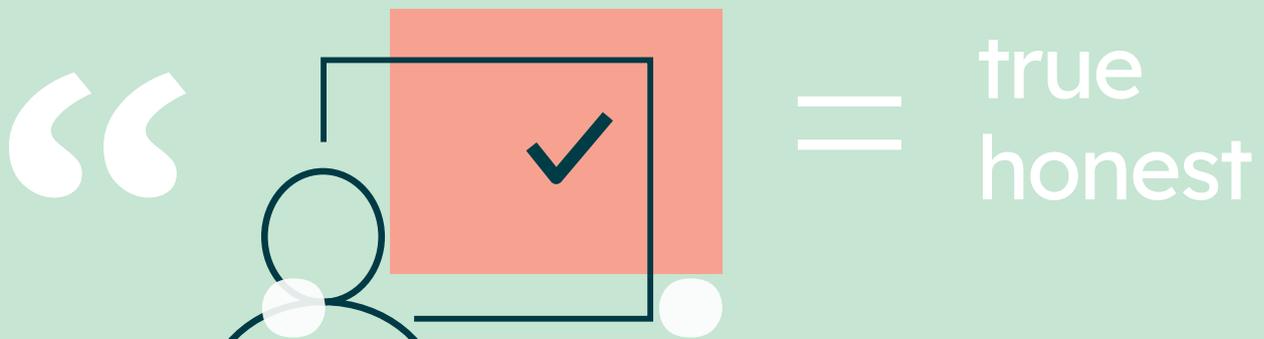


Educator guide

Disrupting plagiarism: Building a culture of academic honesty



original



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Disrupting plagiarism: Building a culture of academic honesty

The Disrupting plagiarism: Building a culture of academic honesty resource pack consists of several instructional resources that are ready to use in the classroom. Upon usage of these resources, students will be able to:



Understand what plagiarism is, why it is problematic, and how they can work to avoid it.



Reflect on their work to find ways to avoid plagiarism and create their own authentic work.



Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

About the resources:

These resources were designed with flexibility in mind. Educators may choose to conduct activities as a complete unit or may select the individual resources that make sense for their own curricula.

Beginning of the school year resources

Building an honour code: Tips for institutions and educators	Administrator & educator guide
Collaborative activity for building and maintaining a classroom honour code	Educator guide
Collaborative activity worksheet 1	Student worksheets
Collaborative activity worksheet 2	Student worksheets
Collaborative activity worksheet 3	Student worksheets
Collaborative activity worksheet 4	Student worksheets
Educator tips for implementing and maintaining an effective honour code	Educator guide
What is an honour code and what does it mean for me? Video	Student video

Before writing process resources

Setting reasonable expectations for the Turnitin Similarity Score	Educator guide
Plagiarism: exploring and understanding academic integrity lesson - presentation	Instruction & guided practice
Plagiarism: exploring and understanding academic integrity lesson - guided notes	Guided notes for student engagement
Plagiarism spectrum poster	Teaching aid
Avoiding plagiarism poster	Teaching aid
Avoiding plagiarism handout	Student handout

During writing process resources

<u>Research strategies lesson presentation</u>	Instruction & guided practice
<u>Research planning worksheet</u>	Student worksheet
Academic integrity lesson seeds (<u>in-class version</u> ; <u>remote version</u>)	Instructional lesson ideas
<u>Mid-work check-in worksheet</u>	Formative check-in worksheet

After writing process resources

<u>Understanding the Turnitin Similarity Report: An educator guide</u>	Educator guide
<u>Understanding the Turnitin Similarity Report: A student guide</u>	Student handout
<u>Academic integrity QuickMark set</u>	Feedback tool
<u>The plagiarism spectrum QuickMark set</u>	Feedback tool
<u>Student-educator conference guide</u>	Educator guide
<u>Post-assignment student questionnaire</u>	Reflective student worksheet
<u>Approaching a student regarding questionable work</u>	Educator guide
<u>Discussion starters for tough conversations</u>	Educator guide
<u>Where did I go wrong? Student self-assessment tool</u>	Reflective student worksheet

International Society for Technology in Education (ISTE) Standards

- 2c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- 6b. Students create original works or responsibly repurpose or remix digital resources into new creations.

About the resources

Tips for implementation:

Each of these resources can be flexibly implemented to fit the needs of your classroom.

■ **Building an honour code: Tips for institutions and educators**

This document for institutions and educators offers guidance for planning, building, communicating, and maintaining an academic integrity policy at the institution or classroom level. Individuals involved in the creation of an honour code can use this guide to structure the process and implementation of the policy, ensuring its efficacy within the institution or classroom environment.

■ **Collaborative activity for building and maintaining a classroom honour code**

This 4-part lesson activity provides guidance for involving students in the creation of a classroom-specific honour code. Each part acts as scaffolding for the next in an effort to help students fully understand the place of an honour code in the classroom and to give them some ownership of the creation process. Pair this activity guide with the associated student worksheets to keep students engaged in each part of the activity.

■ **Collaborative activity worksheets**

These four worksheets accompany the Collaborative Activity for Building and Maintaining a Classroom Honour Code and allow students to actively engage with the content as it is covered in a whole-class setting. The worksheets provide independent student workspace for activity elements and questions that are present in the collaborative lesson activity.

■ **Educator tips for implementing and maintaining an effective honour code**

This document for educators offers guidance for the effective implementation and maintenance of a classroom-specific or institution-held honour code. Also included are remote learning-specific considerations that should be made when attempting to continue the use of an academic

integrity policy. Educators should access this guide to help efficiently and effectively incorporate the use of an honour code into their classroom practices.

■ **What is an honour code and what does it mean for me? Video**

This student video explores what an honour code (or academic integrity policy) is, how students can incorporate the principles of an honour code into their work, and what students should do if they violate the honour code, among other topics. Use this video in conjunction with the other honour code-related resources listed in this pack to help students effectively understand and apply the honour code to their work.

■ **Setting reasonable expectations for the Turnitin Similarity Score**

The Setting Reasonable Expectations for the Turnitin Similarity Score offers guidance to educators for how they can best consider all important elements of student work when exploring parameters they may set for accepted student Similarity Scores. Also included are a few suggestions for how to effectively communicate those expectations to students to ensure that all individuals involved work from a common understanding of the requirements.

■ **Plagiarism: Exploring and understanding academic integrity lesson - presentation**

This lesson presentation provides instruction around the concept of plagiarism, addressing what it is, examples of what it looks like, practice for identifying plagiarism, and practical ways that students can avoid it in their own writing. This presentation can be used in a whole-class setting or it can be used by students independently in a flipped-classroom environment. Pair this presentation with the associated Guided Notes worksheet to keep students engaged in the conversation.

■ **Plagiarism: Exploring and understanding academic integrity lesson - guided notes**

This guided notes worksheet accompanies the Plagiarism Lesson Presentation and allows students to actively engage with the content as it is covered in a whole-class setting or during independent investigation. The guided notes offer opportunities to metacognitively reflect on the topic of plagiarism and how students can work to avoid it in their own writing.

■ **Plagiarism spectrum poster**

This poster highlights ten types of plagiarism as defined by findings from a worldwide survey of nearly 900 secondary and higher education educators. When hanging the poster in the classroom, review all ten types of plagiarism with students to help them better understand the differences and how to avoid plagiarism overall. This poster pairs directly with information presented in the Plagiarism Lesson Presentation and Guided Notes.

■ **Avoiding plagiarism poster**

This poster highlights strategies that students can use to avoid plagiarism in their work. When hanging the poster in the classroom, review the six suggestions with students in order to help them better understand how to employ the strategies in their research and writing processes. Pair this review with the Avoiding Plagiarism Handout, which provides students with more detailed explanations of each strategy.

■ **Avoiding plagiarism handout**

This handout, which mirrors the strategies listed on the Avoiding Plagiarism poster, outlines six strategies for students to use to avoid plagiarism in their work. Each strategy is accompanied by an explanation so students can understand the strategy even when they are working independently. Provide this handout to students throughout the research and writing processes to help them remember practical ways that they can avoid plagiarism in their work.

■ **Research strategies lesson presentation**

The Research strategies lesson presentation provides practical instruction around effective strategies that

can be used during the research process. Educators can use this lesson presentation in a whole-class setting, or it can be offered to students independently as needed. A variety of research strategies are included in the lesson in order to give students an extensive “toolbox” from which to choose those strategies that work best for them.

■ **Research planning worksheet**

The Research planning worksheet offers a structured way for students to stay organised during their research. With room for a student-created source identifier for easy organisation, bibliographic information, quotations or paraphrases, and connections to the text, this research worksheet will encourage students to be detailed and organised while researching and taking notes.

■ **Academic integrity lesson seeds (in-class & remote learning versions)**

These short lesson ideas can help to frame conversations about academic integrity within your classroom. While including the same lessons overall, an in-class version and a remote learning version have been created to provide strategies that work best in each situation.

■ **Mid-work check-in worksheet**

This short Mid-Work Check-In worksheet is an excellent way for educators to formatively check on their students' progress during a project. With questions about process, progress and concerns, this short check-in allows educators to get a quick view of where students are and where they are headed. Students can also quickly indicate whether they need one-on-one attention from the educator before they get too far into their work.

■ **Understanding the Turnitin Similarity Report: An educator guide**

This guide for educators explains the many features of the Turnitin Similarity Report, as well as strategies for how to use the information in this report when working with students. Similarly, a student version of this guide is available so educators can better help their students understand the Turnitin Similarity Report and what it means to them.

■ **Understanding the Turnitin Similarity Report: A student guide**

This guide for students explains how to read the Turnitin Similarity Report, how to use the information in that report to make decisions about their work, and how to speak to their educators about their results.

■ **Academic integrity QuickMark set**

This set of QuickMark comments have been designed to provide actionable feedback on student work with a specific focus on academic integrity. Use these comments within Turnitin Feedback Studio to utilise the drag-and-drop functionality or to personalise them for use within your classroom.

■ **The plagiarism spectrum QuickMark set**

This set of QuickMark comments have been designed to provide actionable feedback on student work with a specific focus on the ten types of plagiarism outlined in the Plagiarism Spectrum. Use these comments within Turnitin Feedback Studio to utilise the drag-and-drop functionality or to personalise them for use within your classroom.

■ **Student-Educators conference guide**

The Student-Educators conference guide offers educators a list of topics and activities that can be used when meeting with students about their writing. Educators can use this guide to better structure their conversations and create meaningful conferences that will guide their students to growth and progress.

■ **Post-assignment student questionnaire**

This worksheet asks students to reflect on their work after they have completed and turned in their assignments. Responses to this questionnaire can be used by the educator to better understand what process the student took to complete their work, aspects that they struggled with, and ways that the educator can offer meaningful guidance for improvement on the next assignment.

■ **Approaching a student regarding questionable work**

This document offers strategies to help educators tactfully approach difficult conversations regarding questionable work done by students. Each strategy is accompanied by an explanation to help educators put them into practice in their own classrooms.

■ **Discussion starters for tough conversations**

With the understanding that tough conversations are difficult for both students and educators alike, this document offers educators topics and conversation starters to help begin and continue difficult conversations with students in a non-defensive manner.

■ **Where did I go wrong? Student self-assessment tool**

When students are found to have plagiarised their work, educators can ask them to complete this self-assessment in order to better understand what happened and how best to proceed. It also offers students an opportunity to reflect on their work and what went wrong during their process in hopes that they will learn a lesson through their mistakes.

Ideas for extension and modification:

These extension activities may challenge students and strengthen their understanding of plagiarism:

- Assign the Plagiarism and Research Strategy lessons to students to work on independently in a flipped environment. Students should review the lesson materials and complete the guided notes outside of class time, and identify any areas within their current (or even past) assignments that need attention regarding these issues. Then, during the synchronous class meeting or educator-student conference, the educator can work with students on addressing those identified areas and skills within their assignments.
- Encourage independent or small group investigation of more advanced topics, such as details regarding citation styles, paraphrasing versus direct quoting, or nuanced incorporation of source materials.
- Explore the differences between paying homage or referencing a source and plagiarism of a source by asking students to find and analyse borrowed content in various forms of media, such as songs, movies, speeches, tweets, etc.

These modifications may help students who may need more support in understanding plagiarism:

- Encourage independent or small group study of specific Focus Correction Areas based on identified areas of need during feedback cycles or educator-student conferences. Consider use of the Academic Integrity Lesson Seeds to find specific lesson ideas that will be most effective with students.
- Explore how authors of other texts incorporate sources into their writing by asking students to read a source and identify those areas that were written by the author and those areas that were written by someone else. Have students highlight each of these types of writing in a different colour so they can visualise how authors incorporate source material in their writing. Then, examine with students how the authors do or do not cite those sources appropriately, and what lessons students can draw from this analysis.
- Highlight incorrect citations in a student's writing and ask them to attempt to correct those citations, given instructional guidance on that citation style. Then review the student's corrections, using this new work as the scorable version.
- Highlight areas of plagiarised material in a student's writing and ask them to revise their work to more appropriately incorporate the source text. Then review the student's corrections, using this new work as the scorable version.

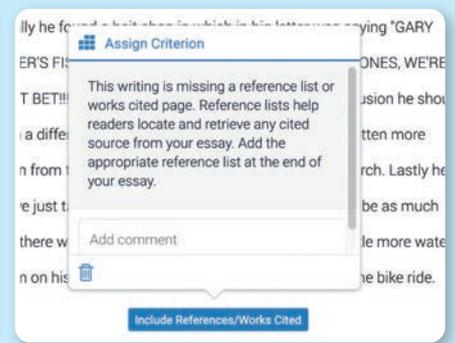
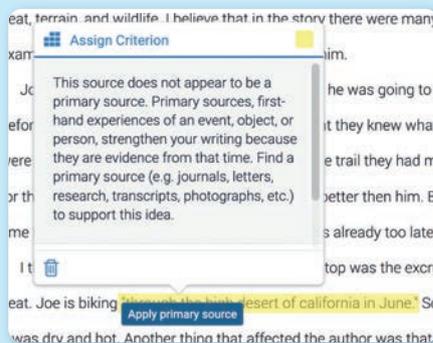
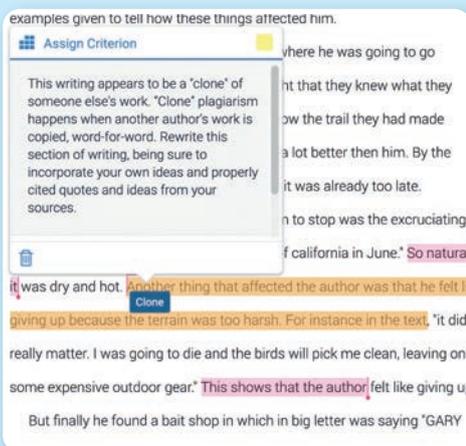
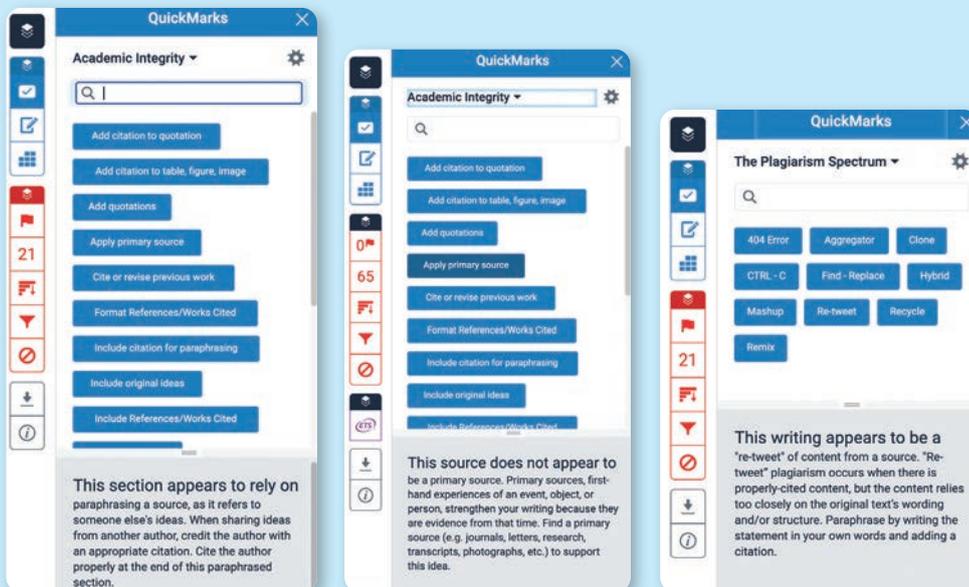
For Turnitin Feedback Studio users:

Be sure to check out the coordinating Academic Integrity and Plagiarism Spectrum QuickMark Sets to use in your classroom's Feedback Studio account. The QuickMark Sets are intended to aid educators in easily leaving feedback on students' assignments about their integration of sources into their own authentic writing.

To access these sets visit

[Plagiarism Spectrum QuickMarks](#)

[Academic Integrity QuickMarks](#)



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Teaching & Learning Innovation (TLI)

Consisting entirely of veteran educators, the Teaching and Learning Innovations (TLI) team at Turnitin ensures that best pedagogical strategies are integrated into all tools, services, and resources. The Teaching and Learning Innovations team creates content, curricular resources, and professional learning materials that support the best practices for using our products and services. Our primary goal is to act as the voice of educators and students while producing high quality, research-based content to help educators provide effective instruction and help students grow as writers.

Collections of resources:

- Disrupting Plagiarism
- Source Credibility
- Paraphrasing
- Social Studies
- Remote Learning
- STEM



To access these resources visit
www.turnitin.com/resources/disrupting-plagiarism

www.turnitin.com