

ACADEMIC INTEGRITY

Strategies for Prevention of Plagiarism

- Educate yourself and your students about the university's Academic Integrity Policy. Include the university's policy statement on your course syllabus.
- Spend some time during the first lecture with students. Explain what academic integrity is and what constitutes academic dishonesty; make it clear to students what your expectations and guidelines are when it comes to plagiarism and collaboration.
- Engage your students in a discussion, exercise or assignment that has them examine the value and underlying principles of academic integrity.

"One of the most important awareness strategies that faculty can employ is communicating to students what a university education is about; that is, the process of learning," explained Professor David Glassco, of Trent's Department of English Literature. "The learning process helps students define a sense of self, S'exprimer, as the French say; one learns language to express oneself. If you present this argument to students, you can demonstrate how dangerous it is for them to take over another's language; it weakens the sense of self with each adoption/adaptation of another's words." (Boyne, Glassco & Scharfe 2003:1).

- Provide clear written guidelines on the expectations of your course or discipline with respect to collaboration, citation, and quality/type of acceptable secondary resources (e.g., peer reviewed resources, sources from specific journals, sources from specific time frames, etc.). Guidelines could be on course syllabus or on course myLearningSystem site.

Examine the types of assessment that you currently employ

- Do the assessments, or the way that they are delivered, promote or deter academic dishonesty?
- Do you administer multiple versions of tests?
- Are the topics of the research papers general or specific?
- Is the nature of the assessment a reliable indicator of whether a student has mastered an understanding of the course or subject?
- What is the balance between achieving the correct answer, versus a demonstrated understanding of the concept or theory?
- Are there situations where collaboration would be beneficial to student learning?
- Can some of the larger end-of-term assignments be broken down into stages throughout the course?