Preventing Plagiarism: A Student-Centred Approach

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Critical Legal Thinking and Scholarship

• Short skills course – online and on campus versions
• Between 50-150 students (depending on intake)
• Diverse learning community
• Range of academic skills covered – including plagiarism education
• Challenges surrounding appropriate use of sources eg when writing in another language; from a cultural/educational background with “different assumptions about the correct use of sources” (Chanock, 2003, p.23)
Informal “Traffic Light System” Test

• Number of examples of different uses of the same text
• Traffic light system: appropriate use (green); poor technique (amber); plagiarism (red)
• Complete alone then discuss answer / explanation

Why?
• Demonstrates expectations in terms of university values and standards about plagiarism
• Provides concrete examples
Course Assessment

Course assessment put through text similarity detection software
Chance to discuss and resubmit
Software used formatively (HEA, 2014)

Why?
• Using a student’s own work helps them internalise plagiarism instruction as it becomes directly applicable to them (Barrett & Malcolm, 2006)
• Can lead to a “Eureka moment” (Davis & Carroll, 2009)

Has led to a significant reduction in incidences of plagiarism in resubmissions
Reflections...

• Understanding the different challenges faced

• Clarifying standards

• An opportunity for a “trial run”
References


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Thank you for listening!