



Academic Integrity, plagiarism

Do you know what it means?

Academic Integrity, plagiarism

Do you know what it means?

Did you know what it meant when you were a student?

Plagiarism occurs when someone...

Uses words, ideas, or work products

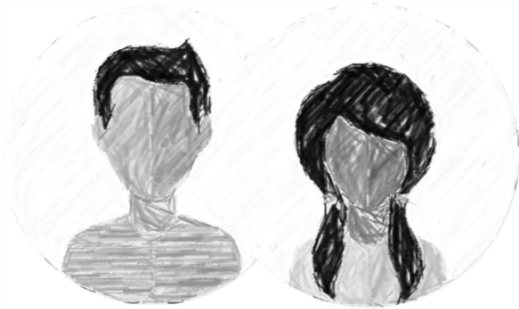
Attributable to another identifiable person or source

Without attributing the work to the source from which it was obtained

In a situation in which there is a **legitimate expectation of original authorship**

In order to obtain some benefit, credit, or gain which **need not be monetary**

It takes all of us working together towards Academic Integrity



Student



Researcher



Faculty



Towards Holistic Academic Integrity



DEFINE POLICY

Institutions define norms around academic integrity that guide the institution.



RAISE AWARENESS

Academic Integrity policy is communicated clearly to administrators, faculty and students



EDUCATE

Support students by building their skills around proper research, citation, writing and academic integrity practices



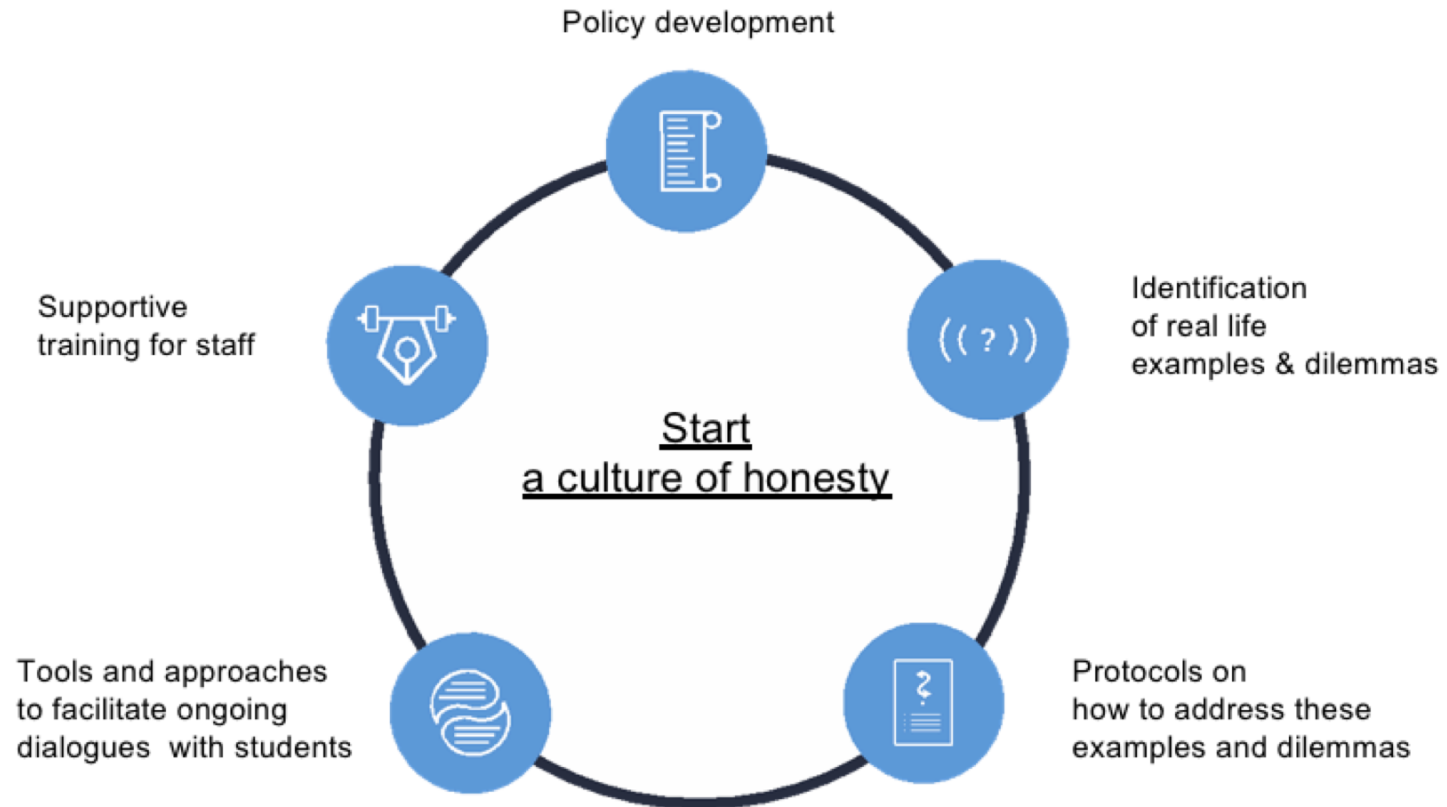
PROTECT YOUR VALUES

Policies are enforced to educate and protect the standards of the institution

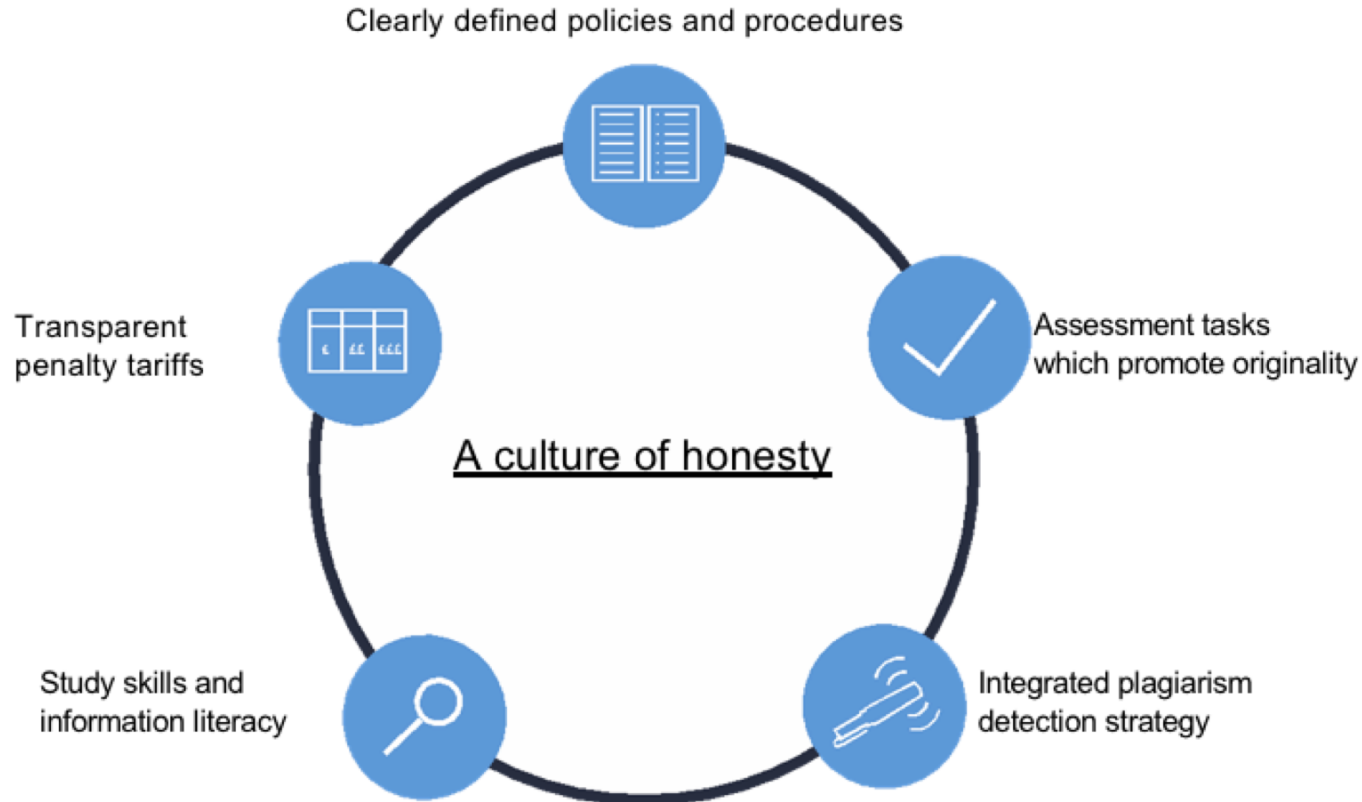
Steps to establishing an institutional Academic Integrity Policy

Step 1	Informal Practice
Step 2	Identify Need
Step 3	Identify who will lead in this policy development
Step 4	Identify goal for the policy
Step 5	Gather information widely
Step 6	Consult with appropriate stakeholders for the working group
Step 7	The importance of a draft policy
Step 8	Go to decision makers
Step 9	Finalize and approve policy
Step 10	Consider what processes and procedures are required
Step 11	Implement and communicate to the entire institution
Step 12	Monitor, review & revise

Components of good practice



A positive approach, maintain



10 types of unoriginal work

Ranked by severity and scored by frequency

Severity	Frequency
#1 Clone	9.5
#2 CTRL-C	8.9
#3 CTRL-F	3.9
#4 Remix	5.6
#5 Recycle	5.5
#6 Hybrid	0.5
#7 Mosaic	9.1
#8 404 Error	0.6
#9 RSS Feed	2.8
#10 Re-Post	4.4

Penalty tariffs

History

1st Time	100 points
2nd Time	150 points
3rd/+ Time	200 points

Education Level

Level 1	70 points
Level 2	115 points
Level 3/Postgrad	140 points

Value of Assignment

Standard weighting	30 points
Large project	60 points

Additional Characteristics

Evidence of deliberate attempt to disguise plagiarism by changing words, sentences or references to avoid detection - 40 points

Amount / Extent	Points
Below 5% AND less than two sentences	80
As above but with critical aspects plagiarised	105
Between 5% and 20% OR more than two sentences but not more than two paragraphs	105
As above but with critical aspects plagiarised	130
Between 20% and 50% OR more than two paragraphs but not more than five paragraphs	130
As above but with critical aspects plagiarised	160
Above 50% OR more than five paragraphs	160
Submission purchased from essay mill or ghostwriting service	225

Award Penalties based on the points

Points	Available Penalties (select one)
280 - 329	<ul style="list-style-type: none"> No further action beyond formal warning Assignment awarded 0% - resubmission required, no penalty on mark
330 - 379	<ul style="list-style-type: none"> No further action beyond formal warning Assignment awarded 0% - resubmission required, with no penalty on mark Assignment awarded 0% - resubmission required but mark capped or reduced
380 - 479	<ul style="list-style-type: none"> Assignment awarded 0% - resubmission required but mark capped or reduced Assignment awarded 0% - no opportunity to resubmit
480- 524	<ul style="list-style-type: none"> Assignment awarded 0% - no opportunity to resubmit Module awarded 0% - re-sit required, but mark capped or reduced Module awarded 0% - no opportunity to re-sit, but credit still awarded
525 - 559	<ul style="list-style-type: none"> Module awarded 0% - re-sit required, but mark capped or reduced Module awarded 0% - no opportunity to re-sit, but credit still awarded Module awarded 0% - no opportunity to re-sit, and credit lost Award classification reduced Qualification reduced (e.g. Honours -> no Honours) Expelled from institution but credits retained Expelled from institution with credits withdrawn
560+	<ul style="list-style-type: none"> Module awarded 0% - no opportunity to resit, and credit lost Award classification reduced Qualification reduced (e.g. Honours -> no Honours) Expelled from institution but credits retained Expelled from institution with credits withdrawn

It is our responsibility to inspire others

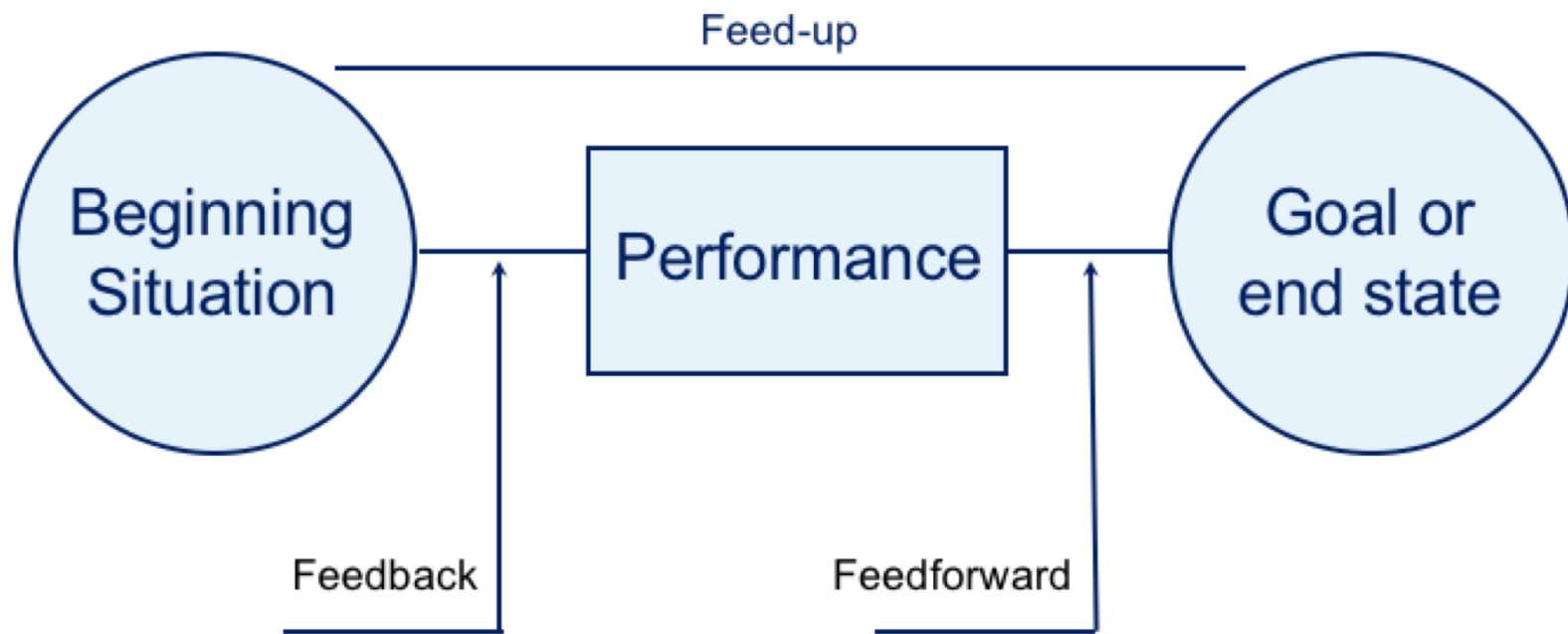
Effect sizes (Hattie, 2007)

The power of feedback

Factor	Effectsize
Feedback	1.13
IQ	1.04
Quality of instruction	1.00
Direct instruction	.82
Remediation/Feedback	.65
Learning abilities of student	.61
Classroom environment	.56
Challenging goals	.51
Peer tutoring	.50

Hattie and Timperlee (2007)

The power of feedback:



Most common feedback teachers do give

- Negative feedback: focus on errors
- Without explanation and information
- Too late (after the summative test, can't improve anymore)
- Rarely positive feedback
- Often without explanation

PRAISE



VS



A STUDY BY CAROL DWECK

Mindsets about the mind

Fixed mindset	Growth mindset
<i>Intelligence and general qualities can not be developed</i>	<i>Intelligence and general qualities can be developed</i>
Intelligence and general qualities determine what people can learn	Intelligence and general qualities grow through learning and thinking
Heredity determines the highest level people can reach	Heredity determines only a part of the variance in intelligence
<i>Do not ask too much from a student because this may cause frustration</i>	<i>You can learn anything</i>

Fixed Mindset vs. Growth Mindset

Based on the work of Dr. Carol Dweck

I believe that my **[Intelligence, Personality, Character]** is inherent and static. Locked-down or fixed. My potential is determined at birth. It doesn't change.

I believe that my **[Intelligence, Personality, Character]** can be continuously developed. My true potential is unknown and unknowable.

Fixed Mindset



- Avoid failure
- Desire to Look smart
- Avoids challenges
- Stick to what they know
- Feedback and criticism is personal
- They don't change or improve

Growth Mindset



- Desire continuous learning
- Confront uncertainties.
- Embracing challenges
- Not afraid to fail
- Put lots of effort to learn
- Feedback is about current capabilities



Growth oriented feedback:

- 1) Connect amount of effort with result
- 2) On strategies and processes
- 3) On importance of exercising and practicing
- 4) Stresses the necessity of errors
- 5) Oriented at persistence after failure
- 6) Oriented at importance of focus and concentration
- 7) Oriented at the goal set and reachable goals
- 8) Stimulates reflection on the necessary skills

COPY-PASTE PLAGIARISM STUDENT COLLUSION RESEARCH MISCONDUCT

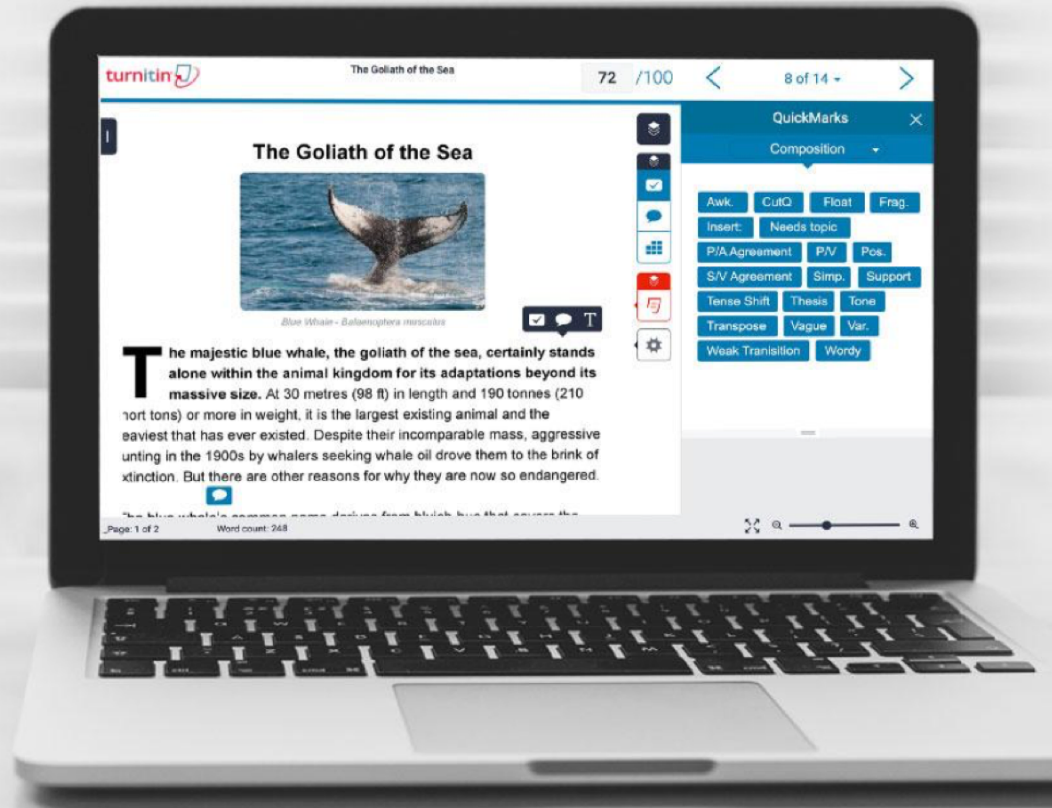
Turnitin detected ~21 million highly unoriginal papers (11% of submissions) in higher education globally last academic year

* Source: Robert Fraser (University of Manitoba) *Collaboration, Collusion and Plagiarism in Computer Science Coursework, 2014.*

** Source Philip Newton and Christopher Lang, (Springer), *Essay Writers, Freelancers, and Other Paid Third Parties, 2016.*



Turnitin Feedback Studio





The Goliath of the Sea

72 /100



8 of 14



The Goliath of the Sea



Blue Whale - *Balaenoptera musculus*

The majestic blue whale, the goliath of the sea, certainly stands alone within the animal kingdom for its adaptations beyond its massive size. At 30 metres (98 ft) in length and 190 tonnes (210 port tons) or more in weight, it is the largest existing animal and the heaviest that has ever existed. Despite their incomparable mass, aggressive hunting in the 1900s by whalers seeking whale oil drove them to the brink of extinction. But there are other reasons for why they are now so endangered.



The blue whale's common name derives from bluish hue that covers the

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QuickMarks



Composition

- Awk.
- CutQ
- Float
- Frag.
- Insert:
- Needs topic
- P/A Agreement
- P/V
- Pos.
- S/V Agreement
- Simp.
- Support
- Tense Shift
- Thesis
- Tone
- Transpose
- Vague
- Var.
- Weak Transition
- Wordy

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-
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Criteria		Scales			
		Exceptional 5.00	Skilled 4.00	Proficient 3.00	Developing 2.00
Exposition 4	20 %	The text creatively engages the reader by setting out a well-developed conflict, situation, or observation. The text establishes one or multiple points of view and introduces a narrator and/or complex characters.	The text engages and orients the reader by setting out a conflict, situation, or observation. It establishes one or multiple points of view and introduces a narrator and/or well-developed characters.	The text orients the reader by setting out a conflict, situation, or observation. It establishes one point of view and introduces a narrator and/or developed characters.	The text provides a setting with a vague conflict, situation, or observation with an unclear point of view. It introduces a narrator and/or underdeveloped characters.
Development 2	20 %	The text demonstrates sophisticated narrative techniques, such as engaging dialogue, artistic pacing, vivid description, complex reflection, and multiple plot lines to develop experiences, events, and/or characters.	The text demonstrates deliberate use of narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.	The text uses narrative techniques, such as dialogue, description, reflection, that illustrate events and/or characters.	The text uses some narrative techniques, such as dialogue or description that merely retells events and/or experiences.
Organization	20 %	The text creates a seamless progression of experiences or events using multiple techniques--such as chronology, flashback, foreshadowing, suspense, etc.--to sequence events so that they build on one another to create a coherent	The text creates a smooth progression of experiences or events using a variety of techniques--such as chronology, flashback, foreshadowing, suspense, etc.--to sequence events so that they build on one another to create a coherent	The text creates a logical progression of experiences or events using some techniques--such as chronology, flashback, foreshadowing, suspense, etc.--to sequence events so that they build on one another to create a coherent	The text creates a sequence or progression of experiences or events.

- Originality report
- Quickmark sets
- Voice comments
- Summary comments
- Grading rubrics

Introduction

To calculate the specific heat of a metal cylinder, we determined the specific heat indirectly by observing the temperature change of the water that the cylinder was submerged in. Submerging the cylinder was required due to the fact that we could not measure the temp of the metal directly. To calculate a specific heat we used the standard Heat Equation (Heat = (mass) (spec heat) (ΔT). The calculated value of Specific Heat was then compared to a chart of known Specific Heats. Using that information and other observable traits of the metal cylinder a guesstimate was formed for the composition of the cylinder.

This hypothesis is that when a metal object is submerged in a sample of water, any heat exchanged from the metal to the water will result in a temperature change for the water until both water and metal arrive at equilibrium. This utilizes principles of thermodynamics. When this is done inside an insulated container the heat loss to the environment is kept to a minimum.

Method / Procedure

The following items were used:

- Calorimeter: the exchange between the metal cylinder and the water occurred inside the calorimeter to minimize the heat loss to the environment.
- Thermometer: was inserted into the Calorimeter
- Boiling water bath: the metal cylinder was originally submerged here, an initial temp of @ 100°C was achieved
- Metal cylinder of unknown composition



Rubric

CCSS 9th-10th Grade Narrative

3 /5

Apply to Grade

Exposition
Proficient

3

Exposition

The text sets up a story by introducing the event/conflict, characters and setting.

Exceptional

The text creatively engages the reader by setting out a well-developed conflict, situation, or observation. The text establishes one or multiple points of view and introduces a narrator and/or complex characters.



72 /100



8 of 14



A Natural Setting

A History of Exploration and Settlement in Yosemite Valley

Yosemite National Park is a United States National Park spanning eastern portions of Tuolumne, Mariposa and Madera counties in east central California, United States. Although not the first designated national park Yosemite was central to the development of the national park idea since its first discovery by non-indigenous people in mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature

While Yosemite holds a special grip on the western mind, perceptions about its Valley have evolved over time due to changing politics migration



_Page: 1 of 2

Word count: 248



Match Overview



40%



1

en.wikipedia.org
Internet source

26%



2

animals.nationalgeogr...
Internet source

15%



61B Web Pages

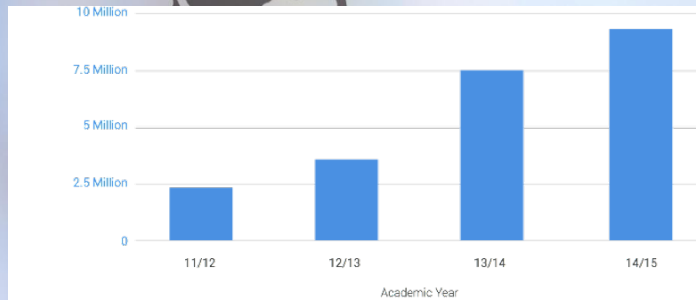
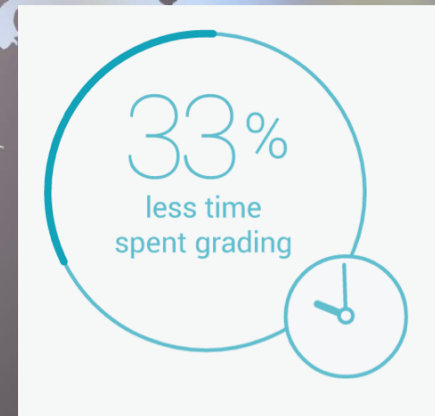
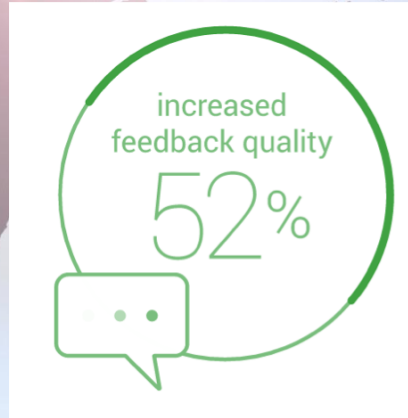
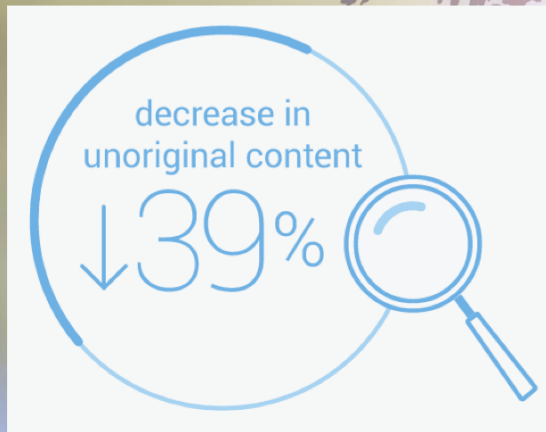


160M Scholarly Articles



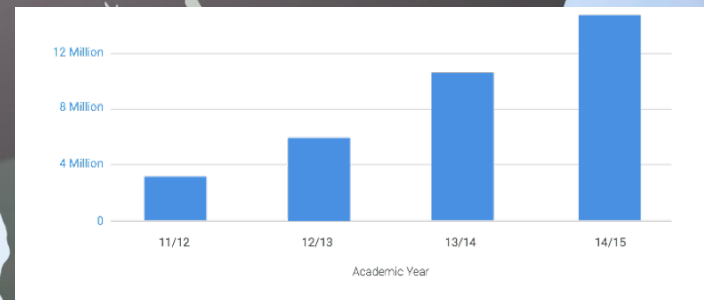
637M Student Papers

Supporting over 15,000 institutions, 1.6 million instructors, and 26 million students.



9 million papers graded 2014/15

World Secondary Education



14+ million papers graded 2014/15

World Higher Education

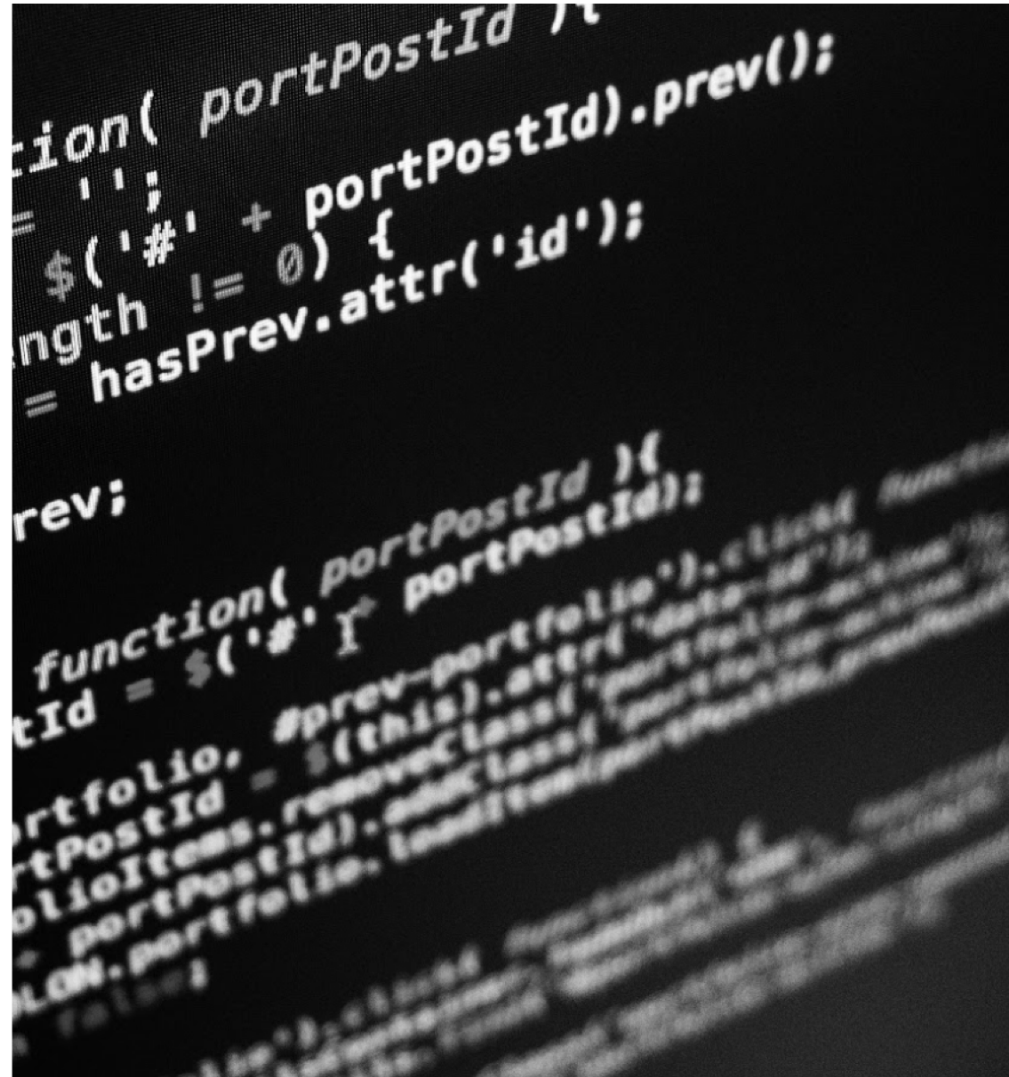
Emerging Threats & New Solutions

COMPUTER CODE PLAGIARISM

Nearly 50% of computer source code
submissions contain plagiarism**

* Source: Robert Fraser (University of Manitoba) *Collaboration, Collusion and Plagiarism in Computer Science Coursework*, 2014.

** Source Philip Newton and Christopher Lang, (Springer), *Essay Writers, Freelancers, and Other Paid Third Parties*, 2016.



CONTRACT CHEATING (i.e. GHOSTWRITING)

Ghostwritten work accounts for up to 20%
of papers submitted to Turnitin**

* Source: Robert Fraser (University of Manitoba) *Collaboration, Collusion and Plagiarism in Computer Science Coursework, 2014.*

** Source Philip Newton and Christopher Lang, (Springer), *Essay Writers, Freelancers, and Other Paid Third Parties, 2016.*



Partnering with Customers to Protect Their Values

<p>1998</p>  <p>COPY-PASTE PLAGIARISM</p> <p>70B Web Pages</p> <p>UC Berkeley</p>	<p>2005</p>  <p>STUDENT COLLUSION</p> <p>700M Student Papers</p> <p>Customers</p>	<p>2007</p>  <p>RESEARCH MISCONDUCT</p> <p>170M Journals</p> <p>Exclusive relationship w/ Crossref</p>	<p>2018</p>  <p>CONTRACT CHEATING</p> <p>New Turnitin Submissions</p> <p>UNSW, Deakin, UCSD, +</p>	<p>2018</p>  <p>COMPUTER CODE PLAGIARISM</p> <p>Computer Science Submissions</p> <p>Stanford, Monash, +</p>	<p>2018</p>  <p>CASE MANAGEMENT</p> <p>Documentation and Process Management</p> <p>UNSW, +</p>
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Towards Holistic Academic Integrity

