PREVENTING PLAGIARISM: IT'S MORE COMMON THAN YOU THINK

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ONCE UPON A TIME…

Anything could be used in an online course, right? If we can find content from a book or on the Internet, let’s put it in a course!

• word-for-word
• attribution, *shm-attribution*!
• It’s all general knowledge anyway!

WAIT, REALLY, WHAT?

First, let’s consider what we are actually doing with our courses.
AT ERAU, WW…

We reproduce course shells **repeatedly** for multiple:

- semesters
- modalities
- sections

In effect, we are **distributing** our courses. We are **publishing** the content.

SO, WHAT DO WE NEED TO DO?
WE NEED TO ENSURE WE ARE USING ORIGINAL CONTENT!

BUT WHY?

• to protect the integrity of our academic content and institution
• to hold developers to the same standards as the students
• to protect the university against potential lawsuits if we are selling the courses as our own
FACTS OF THE MATTER
- LESSONS LEARNED –

Plagiarism can creep into courses.
• especially older courses

Plagiarism can be intentional.
• content-padding during course development

Plagiarism can be unintentional.
• Even faculty members and instructional designers can misunderstand what plagiarism is!
SO HOW DO WE CHECK CONTENT?

THREE MAJOR TOOLS

Intuition
• a fine-tooth comb

Strategic Google Searches
• a magnifying glass

Turnitin®
• a broad net
Chocolate or strawberry? Life or death? We make tons of quick decisions unconsciously, others we hem and haw over in agony. We choose actions and form opinions via mental processes which are influenced by biases, reason, emotions, and memories. Some question whether we really even have free will; others believe it is well within our power to make choices that will lead to greater well-being.

Take this quick test called Framing the Epidemic ([http://www.philosophyexperiments.com/framing](http://www.philosophyexperiments.com/framing)) to learn a little about your decision-making processes.

The two scenarios featured here were first developed by the psychologists Daniel Kahneman and Amos Tversky in their 1984 study titled, “Choices, Values, and Frames,” which was published in the journal American Psychologist.

Do you typically approach a problem from many perspectives or opt for the same old solution that worked in the past? In his work on human motivation, Robert E. Franken states that in order to be creative, you need to be able to view things from different perspectives. Creativity is linked to fundamental qualities of thinking, such as flexibility and tolerance of ambiguity.

This test called the [Creative Problem Solving Test](https://www.progress.com/texts/access_questions_html#fileTest-2284) was developed to evaluate whether your attitude towards problem-solving and the manner in which you approach a problem are conducive to creative thinking.

In this module, we consider many ways in which we make judgments and decisions and use reasoning to draw conclusions. Judgment and decision making are used to select from among choices or to evaluate opportunities. Additionally, we consider various forms of reasoning. The goal of reasoning is to draw conclusions, either deductively from principles or inductively from evidence. We consider the process of solving problems, as well as some of the hindrances and aids to overcoming obstacles and reaching a solution.
HANDLING PLAGIARISM

• Interpret the evidence.
• Discuss the matter *openly* with the developer.
• Ask for revised content and present solutions such as attributing content.

QUESTIONS?

COMMENTS?

What is your process for checking content before it goes into a course?
Evaluate Sessions and Win!

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen (located under session type and track)
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

Five (5) $25 gift cards will be awarded to five (5) individuals
Must submit evals using the OLC Conferences mobile app or website