Condensed from

*The Critical Role of Pedagogy in Plagiarism Prevention: The Unley Ten Point Counter Plagiarism Strategy* by Graham Taylor  Unley High School, Department of Education and Children’s Services

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1. **Focus on question setting**

Set assignments that require students to make interpretations, comparisons and contrasts, Ask them to give opinions and reflect. This encourages original thought and makes students apply their understanding and make judgments.

For Example:

NOT ‘Write about the life of Mao’

BUT ‘Would the course of Chinese history have been the same if Mao had died in (say) 1941?’

NOT ‘Choose a region of Italy/France/Germany/Greece/China and research any five of the following: cities; agriculture/industry; history; cultural events; tourist features; famous people; foods/wines; special events; legend/myth’

BUT ‘You are a tour guide preparing an itinerary for a group of students who are planning to visit a particular region of Italy/France/Germany/Greece/China. This must be accompanied by, either a letter or a presentation to the supervising teacher, students and parents convincing them of the value of your itinerary’

Examine tasks you set and consider the processes you are expecting the student to go through. Does the task require those processes or can they simply be sidestepped? What order of thinking is required? Will the student be interrogating authentic raw data and drawing conclusions? How can new understandings be demonstrated? Use Bloom’s or a questioning toolkit

2. **Be explicit about skills**

Make sure students have the skills necessary for the assignment – how to break the questions down into sub topics, take notes, choose keywords. Have examples available if possible so students understand what standard they must reach. Ensure they understand referencing skills and understand paraphrasing.

3. **Make student thinking visible**

Ask students to keep detailed outlines and concept maps. Use the *Outline* button on Word to allow students to create clearer outlines. Use mind-mapping tools
4. **Value the process as well as product**

Make plans part of the assessment. Allocating marks for each stage of the process, e.g., research notes, developed outlines, drafts and proper referencing, will help ‘keep them honest’.

5. **Use one referencing system**

Insist on it assignments and give it marks.

6. **Consider linguistic evidence**

Is this how your student really writes?

7. **Know your students’ abilities**

8. **Develop ethical intelligence**

Students need to understand why it is not in their own long-term best interests to steal the work of others. Ultimately they cheat themselves.

9. **Search for ‘borrowings’**

Think of how you would ‘shortcut’ the assignment. Check search engines and feed in suspicious passages to a plagiarism checker such as TURNITIN.

10. **Discuss suspect pieces**

Begin by asking them to discuss the process they went through getting the information and work through their outline, notes and draft(s). Move from the general to the specific, identifying words or phrases that caught your attention as inconsistent, curious, out-of-context usage or technical terms and ask them to explain/expand. Explain your concerns and ask, ‘did you get any assistance at all?’