Teaching Students to Avoid Plagiarism

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A self-paced, interactive online module for JHU students
Avoiding *Plagiarism* is a comprehensive, self-paced module that teaches students to **apply** key skills to avoid plagiarism.
A development process driven by faculty & students

- Research & Faculty Survey
- Design & Development
- Focus Groups & Testing
- Pilot by a cross-section of classes
- Ready for students
How schools currently educate about plagiarism:

- 53% - use distributed information as the primary method
- 25% - hold an information session or research session
- 22% - did not know how their school taught plagiarism
JHU faculty and administrators

Over 70% agreed:

- There is a significant need for educating students about plagiarism.
- Students would benefit from a comprehensive module on plagiarism.
Top priorities from JHU faculty and administrators

1. Students should be given opportunities, scenarios and exercises to practice identifying plagiarism and how to avoid it.

2. Students should build their knowledge about what plagiarism is.
Methods of teaching plagiarism that contain only lecture and "information sharing" do not change behaviors or beliefs

(Carroll & Appleton, 2001)
Applying research on plagiarism in higher education

- Culture
- Specific Scenarios
- Schools’ Policies
Stress + Time Pressure = Plagiarism
How the module works

Online
Asynchronous
Self-paced
What the module does and does not do

Teaches students to *apply* their knowledge of plagiarism to prepare them for the classroom and real world.

It does *not* teach the nuances of *citation formats*. We encourage students to use resources and citation managers for these basic skills.
Tailored learning for students

- Take the section’s pretest
  - did not pass
  - Complete the section
    - passed
  - Take the next section’s pretest
    - passed
  - Complete the section
    - did not pass
How long does it take to apply the concepts?

On average, students complete each section in <10 minutes.

If the student needs to complete all 7 sections, it takes a little >1 hour.
Example scenarios and interactions

In the long run, I feel like that plagiarism hurts everybody at Hopkins,
Professional Life & Plagiarism

Select a headline and guess what really happened after allegations of plagiarism were made. (Review at least two headlines to continue.)

- Lincoln historian hit with plagiarism charge
- Harvard student's dream of a novel derailed by copied passages
- German Defense Minister under cloud for academic dishonesty
- Ex-Beatle stumped by pilfered tune
- Toronto School Board Director fights for his job amidst accusations of plagiarism going back to his Ph.D. dissertation
Johns Hopkins Policies

What does your school's policy say about plagiarism? Choose your school.

- Bloomberg School of Public Health
- Carey Business School
- Krieger School of Arts and Sciences (KSAS) Undergraduates
- KSAS Graduates
- KSAS Advanced Academic Programs
- Peabody Institute
- School of Advanced International Studies (SAIS)
- School of Education
- School of Medicine
- School of Nursing
- Whiting School of Engineering (WSE)
- WSE Engineering for Professionals
Michelangelo di Lodovico Buonarroti Simoni, Italian painter and sculptor, was born in 1475. In addition to his well-known sculpture of David, Michelangelo also painted scenes from Genesis and the Last Judgment in the Sistine Chapel in Rome.

☑ Common knowledge

☐ Information that needs a citation
In-Text Citation

This page shows a sentence from a student's paper with an in-text citation (shown in parenthesis). Select the underlined elements of the citation or "Next" to learn more about the components.

A Sentence with an In-Text Citation
As one author noted, “no two [oil] spills are exactly the same,” so therefore it is difficult to compare the effects on the marine environment and its species (Moody, 1990, p. 239).

1990 is the date of publication for the journal article that contained this idea. Note: MLA style does not use dates in in-text citations.
Check Your Understanding

Is the in-text citation on the page complete or incomplete? Select "Submit" to find out the answer.

The OUP Blog (2013) explained that this concept shift of the “selfie” being nothing more than an ego driven vanity shot, to something more deep and complex was recently examined by a number of scholarly experts.

- Complete Citation
- Incomplete Citation
Check Your Understanding

Is the in-text citation on the page complete or incomplete?

The OUP Blog (2013) explained that this concept shift of the “selfie” being nothing more than an ego driven vanity shot, to something more deep and complex was recently examined by a number of scholarly experts.

Necessary Citation Elements
- Author's last name
- Publication date
(Not applicable) Page Number

Feedback: Complete Citation
This article is correctly cited. It includes the organization name (which serves as the author's name) and date in parentheses. Since it is from a website, no page numbers are required.
Results: Check your Understanding

Your Score: 100%
Passing Score: 80%

If you would like to review or retry the questions, please select the appropriate button. If you scored less than 80% please carefully review the quiz and/or the module. These questions will help you prepare for the posttest and avoid plagiarism in your academic career. Click "Next" to complete the module and see next steps.

Review Questions  Retry Questions
Step 5: Check

I underlined the common phrases between the original text and my first try at summarizing.

The original text:
Throughout history, mariners have relied on currents and winds and the shape and depth of the bottom of the sea. They have also observed the habits of birds and sea animals. But the most important navigational guide before the invention of the compass—that is, for the long period from early antiquity to about a thousand years ago—was found not in the water or its vicinity, but high in the sky.

My first try at summarizing:
Currents, winds, the habits of birds and sea animals, and objects high in the sky were relied on by mariners before the invention of the compass.
What's the Risk? (1/5)

Does the following action increase or decrease John's risk of committing plagiarism?

- [ ] Increases the risk
- [ ] Decreases the risk

Reusing a paper written for a previous class
Correct

That's right! This action would definitely increase the risk of plagiarism. Before reusing a paper you need to obtain the permission of the instructor.

Increases risk of plagiarism
Menu of Support Resources

Find out more about how to get help across JHU. Click on the cards to learn more. This information is also available in this module's resources.

- Instructors & Teaching Assistants
- Librarians
- Style Guides & Online Tutorials
- RefWorks, Endnote, & Mendeley & Other Citation Managers
- Counseling Center & JH Student Assistance Program (JHSAP)
- Writing Centers (available for KSAS, SAIS, Whiting, Peabody & Carey)
Student feedback

“It supports academic writing and research.”

“I didn’t learn that much from my information session, this course does something different”

“This saves the professor the trouble of dealing with it.”
Student feedback

“It is a concise course. It is vital for masters or graduate students from other countries.”

“Every student should have to take this.”
Student Outcomes

More than 9000 JHU students completed the course
Student Outcomes

Comparison of Scores from Pretest to Posttest
“I think it is crucial that [students] not only be introduced to these concepts but they also work through examples as they are asked to do in the modules.”

- JHU faculty member who piloted the module in their class
Responses from faculty and PDs to "this course would help JHU students learn to avoid plagiarism."

 Agree 48%

 Strongly Agree 52%
Faculty and program director feedback

Responses of Faculty & PDs to "Students should be *required* to take this course."

- Undecided: 4%
- Agree: 40%
- Strongly Agree: 56%
How to use the module

- Anyone with a JHED can access it
- Add it to your class
- Use it with your department or entire school
Questions and contact us

Contact us to learn more about how the plagiarism course can impact your students at smorris@jhu.edu.