

Plagiarism Management: Improving Public Health Students' Academic Writing Skills

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The logo at the bottom of the slide features a stylized mountain range in shades of brown and tan, set against a background that transitions from a light blue sky to a teal horizon line.

Overview

- Where we started from
- Turnitin
- Dealing with students
- Student engagement
- Way forward



Some universal constants

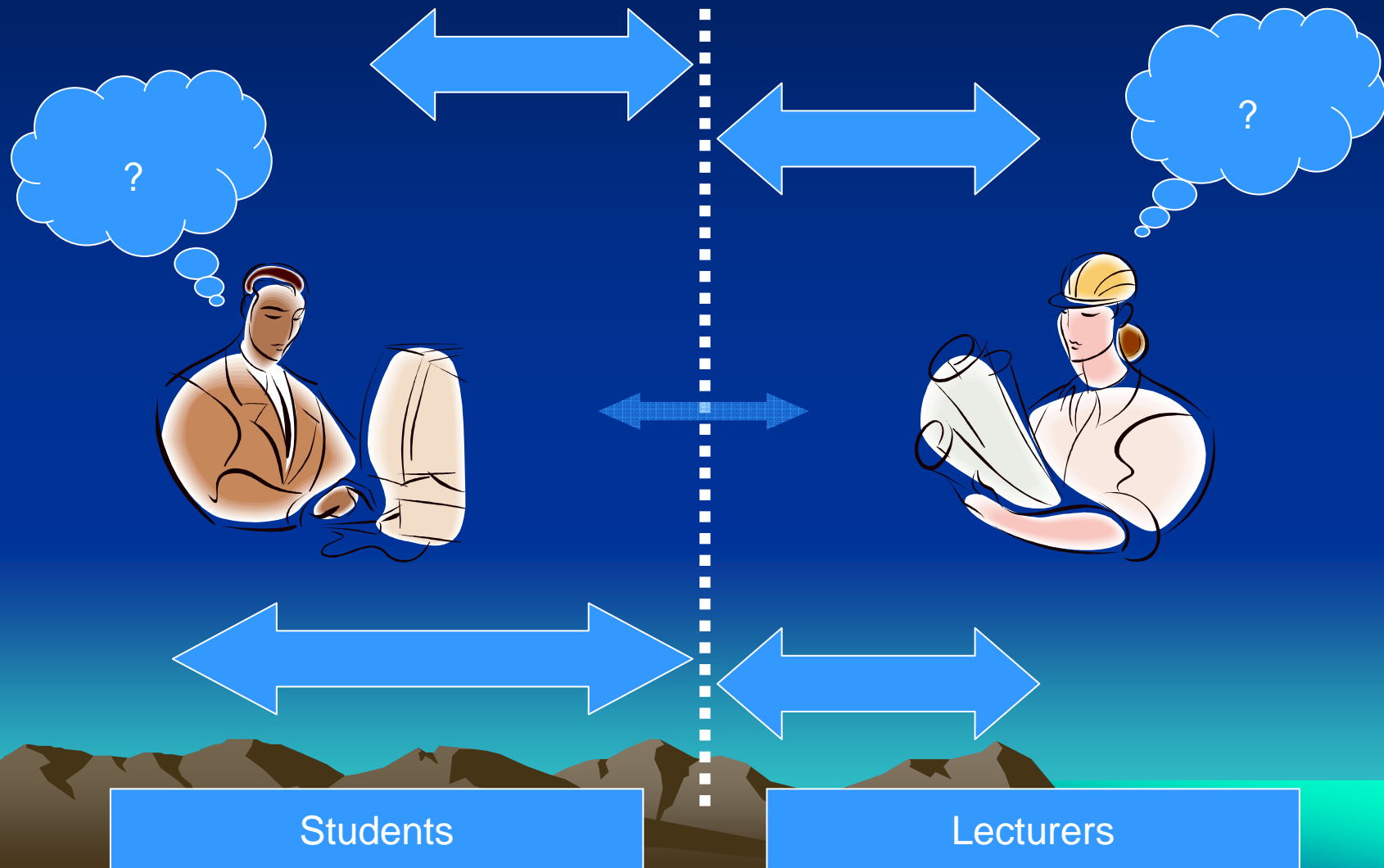
- English public transport never runs on time.....
- Learning, speaking and writing in another language is difficult

Whatever you tell students, whatever you say, no matter how many times you repeat the rules.....

(Some) Students will still plagiarise



Students' expectations verses lecturers' expectations



Where we started out from....

- ‘It’s normally overseas students that plagiarise’
 - All students plagiarise – overseas or not
- ‘Plagiarism is too difficult to deal with – it’s easier not to bother’
 - The habitual plagiariser learns nothing (Park 2004) – what would happen to our reputation if.....
- ‘It’s better to deal with students in a **FIRM** manner; that way they won’t dare plagiarise material’
 - Negative re-enforcement leads to more cases of plagiarism for lecturers to deal with; students are not learning anything



Where do our students start from?

- Plagiarism is taking someone else's words

But.....

- What is paraphrasing?
 - Paraphrasing....writing it in your own words
- Yes I have copied it but I referenced it....?
- I thought Wikipedia was a suitable source of information....?
- I only copied a little bit.....
- How do I know if I have plagiarised something....?




Enter Turnitin®

- ‘Plagiarism detection’ tool
- We can check students’ assignments against a big database of content
 - Has a student copied something?
 - Has a student referenced something incorrectly?
 - Each assignment is given a “similarity” score
 - Based on the amount of matching text
- “Turnitin is going to solve all of my plagiarism problems.....”
 - No...it is going to tell you that there is a problem though.....



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Similarity: 97% 

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Teams in various forms have become ubiquitous ways of working. As task forces, committees, work groups and quality circles, they are used to provide leadership, accomplish research, maximize creativity and operational structural flexibility

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The prescriptions of much contemporary management thinking are based on a dominant ideology of teamwork. While teams have been narrowly construed as a tool of the Organization Development Model, the ideology is much more pervasive. Teams are embraced as tools of diverse models of organizational reform from organization development to work restructuring,

1

from quality management to industrial democracy and from corporate culture and Japanese management approaches to complex contingency prescriptions. Beliefs about the benefits of teams occupy a central and unquestioned place in organizational reform. It is all the more surprising that, despite some differences in context, the team ideology has been espoused with such consistency. The hegemony of this ideology has been supported by researchers who offer the 'team' as a tantalizingly simple solution to some of the intractable problems of organizational life. Teams appear to satisfy everything at once: individual needs (for sociability, self-actualization, and participative management), organizational needs (for productivity, organizational development, effectiveness) and even society's needs for alleviating the malaise of alienation and other by-products of modern industrial society

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1 95% match (publications)
[Sinclair, Amanda. "The tyranny of a team ideology.", Organization Studies, Fall 1992 Issue](#)

2 1% match (internet from 12/07/06)
<http://www.uvjosas.com>

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An essential part of management is co-ordinating the activities of people and guiding their efforts towards the goals and objectives of the organisation. This involves the process of leadership and the choice of an appropriate form of action and behaviour. Leadership is a central feature of organisation performance. The manager must understand the nature of leadership influence and the factors which determine relationships with other people, and the effectiveness of the leadership relationship. To make the best use of people as valuable resource of the organisation, attention must be given to the relationship between staff, and the nature and the content of their jobs. The work organisation and the design of the jobs can have a significant effect on staff and their levels of performance and productivity. Also attention needs to be given to the quality of working life. The role of the manager is to understand how best to make work more satisfying for staff and to overcome obstacles to effective performance. So, This essay will analyse the impact of leaders and followers relationship using empowerment and trust to obtain an effective approach of development inside of the organisation.

2. The role of managers and leaders in leadership

There are many ways of looking at leadership and many interpretations of its meaning. Leadership might be interpreted in simple terms, such as getting others follow or getting people to do things willingly, or interpreted more specifically as the use of the authority in decision making. Today, leadership is increasingly associated not with command and control but with the concept of inspiration, of getting along with the other people and creating a vision with the others can identify. For example, Adair sees leadership as a combination of persuasion and compulsion that results in making people do things they might not otherwise have done. The relationship through which one person influences the behaviour or actions of other people, means that the process of leadership cannot be separated from the activities of groups and with effective teambuilding. Leadership is related to motivation, interpersonal behaviour and the process of communication. Good leadership involves the effective process of delegation and empowerment. The leadership relationship is not limited to the leader behaviour resulting in subordinate behaviour. The leader-follower relationship is reciprocal and effective leadership is two way process with influences both individual and organisational performance. Good management leadership helps to develop teamwork and integration of individual and group goals. It aids intrinsic motivation by emphasising the importance of the work that people do. The relationship between leadership and management is different. Managers is more usually viewed as getting things done through other people in order to achieve stated organisational objectives. The manager may react to specific situations and be more concerned with solving short term problems. Management is regarded as relating to people working within a structured organisation and with prescribed roles. Management may arguably be viewed more in terms of planning, organising, directing and controlling the activities of subordinate staff. However, Leadership is concerned more with the attention to communicating with, motivating encouraging and involving people. There are also some differences between leadership and management according to Zalesnik For example, difference in attitudes toward goals, conception of work, relations with others, self-perception and development.

? Managers tend to adopt impersonal or passive attitudes towards goals. Leaders adopt a more personal and active attitude towards goals. ? In order to get people to accept solutions, the manager needs continually to co-ordinate and balance in order to compromise conflicting values. The leader creates excitement in work and develops choices that give substance to images that excite people. ? In their relationships with other people, managers maintain a low level of emotional

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So first of all we tried

1. Catching students after they had plagiarised material
2. Giving students huge rule books full of rules
3. Standing in front of big groups of students and telling them all about plagiarism

1. We gave ourselves an administrative headache
2. Students had no other competing priorities... 😊
3. Very few students learnt by listening





STOP

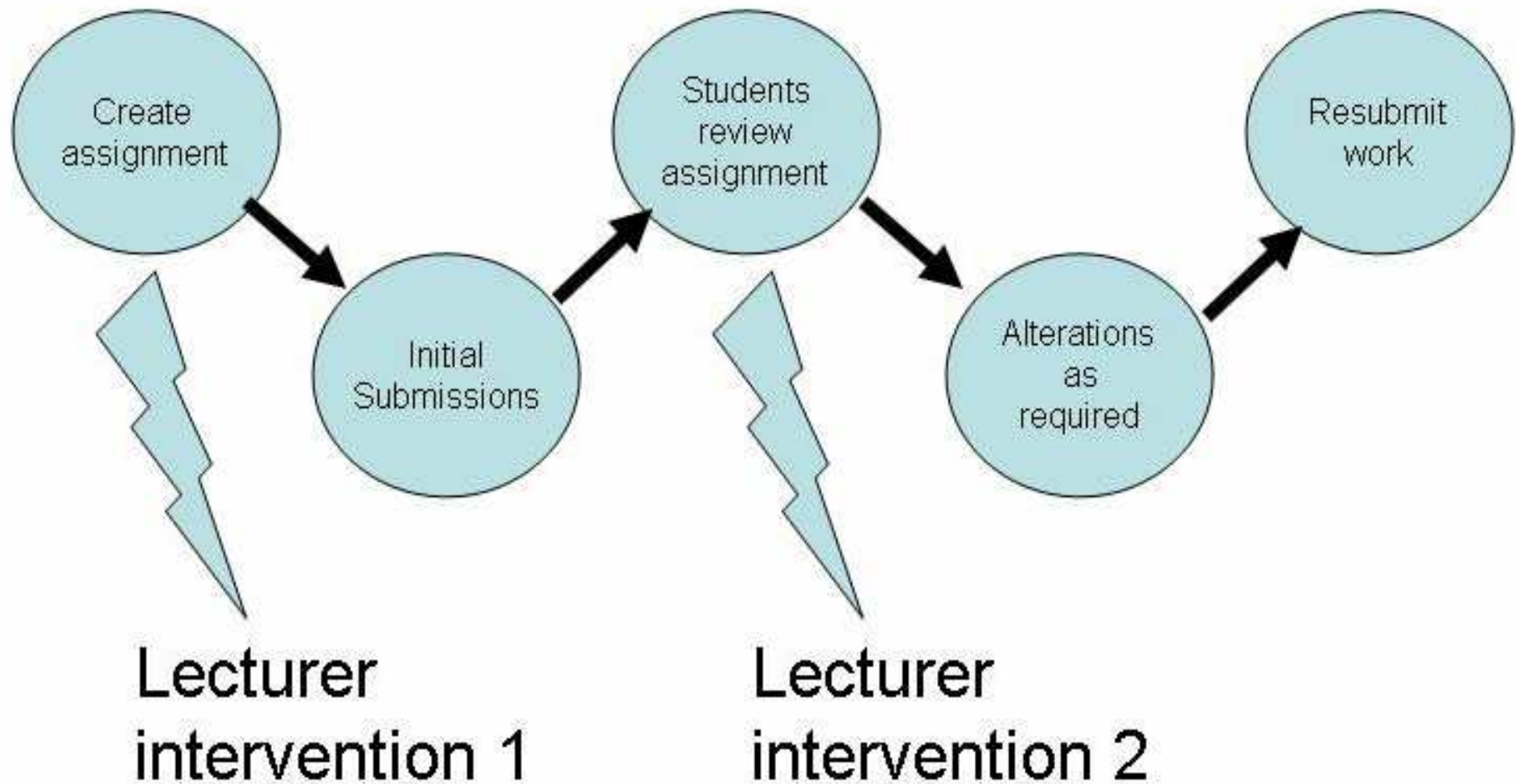


Teaching students about plagiarism..

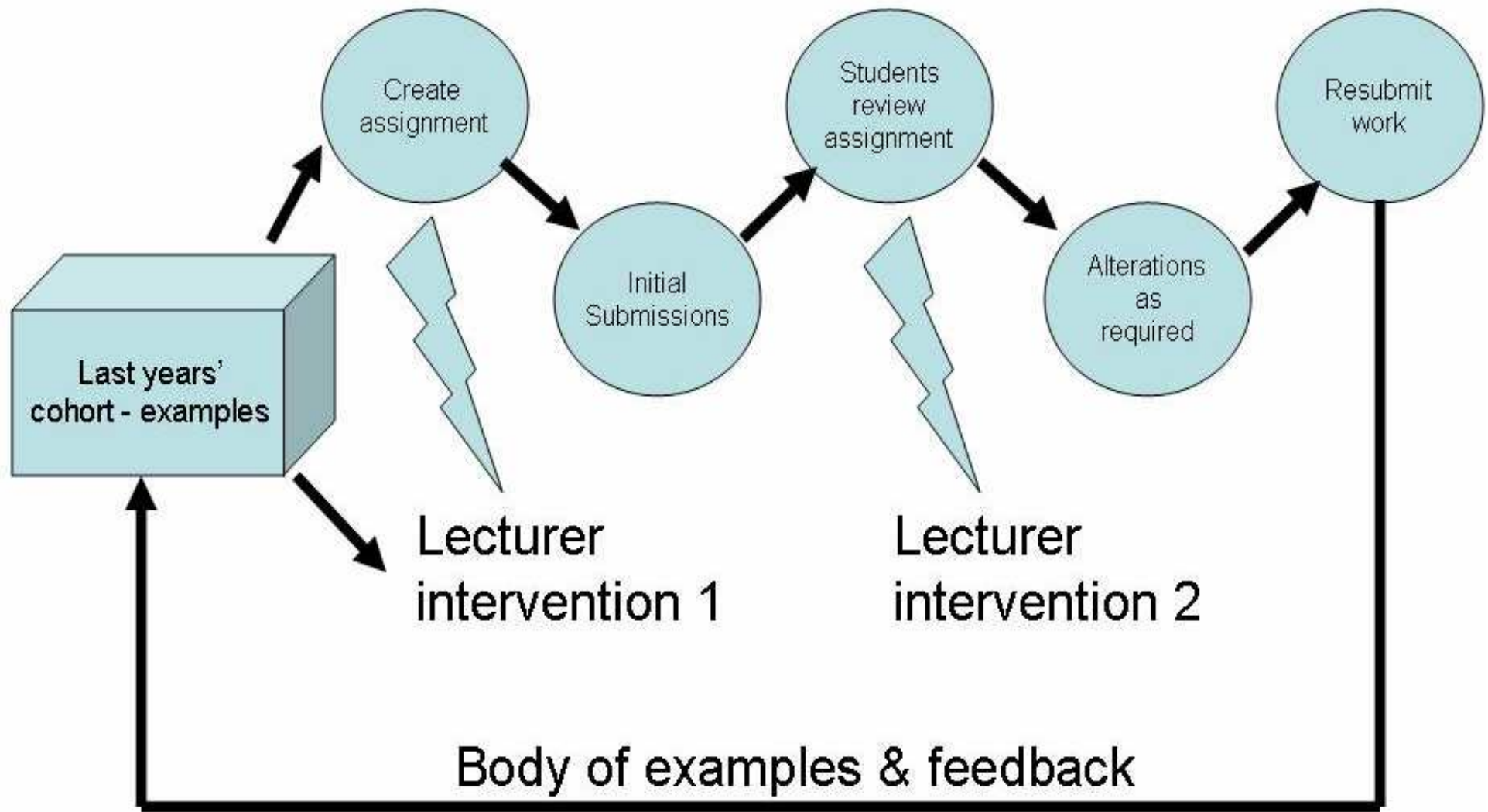
- We gave students formative access to submit assignments
 - Turnitin gives each student a similarity index (or score)
 - Students can see fairly quickly if there are ‘problematic’ areas in their assessment
- The lecturing staff then actively demonstrated and discussed examples of practice (good, bad and ugly) with students
 - This model is now active across the university



Starting from scratch with little/no resources



After an initial round of using Turnitin/lecturers with existing resources*



Plagiarism management - conclusion

- Student/lecturer engagement is the key 😊
- All students are prone to plagiarise at some point 😞
- Formative access is a good starting point
 - Must develop into summative submissions
- Humans are the best plagiarism detection tool available

- Plagiarism management involves a mix of
 - Detection
 - Feedback
 - Student engagement
 - Positive re-enforcement
 - Leading by example



The way forwards

To infinity
and
beyond!



- 2006/2007 – 4883 assignments
- 2007/2008 – 8700+ assignments
- University wide adoption

