Academic Honesty and Plagiarism

Academic Honesty

In this video, Professor McPhee states some of the core values that underpin study and research at the University of Melbourne. These values relate to academic honesty and intellectual integrity, and they are a fundamental prerequisite for sustaining a thriving and stimulating academic community that respects the work of all scholars.

This Macromedia Flash file requires the latest Flash player. The file is xx kb and may take a few moments to load.

Professor Peter McPhee
Deputy Vice-Chancellor (Academic)

"to be capable of independent thought"

ArtsSmart is an Arts Faculty funded project designed to support first year arts students to learn information literacy skills. This slide show illustrates some of the development work. An implementation plan is also being developed to support academics.
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Deputy Vice Chancellor (Academic) Peter McPhee introduces the module Academic Honesty emphasising the importance of the module to beginning students. Flash movies are used throughout the course to personalise the content.
Plagiarism

Do you know what plagiarism is?

Before we get into the details let’s find out what everyone in the class thinks. Click on the image to go to our Plagiarism Vox Pop.

The opinions and values students hold about academic honesty and plagiarism are sought through various polls. Students can see what the whole group thinks about various issues. This aims to engage their emotions about a difficult but potentially dry topic.
VoxPop

What do you think about Plagiarism? Compare your views with those of others in the course.

Plagiarism is common amongst students at the University / Arts.

Summary of responses:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Selected (times)</th>
<th>Graph</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>1</td>
<td>(100%)</td>
</tr>
</tbody>
</table>

Other students get so much help from personal tutors, families and other students that I feel disadvantaged.

Summary of responses:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Selected (times)</th>
<th>Graph</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>1</td>
<td>(100%)</td>
</tr>
</tbody>
</table>

Since you cannot plagiarise your own work, it is quite OK to ‘re-use’ the same work for more than one assignment.

Summary of responses:

<table>
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<tr>
<th>Answer</th>
<th>Selected (times)</th>
<th>Graph</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>1</td>
<td>(100%)</td>
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In this slide only one student has answered the questions. Over time, a rich picture of values and viewpoints will be created. This Vox Pop is repeated at the end of the tutorial.
Academic Honesty and Plagiarism

Academic Honesty

In this video, Professor McPhee states some of the core values that underpin study at the University of Melbourne. These values relate to academic honesty and intellectual property and are a fundamental prerequisite for sustaining a thriving and stimulating academic environment.

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Professor Peter McPhee
Deputy Vice-Chancellor (Academic)

"to be capable of..."
<table>
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<th>User Specified ID</th>
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</table>

Academics can add and remove content to ensure the tutorial is contextualised for their specific subject.
1. Copying the work of another without proper acknowledgment (or allowing your work to be copied)

Ensure that your work is not copied by other students

You are responsible for looking after your own work, ensuring that you do not make it possible for other students to plagiarise.

The academic honesty module uses authentic student voices, discussing realistic scenarios facing first year students.
1. Copying the work of another without proper acknowledgment (or allowing your work to be copied)

Different cultural approaches to academic writing

Some students may have come from cultural backgrounds with different conventions of academic writing.

These students might consider the following scenarios:

Vignettes of culturally sensitive issues are presented in animations.
Passage One:

It might be safely assumed that some students 'copy and paste' and participate in other forms of plagiarism deliberately because they are lazy, sneaky and/or competitive. It might also be assumed that some students plagiarise deliberately in desperation because they are under pressure from their academic workload requirements, or simply run out of time. However, a proportion of the incidence of plagiarism in higher education is also attributable to misunderstanding and ignorance among students about why they should avoid plagiarism and how they can do so.¹


Passage Two:

Deliberate fraud

This kind of student sets out at the beginning of a course to cheat. He or she may employ a ghost writer or download an essay wholesale from the Web.... Many academics view this kind of person as very rare or even imaginary, claiming it is much more common that last minute panic triggers fraudulent action.¹


Realistic examples are worked through, and illustrated before the student is asked to complete the exercises themselves.
Learning to work and communicate online in small tutorial groups is important skill development. ArtsSmart incorporates asynchronous and synchronous online communication.
Original text:

Like many things, plagiarism is seen differently when viewed through different lenses. Now widely considered a vice, in days past it was sometimes considered a virtue, imitation being considered the highest form of flattery. The same tension still holds true in some non-Western cultures, and it must be taken into account when dealing with plagiarism by students from different cultural backgrounds, grounded in different notions of respect for authority and different traditions of academic writing.

Chris Park, "In Other (People’s) Words: Plagiarism by University Students – literature and lessons." *Assessment and Evaluation in Higher Education, 28,* no.5 (2003): 471

Student essay based on this source:

Not all people view plagiarism in the same way. In 2004, it is seen as reprehensible but in earlier times, copying was often considered a great compliment to the author. This is still the case in some non-Western cultures where there is more respect for authority and different traditions of academic writing. Cultural background needs to be taken into account when dealing with international students who might be guilty of plagiarism.

Is this plagiarism? Working through following questions may help you to decide.

Short exercises, with reinforcing prompts and feedback give an opportunity for testing understanding.
Has the student acknowledged the ideas of original author? ·

- Yes
- No

Incorrect. The student's use of the phrase "According to Harris" at least indicates in general terms that the ideas are derived from Harris. However, a more detailed acknowledgement in a citation is still necessary.

Attempts Remaining: 0 *

Has the student reorganised the structure of the original so that content is not too close to the original? ·

- Yes
- No

Correct. The student has summarised the passage and reorganised the structure sufficiently.

Attempts Remaining: 0 *

Has the student given a detailed citation? ·

- Yes
- No

Incorrect. The student has not given a detailed citation that would enable readers to locate the information in Harris' book for themselves. The required information includes details of the author, title, publisher, place of publication, date and page number.

Attempts Remaining: 0 *

Has the student enclosed all direct quotes in quotation marks? ·

- Yes
- No

Correct. This is the correct answer. The phrase "the student is aware of other thinkers' positions on the topic" is a direct quotation and should be enclosed in quotation marks.

Feedback and additional questions emphasise the themes of the tutorial.
A more satisfactory acknowledgement of this source:

According to Harris, the practice of citation actually improves student essay writing since it demonstrates that the student has researched, read and understood a range of writings on the topic. This use of sources shows "that the student is aware of other thinkers' positions."  


The model answer uses sources more successfully because:

1. There are quotation marks around the direct quote.
2. There is a citation to the Harris book that gives the exact location of this information - author, title, date, page number. The reader would have no difficulty in finding this quote.
3. The ideas that belong to Harris are clearly distinguished. The reference to Harris in the text makes it clear where Harris' ideas begin and the citation marks the end.

A model answer, which opens in a new window, provides a demonstration of a preferred way of acknowledging sources.
You only have one chance to answer the questions, so think about your answers carefully!

See if you can find the items that are listed on this reading list. 7 references are listed following the bibliography. Each reference is called a citation. The citations include the bibliographic information that is needed to identify and locate the item. Let’s start with the most familiar reference type. Click on the citation The Ties That Bind: A History of Sport at the University of Melbourne by June Senyard to begin the questions.

The University of Melbourne: A Select Bibliography


Zainu’ddin, A. G. "The Admission of Women to the University of Melbourne, 1869-1903." Melbourne Studies in Education 14

In the Reading list module academics can insert their own specific reading lists to ensure that students are undertaking timely and authentic learning tasks.
Citation Demonstration

Here is a demonstration of the elements that are commonly given in a citation to a book: Click on different parts of the citation to display the different elements.

DEMONSTRATION: Citations

Roll over the different elements of a citation to see what’s what.


An animation illustrates different parts of a citation. This can be customised for subject areas.