the sentences that would have originated from each reference in the list].

Scenario 2: Need to explain the students that Turnitin is merely a “text matching software”.
[Exercise: This can be demonstrated by a simple task to ask students to compare Turnitin report].

Notes for trainer of the module



European Network
for Academic
Integrity

Scenario 3: Need to explain that the a quote has no limitations of words. However they also need to be explained about other ways of academic writing (such as paraphrasing, synthesizing etc.). Most importantly you need show writing an essay using only the quotes is not considered as plagiarism but by doing this, they will not learn anything.

[Exercise: This can be demonstrated by showing two paragraphs, one as quote, the other is paraphrased and ask them to find the differences]

Scenario 4: Many students fail to understand the differences between primary and secondary sources. This can only be explained to them in detail

[Exercise: You need to explain to them in detail about appropriate referencing]

Notes for trainer of the module



European Network
for Academic
Integrity

Scenario 5: This is another concept that can only be addressed by properly explaining the rules of academic writing

[Exercise: You need to explain to them memorizing and reproducing is not a good learning style]

Scenario 6: Need to explain abstracts are there to attract the readers attention by giving an eye catching summary. it would be extremely difficult to understand the essence of the article just by reading the abstract.

[Exercise: Give them an abstract and ask questions from the full paper, then they will realize reading abstract alone is not enough]

Notes for trainer of the module



European Network
for Academic
Integrity

Scenario 7: Need to explain integrity do apply to all information (including spoken). However there is some freedom for using a lecturers notes. If in doubt it is always better to cite the source as “personal communication with Prof XXXX.

[Exercise: Give them two example oral statements, one based on common knowledge and other ambiguous (without any references) ask them to paraphrase them (and introduce the concept of citing spoken information)

Author & contact information

Dr S D Sivasubramaniam

(Dr Shiva)

University of Derby

s.sivasubramaniam@derby.ac.uk



License information



Title of the work: Learning about the student's perspectives – Training module for HEI instructors

Attribute work to name: ENAI working group for educational materials

Licensed under: creativecommons.org/licenses/by/4.0

Attribute using following text:

“Learning about the student's perspectives– Training module for HEI instructors” by ENAI working group for educational materials is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0).