



Addressing C3:

Cyber Ethics, Safety, and Security

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Portia Pusey



C3 Overview



Cybersafety
Cyberethics
Cybersecurity

National C3 Baseline Study



Cyber Security studies, reports, surveys - Mozilla Firefox

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Welcome.

Read and download full copies of NCSA and other important studies, reports, and surveys

The NCSA produces several studies and reports each year. In addition, NCSA helps to promote and distribute other information about cyber security.

 **Harris Online Security & Privacy Study**
(227 KB)

2008 National Cybersafety, Cybersecurity, Cyberethics Baseline Study

Study of the state of Cybersecurity, Cybersafety, and Cyberethics education in K-12 classrooms, including teacher preparedness to teach topics.

Fact Sheet: 2008 National Cybersafety, Cybersecurity, Cyberethics Baseline Study

One-pager on key findings from the study.

2008 NCSA/Symantec Home User Study

Survey of home users perceptions of installed security and reality based on computer scans.

Fact sheet 2008 NCSA/Symantec Home User Study

Press Contacts

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[Read More >](#)

US-CERT Cyber Security Tips

ST06-009: Coordinating Virus and Spyware Defense

ST06-008: Safeguarding Your Data

ST06-007: Defending Cell Phones and PDAs Against Attack

ST06-006: Understanding Hidden Threats: Corrupted Software Files

ST07-001: Shopping Safely Online

ST06-005: Dealing with Cyberbullies

US-CERT Cyber Security Alerts

Done

See Handouts

Cybersafety



Suzanna Tiapula

**Director, National District Attorneys
Association's
National Center for
Prosecution of Child Abuse
Washington, D.C.**

Break!



Back Early? Online Activity Together



Blog Beware Quiz: NetSmartz

- <http://www.netsmartz.org/services/NSXMLQuizPage/QuizRequest.aspx?quiz=Blog+Beware+Quiz>

See Handout

Curricula



- [iKeepSafe](#)
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See Handouts

Social Networking Sites & Activities (Group Review)



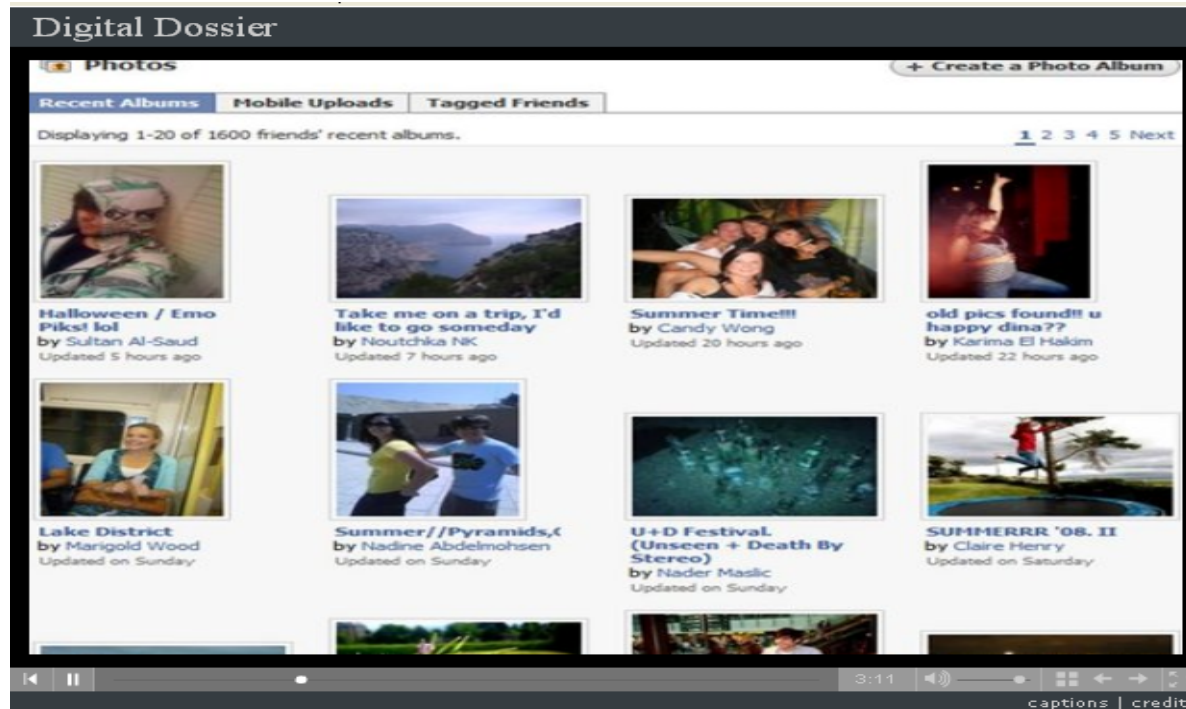
- FTC <http://onguardonline.gov/socialnetworking.html>
- NetSmartz <http://www.netsmartz.org/netteens.htm>
- StaySafeOnline.org <http://www.staysafeonline.info/>
- Social Networking Sites
<http://www.edtechpolicy.org/mindtools.html#networkingenviron>
- More
<http://www.edtechpolicy.org/C3Institute/c3resources.html>

Current Issues/Hot Topics



- Sexting
- Net Banging
- Cyberbullying
 - *Seattle Public Schools and a Grant from Qwest Foundation*
<http://www.seattleschools.org/area/prevention/cbms.html>
 - CyberSmart!
<http://www.cybersmartcurriculum.org/cyberbullying/>

Digital Dossier



KnowWhereTheyGo.org

Online Reputation Management

Stretch Break!



**5 Minute
Stretch**



Educator Awareness on Issues of Academic Integrity

Cyberethics



"Dear Mr. Trent: Since you only pretended to write this paper, I only pretended to grade it!"

The Plagiarism Handbook by Roger A. Harris,
<http://www.pyrczak.com/antiplagiarism/index.htm>.

Cyberethics Overview



This presentation is aimed at providing an overview of the current state of:

- **Setting the Stage: New Vocabulary or Different Meanings?**
- **What's the Problem? Past and Recent Studies and Statistics**
- **Plagiarism in a High Tech World: Then and Now**
- **Defending Against Plagiarism**
- **The Best Defense: The Proactive Approach**
- **New Ideas**

Disclaimer

- This PPT is shared in its entirety to be used as a reference



What's the Difference Between Academic Integrity and Plagiarism?

Academic integrity and ethical use are defined as

"the use of resources, not of one's own creation, in a manner that adheres to intellectual property principles while upholding the fundamental values of honesty, trust, fairness, respect and responsibility. Academic integrity and ethical use mean that a user respects the ideas and works of others, gives proper attribution for the intellectual property of others, and adheres to their institution's rules and codes of conduct" ²

According to West's Encyclopedia of American Law, plagiarism is

"the act of appropriating the literary composition of another author, or excerpts, ideas, or passages there from, and passing the material off as one's own creation." ¹

Misuse of Academic Integrity includes plagiarism but is much broader

1. Definition used with permission (Feb 29, 2000) from The West Group, West's Encyclopedia of American Law) from UWPlatt <http://www.uwplatt.edu/~library/reference/plagiarism.htmlx>
2. Center for Academic Integrity, 1999 in Preparing Maryland for Information Literacy, Ethical Use and Academic Integrity Report, 2007

What is Cheating or Plagiarism?

- Stephen Wilhoit lists the following types of plagiarism:
 - **Buying a paper** from a research service or term paper mill.
 - **Turning in another** student's work.
 - Turning in a paper a **peer has written** for the student.
 - Copying a paper from a source text **without proper** acknowledgment.
 - Copying materials from a source text, supplying proper documentation, but **leaving out quotation marks**.
 - Paraphrasing materials from a source text **without appropriate documentation**.

Wilhoit, Stephen. "Helping Students Avoid Plagiarism." *College Teaching* 42 (Fall 1994): 161-164. In Hinchliffe, Lisa. "Cut-and-Paste Plagiarism: Preventing, Detecting, and Tracking Online Plagiarism." <http://alexia.lis.uiuc.edu/~janicke/plagiary.htm>. 25 Feb. 1999.

Plagiarism and Other Forms of Cheating



- A picture, diagram or artistic representation from a book, magazine, newspaper, pamphlet etc. or the Internet not referenced
- Music downloaded from the Internet or off a CD without permission
- A video clip “lifted” without permission or correct citation
- Using an electronic translator to translate your work into another language and turning it in as your own writing in a different language
- Using cell phones/PDAs to text message answers back and forth, take pictures of test, archive notes/cheat sheets digitally
- Using calculator memories to store notes/cheat sheets

Summary “Plagiarism”: Then and Now



Old Plagiarism

Students:

- copied from books, encyclopedias, newspapers, journals;
- misrepresented citations or bibliographic entries;
- exchanged or purchased essays;
- required time and effort to locate and copy (many times by hand)
- papers still had to be written or typed;
- required personal contact

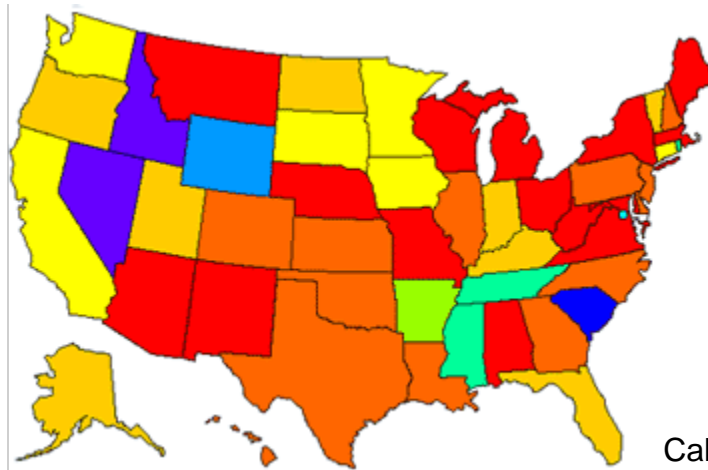
New Plagiarism

Students:

- copy from one or more electronic sources;
- download material from the Internet without acknowledgement;
- locate essays in another language and then put them through translation programs (sometimes back and forth);
- copying and pasting -quick and effortless, provides instant gratification;
- text fonts/style can be changed with a simple keystroke;
- requires no personal contact, creating a sense of anonymity

Past Statistics Snapshots

State by state levels of digital plagiarism (2004),
based on papers submitted to Turnitin.com



Calculations normalized based on the number of term papers analyzed from a particular state. Digital plagiarism is also growing at an alarming rate internationally, as is indicated by our many Turnitin.com subscribers overseas.

<http://www.plagiarism.org/problem.html>

Statistics



- Center for Academic Integrity study by Donald McCabe from Rutgers University, reports that **80 percent** of **college** students admit to **cheating at least once**
 - Source: Center for Academic Integrity study: Student Cheating in American High Schools. Donald L. McCabe May 2001 <http://www.academicintegrity.org/>

Research Chronology : Center for Academic Integrity Study: Student Cheating in American High Schools



- 2000/2001
 - U.S. high school survey - 4,471 students at 25 schools across the U.S.
- 2001/2002
 - CAI Assessment Survey – 2,526 students on 12 campuses
- 2002/2003
 - Enter the Canadians



From: *Promoting Academic Integrity: ACRL – Delaware Valley Chapter May 7, 2004* (See: <http://216.239.39.104/search?q=cache:0CLrctGUaX0J:www.acrldvc.org/spring04/donmccabe.ppt+Center+for+Academic+Integrity+study:+Student+Cheating+in+American+&hl=en>)



McCabe Study Key Results (US)

- **74%** of respondents reported one or more instances of **serious test cheating**.
- **72%** reported one or more instances of **serious cheating on written work**.
- **97%** report at least **one questionable activity** (from copying homework to test copying)
- **More than 30%** of respondents admit to **repetitive, serious cheating on tests/exams**
- Yet **only 20%** agreed with statement, 'Cheating was a serious problem in my high school.'
- **68%** expect less test cheating at university. 19% not sure.



Plagiarism & The Internet

- **15%** have submitted a paper obtained in large part from a **term paper mill or website**
- **52%** have copied a few sentences from a website **without citing** the source
- **90%** of the students using the Internet to plagiarize **have also plagiarized from written sources.** (The Web has 'created' few new cheaters - 6% of all students.)

Source: Center for Academic Integrity study: Student Cheating in American High Schools.
Donald L. McCabe May 2004 <http://www.academicintegrity.org>

Major Conclusions

- Cheating is widespread
- Students find it easy to rationalize cheating
- The Internet is raising new questions
- Students feel that many teachers ignore cheating, at least on occasion
- Students cheat for a variety of reasons

Source: Center for Academic Integrity study: Student Cheating in American High Schools. Donald L. McCabe May 2001 <http://www.academicintegrity.org>

Some Teachers Ignore Cheating

- 47% of students think **teachers sometimes ignore cheating.**
- The major reasons students think teachers ignore cheating are:
 - Don't want to deal with **hassle** (18%)
 - Don't **care** (11%)
 - **Not worth trouble** on small assignments (7%)

Source: Center for Academic Integrity study: Student Cheating in American High Schools. Donald L. McCabe May 2004 <http://www.academicintegrity.org>

Why Students Cheat

- Lazy/don't study/didn't prepare (32%)
- To pass/get good grades (29%)
- Pressures to succeed (12%)
- **Don't know answers**/understand (9%)
- Time pressure - too much work, etc. (5%)
- Other (13%)

Source: Center for Academic Integrity study: Student Cheating in American High Schools.
Donald L. McCabe May 2004 <http://www.academicintegrity.org>

Other Findings

- Serious cheating is generally **lower at private** vs. public schools
- Students in **midwest report lower** levels of cheating than schools in west and northeast
- **Few** consistent differences by **gender**
- Serious test cheating **grows** from 9th to 11th grade and **drops off** slightly in 12th grade

Source: Center for Academic Integrity study: Student Cheating in American High Schools. Donald L. McCabe
May 2004 <http://www.academicintegrity.org>

Other Studies

- **2000 Josephson Institute of Ethics Studies**
 - Nationwide survey of 8,600 high school students
 - Indicated **61%** of students in 1992 admitted to **cheating on exams**
 - **71%** in 2000 admitted to **cheating on exams**
- **58.3%** of high school students let **someone else copy** their work in 1969, and **97.5%** did so in 1989-- The State of Americans: This Generation and the Next (Urie Bronfenbrenner, Editor).



Josephson Institute's 2006 Report Card on the Ethics of American Youth

- Survey of 36,000 high school students (public and private) conducted in 2005 and 2006
 - a substantial majority (**60%**) cheated on a test
 - during the past year (**35%** did so two or more times) and one in three (**33%**) said they used the Internet to plagiarize an assignment
- 5,300 high school athletes
 - **65%** admitted to cheating in the classroom more than once in the previous year, as opposed to 60 percent of non-athletes

Less than 2 percent of all academic cheaters get caught, and only half of them get punished. So there's almost a 99 percent chance of getting away with it

Josephson Institute's 2006 Report Card on the Ethics of American Youth



According to Michael Josephson, president and founder of the Institute and one of the nation's top ethics experts,

*“The good news is that things aren’t getting any worse -- the **2006 results are almost identical to those reported in 2004.** The bad news is that unacceptably high **rates of dishonesty have become the norm.** It doesn’t bode well for the future that so many kids are entering the workforce to become the next generation of corporate executives and cops, politicians and parents, journalists, teachers, and coaches with the dispositions and skills of liars, cheaters and thieves.”*



Denise Pope



- Stanford's SOS: Stressed-Out Students Project and author of "Doing School: How We Are Creating a Generation of Stressed-Out, Materialistic and Miseducated Students"
- "Nationally, **75** percent of all high school students **cheat**. But the ones who cheat **more** are the ones who have the most to lose, which is the **honors and AP** (advanced placement) students. **Eighty percent of honors and AP students cheat on a regular basis.**"
- When she published "Doing School" (2001), "it was No-Doz and caffeine. Now, especially in the past five years, it has switched to **Adderall, Ritalin and illegal stimulants**" to "get an edge"

Common Sense Media: Hi Tech Cheating Survey

- Benenson Strategy Group
 - 1013 online survey
 - Age 10-13
 - Grades 7-12
 - 55 interview
 - 28 students
 - 27 parents
- Cell phone cheaters
 - Text friends answers
 - Search answers during test
 - Store notes
- Internet cheaters
 - Download paper or report
 - Copy/paste text
 - Search for teacher's manual with answers

See Handouts (3)

Hi Tech Cheating Survey Results (2009)



- 35% of teens with cell phones admit to cheating at least once with them
- 65% of all teens say others in their school cheat with them
- 52% admitted to some form of cheating using the Internet
- Parents are quite realistic when it comes to the frequency of cheating in schools – they just don't believe it happens in their own backyard.
 - 76% say cell phone cheating happens at their child's school but only 3% say their child has ever cheated with cell phones.
 - 79% say teens at their child's school download papers from the Internet to turn in as their own work but only 7% say their child has done this.

MD Information Literacy, Ethical Use and Academic Integrity Baseline Pilot Study

Davina Pruitt-Mentle



- Three parts
 - **Survey** of 125 middle and high school teachers (public and private) and 42 high school students (public and private)
 - **Focus group** interviews
 - Additionally, 12 students and 18 teachers agreed to participate in individual **qualitative follow-up interviews**

MD Information Literacy, Ethical Use and Academic Integrity Baseline Pilot Study



Students

- **100%** said they had witnessed or **heard about someone** in their school cheating on a quiz or test
- **94%** said they felt that **cheating frequently** took place in their school
- **100%** said they felt that plagiarism through **cutting and pasting** frequently took place in their school
- Reasons:
 - “no one really cares”
 - “they [teachers] do not have time to check anyway”
 - “everyone does it”
 - “you have to to get good grades. .because everyone else does”
 - “they just make you do it over...so you get more time”
 - “before this class I didn't know how to cite... or a least do it correctly...they [teachers] never really cover over it much”
 - “except for English they [teachers] never really care

Teachers

- **100%** said they felt that cheating frequently took place in their school, the majority listed plagiarism as the major tactic
- **67%** said they had had occurrences in their classroom of plagiarism
- Reasons:
 - “not enough time to check all the work.. or follow up”
 - “no real consequences for students if you do turn them in”
 - “...usually have to handle it yourself. If you do something the parents complain”
 - “cutting and pasting has just become so easy”
 - “I reported a case to the administrator but because it would effect the student's playing [a sport] nothing happened”
 - “...it [reporting] an incidence was a nightmare...parents came in and legal threats... it just wasn't worth it”

MD Information Literacy, Ethical Use and Academic Integrity Baseline Pilot Study



- AUP/SCC
 - Not easily available
 - Policies varied
 - No definitions
 - No/vague consequences
 - Consequences disconnected
- When and how covered questionable
- Missing
 - Number of infractions
 - Consequences



MD Baseline Pilot Study Implications



- The implementation process currently in place (at least in writing) is disturbing, as we question the viability of a single briefing addressing content at the beginning of the year.
- While the AUP/SCC can be reviewed within each classroom, we question the thoroughness of existing policies in addressing and defining plagiarism (only four briefly defined the word).
- We also question whether the appropriate members of the faculties are responsible for instructing students on the content.
- We respect the media specialist's role in teaching technology related material, but ultimately the importance of addressing the subjects of ethical use and academic integrity requires that it become the responsibility of ALL subject content areas throughout the school.
- While three local school system AUP's state the teacher's role in assisting students in acquiring these skills, we are unsure as to the teacher's skills and level of expertise in these areas, and commitment and follow through of consequences are unclear at best.

Other Important Research, Statistics and Findings



- Trevor S. Harding: *A Comparison of Academic Dishonesty between the Humanities and Engineering Disciplines*
- Dominic Sisti: *HS Student Perspectives on Internet Plagiarism*
- Scott A. Wowra: *Moral Identities, Social Anxiety, and Academic Dishonesty Among American College Students*
- Ashley Mouberry-Sieman: *Academic Dishonesty Across the Transition from High School to College*
- Jason M. Stephens: *Missing Links in Academic Integrity: Educational Implications and Future Directions*
- Andrea Goodwin: *Exploring the Relationship Between Moral Reasoning and Students' Understanding of the Honor Code*

Why is This Happening?



Some of the things students think they know about plagiarism may be wrong



Carnegie Mellon University, Enhancing Education, "Plagiarism and the Web." <http://www.cmu.edu/teaching/resources/plagiarism.html>



"Plagiarism?" But my roommate gave me permission to use his paper and said I didn't have to cite him.

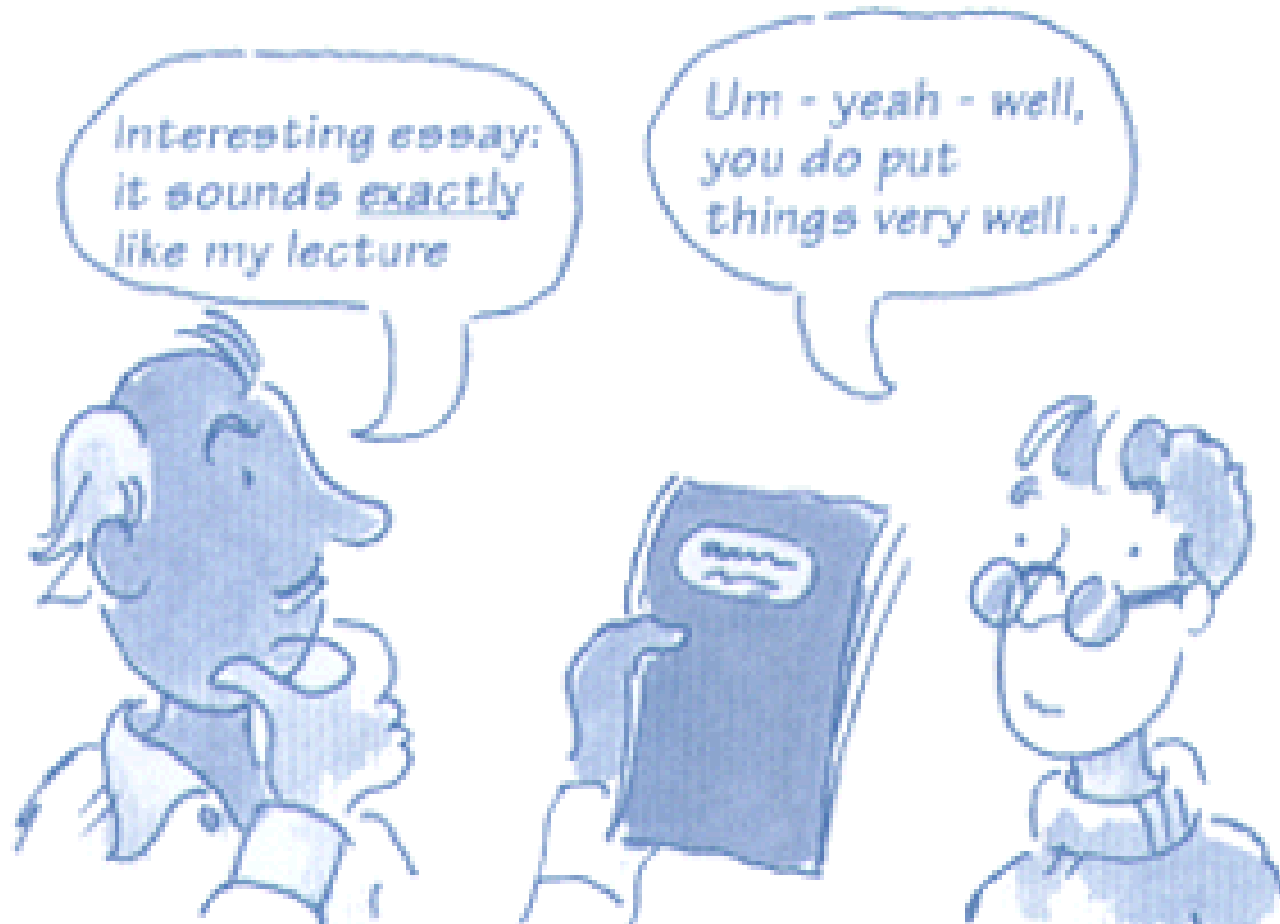
The Plagiarism Handbook by Roger A. Harris,
<http://www.pyrczak.com/antiplagiarism/index.htm>



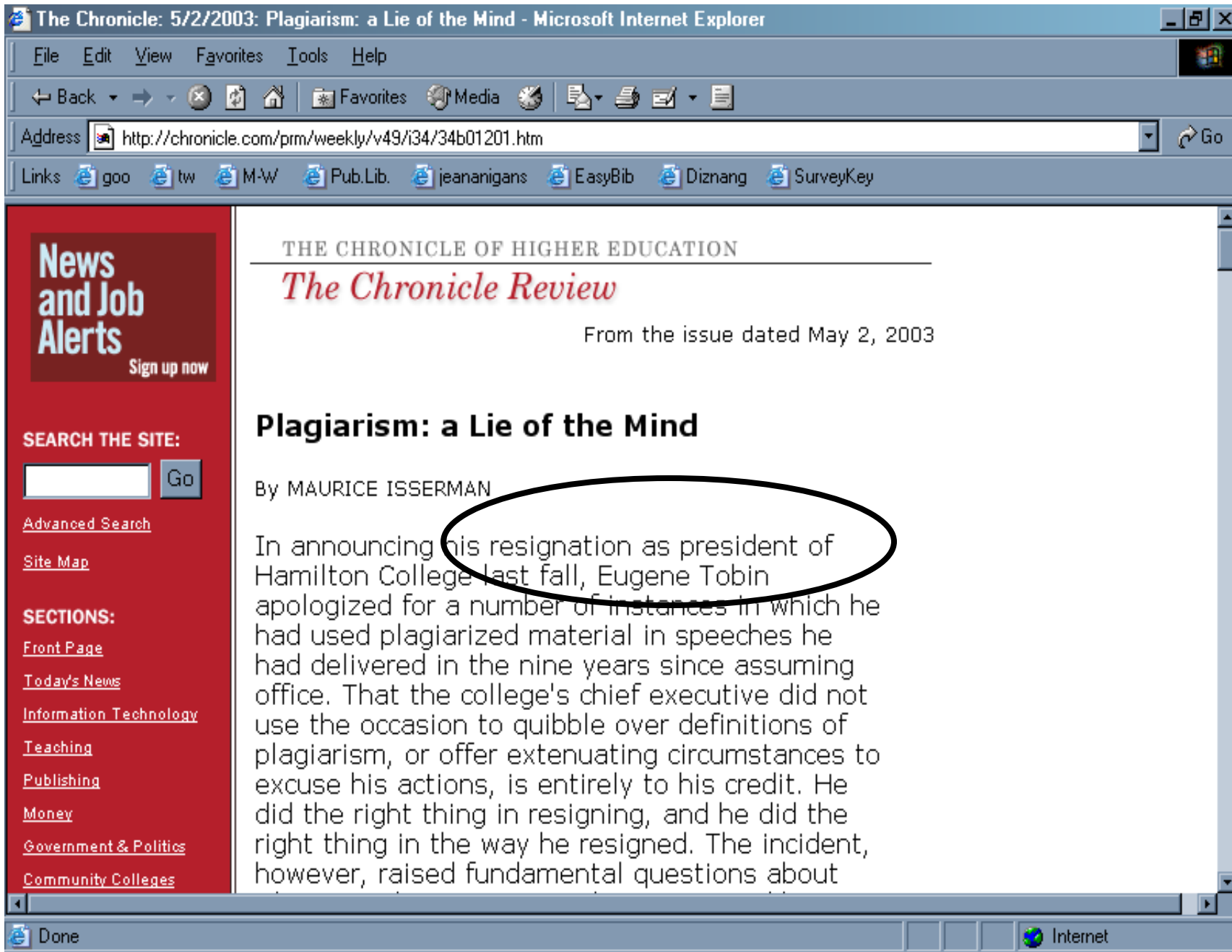
"To respond to the charges: Yes, much of last week's sermon was lifted from Scripture, and no, I don't consider that plagiarism."

Peter's Progress, Cliff and Jeanie Peters

<http://www.cjpeters.com/Progress/Sep2003/sep2003.htm>



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Portsmouth Herald Local News: Minister resigns because of plagiarism - Microsoft Internet Explorer

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PORTSMOUTH HERALD


Minister resigns because of plagiarism

By Associated Press

KEENE - The senior minister at the United Church of Christ in Keene has resigned after admitting he lifted parts of sermons from the Internet.

The Rev. Robert Hamm had been on an extended leave of absence following the announcement in January that he had plagiarized all or parts of several sermons. He resigned on April 25.

"I'm really grateful for the love and support of many fine people in the past 15 years and especially the last five months," Hamm said.




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CNN.com - USA Today editor retires in wake of plagiarism scandal - Apr 20, 2004 - Microsoft Internet Explorer

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USA Today editor retires in wake of plagiarism scandal

Wednesday, April 21, 2004 Posted: 9:24 AM EDT (1324 GMT)

NEW YORK (AP) -- The editor of USA Today, the country's largest-selling newspaper, retired suddenly Tuesday amid a scandal over fabrications and deceptions by Jack Kelley, one of the paper's star reporters.

Karen Jurgensen, 55, had been the paper's editor since 1999. Her departure came on the heels of a comprehensive report on the Kelley fiasco compiled by three veteran newspaper editors.



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CNN - Boston columnist resigns amid new plagiarism charges - August 19, 1998 - Mozilla Firefox

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Boston columnist resigns amid new plagiarism charges

In this story:

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August 19, 1998
Web posted at: 8:38 p.m. EDT (0038 GMT)

BOSTON (CNN) -- Just a week after fending off demands that he resign amid charges of plagiarism, Boston Globe columnist Mike Barnicle quit Wednesday as questions were being raised about two more of his columns.

The pugnacious writer, who has become an institution in Boston over the course of a 25-year career at the Globe, told TV station WCVB that his resignation was "the best thing for the paper."

Globe editor Matthew Storin told the staff that he had asked for and received Barnicle's resignation, because of questions about whether the writer had fabricated characters in a 1995 column.

Also, in an issue that will hit newsstands Friday, The Boston Phoenix weekly newspaper will report that Barnicle lifted portions of a 1986 column from a 1961 book by journalist A.J. Liebling.

Earlier this month, Storin demanded Barnicle's resignation after discovering that he used jokes from a book by George Carlin without attribution in an August 2 column. But after an outcry from the public and some other journalists, Storin relented and announced last week that Barnicle would be suspended for two months without pay instead.

The contrite columnist admitted at a news conference that he had been "sloppy" and "lazy" in writing the column with the Carlin jokes but maintained that he was not guilty of plagiarism. He said he hadn't read the Carlin book, although he had recommended it to viewers during an appearance on a

Done

Library Journal - Doris Kearns Goodwin Admits Plagiarism - Microsoft Internet Explorer

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Doris Kearns Goodwin Admits Plagiarism
-- 1/28/2002
BOOKS >

Following the recent debacle with Stephen Ambrose confessing to using passages from other writer's volumes in [several of his books](#), fellow historian Doris Kearns Goodwin now admits that in 1987 she included entire passages in her biography *The Fitzgeralds and the Kennedys* that were lifted from works by Lynn McTaggart (*Kathleen Kennedy: Her Life and Times*, 1983). The plagiarism came to light when McTaggart noticed the material in Goodwin's book and contacted her. Goodwin asserts that it was a simple error, claiming she mistook McTaggart's material for her own notes. McTaggart received credit in later editions along with monetary compensation.

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Pre-publication
1. *Nighttime Is My Time, Clark, Mary Higgins*
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Published: Tuesday, September 14, 2004
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Harvard Law prof admits to plagiarism

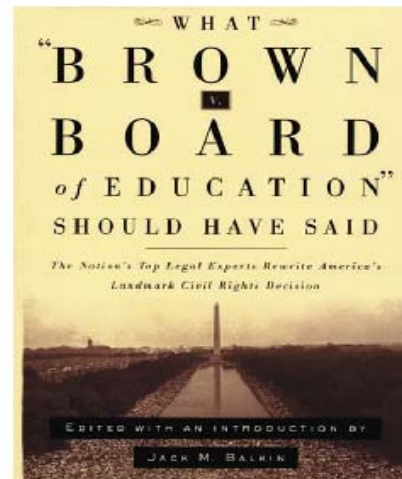
Raymond Pacia
Staff Reporter

A Harvard Law School professor has admitted that one of his recent books contains a six-paragraph passage lifted almost word-for-word from a book by Yale Law School professor Jack Balkin.

Harvard Law School professor Charles Ogletree said he delegated too much responsibility to his research assistants for his book "All Deliberate Speed: Reflections on the First Half-Century of Brown v. Board of Education," which was published earlier this year. Research assistants originally attributed the six lifted paragraphs to Balkin's 2001 book "What Brown v. Board of Education Should Have Said," but inadvertently deleted the quotation marks and credit to Balkin while rushing to meet publication deadline, a statement posted last week on the Harvard Law School Web site said.

"The errors were avoidable and preventable, and I take full and complete responsibility for them," Ogletree's Web site statement said. "I made a serious mistake during the editorial process of completing this book, and delegated too much responsibility to others during the final editing process."

Ogletree -- who gained prominence for his representation of Anita Hill during the confirmation hearings of U.S. Supreme Court



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Harvard Law professor Charles Ogletree's book includes a section lifted directly from this law book.



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Is Honor Up for Grabs?

Education Isn't About Surveillance

By Robert S. Boynton
Sunday, May 27, 2001; Page B01

NEW YORK

When I read about the plagiarism scandal at the University of Virginia this month, I was struck by how much attitudes had changed -- about intellectual property, about honor codes -- in the relatively short period between my time as a student at Haverford College and my taking a position as a journalism professor at NYU.

The essentials of a university education aren't all that different than they were in the mid-1980s, but my students' assumptions about the nature of information (a.k.a. knowledge) are. We are witnessing nothing less than the Napsterization of knowledge -- the notion that ideas (like music) are little more than disembodied entities, "out there" in the ether, available to be appropriated electronically in any way users wish. As a result, the line between the hard-won insights that are produced by solitary scholarship, and the quotidian conclusions that collaboration yields, has been blurred. What now constitutes honorable behavior is an open question.

In early May, 122 students at U-Va. who had taken Physics 105 and 106 (an extremely popular "physics-for-poets"-like

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Jayson Blair - Wikipedia, the free encyclopedia - Microsoft Internet Explorer

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Jayson Blair

From Wikipedia, the free encyclopedia.

Jayson Blair (born 1976) is a former *New York Times* reporter disgraced for committing repeated journalistic fraud. It was discovered in 2003 that he had faked quotes and even entire interviews, plagiarized from other newspapers, and submitted false expense records to deceive the paper about his whereabouts.

Contents [hide]

- 1 Biography
- 2 Chronology of the scandal
- 3 See also
- 4 References
- 5 External links



NEW YORK TIMES/FILED

Jayson Blair

Biography

[edit]

Blair was born in [Columbia, Maryland](#), son of federal worker and a schoolteacher. While at [Centreville High School](#), in [Clifton, Virginia](#) he showed interest in [journalism](#). He attended [University of Maryland, College Park](#) (UMCP) as a journalism major. He was a student intern at the [Boston Globe](#).

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Dean at M.I.T. Resigns, Ending a 28-Year Lie



Chitose Suzuki/Associated Press

Marilee Jones, who arrived at M.I.T. in 1979, became well known as a leader of the movement to tame the college admissions frenzy.

By TAMAR LEWIN

Published: April 27, 2007

Correction Appended

Marilee Jones, the dean of admissions at the [Massachusetts Institute of Technology](#), became well known for urging stressed-out students competing for elite colleges to calm down and stop trying to be perfect. Yesterday she admitted that she had fabricated her own educational credentials, and resigned after nearly three decades at M.I.T. Officials

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San Francisco Chronicle

Everybody Does It

Academic cheating is at an all-time high. Can anything be done to stop it?

Regan McMahon

Sunday, September 9, 2007

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TOOLS

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If there were a test on the current state of cheating in school, I would have gotten an F. My knowledge was as outdated as the stolen answers to last week's quiz. Ask a high school or college student about cheating, and before you can finish the sentence, the person will blurt out two things: "Everybody does it," and "It's no big deal." Survey statistics back up the first statement, and the lack of serious consequences and lax enforcement of academic integrity policies in schools support the second.



Not only is cheating on the rise nationally - a 2005 Duke University study found that 75 percent of high school students admit to cheating, and if you include copying another person's homework, that number climbs to 90 percent - but there has also been a cultural shift in who cheats and why.

It used to be that cheating was done by the few, and most often they were the weaker students who couldn't get good grades on their own. There was fear of reprisal and shame if apprehended. Today, there is no stigma left. It is accepted as a normal part of school life, and is more likely to be done by the good students, who are fully capable of getting high marks without cheating. "It's not the dumb kids who cheat," one Bay Area prep school student told me. "It's the kids with a 4.6 grade-point average who are under so much pressure to keep their grades up and get into the best colleges. They're the ones who are smart enough to figure out how to cheat without getting caught."

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Local

Severna Park High School placed on probation after cheating

Aug 23, 2007 3:00 AM (38 days ago) Font Size: a a A
by Josh Kowalkowski, The Examiner Current rank: Not ranked



SEVERNA PARK, Md. (Map, News) - Severna Park High's testing will be under scrutiny after a cheating incident or Placement history exam raised the validity of results.

The incident, which took place during section last spring, resulted in the school placed on probation Tuesday, the said in a statement.

The College Board is a nonprofit association that manages many different standardized tests. Through Advanced Placement students have a chance to earn credit at colleges and universities.

"We worked very closely with the College Board as soon as the allegations were made," Superintendent Kevin Maxwell said in the statement. "We are confident the issues that were present at the time and we appreciate the board's role of the situation."

The school will still be allowed to administer the AP exams this year because it provided "vital assistance" to the board during the investigation, the school system said.

But the probation will affect the administration of other Advanced Placement classes and the SATs.



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Students want cheating peers punished
Students want cheating peers punished
By Carolyn Faine, The Examiner
Aug 23, 2007 3:00 AM (38 days ago) Font Size: a a A
Current rank: Not ranked

SEVERNA PARK, Md. (Map, News) - Severna Park High School students want the Anne Arundel County School Board to give teachers more authority to reprimand students found cheating as one way of attacking the problem in county schools.

"If our teachers are not allowed to punish the cheaters, the problem will just accelerate," said 16-year-old Brittany Gendron, who was among three students who voiced their concern about the May 11 incident when at least two Severna Park students were reported for cheating on an Advanced Placement U.S. government exam.

During a break in the exam, classmates saw the students in the girl's restroom using review books to prepare for the essay portion, Gendron said at a board meeting Wednesday.

"People saw them, and the administration didn't do anything," she said.

The results of an informal student survey at Severna Park showed that [more pattern of dishonesty](#) [Examiner.com](#) [More Info](#)

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Local
Students: Cheating shows pattern of dishonesty
Students: Cheating shows pattern of dishonesty
By Carolyn Faine, The Examiner
Aug 23, 2007 3:00 AM (38 days ago) Font Size: a a A
Current rank: Not ranked

SEVERNA PARK, Md. (Map, News) - The College Board, which regulates Advanced Placement exams, found all but three of the 45 Severna Park High School students who took an AP U.S. History exam can retake the test Thursday after a cheating incident was reported.

Students say this incident is endemic of a pattern of academic dishonesty at the competitive high school.

"There is a culture of cheating at our school ... and nothing is done about it," said Peter Thompson, a Severna Park high junior.

Tony Ruffin, school system spokesman, said he could not comment on whether any disciplinary action will be taken against the three students.

"I am as concerned about the behavior of the adults as I am the students in this situation," Superintendent Kevin Maxwell said in a statement.

The incident is not surprising given the pressure placed on student achievement at Severna Park High School, students say.

"It's a culture of having to be the best on paper,"

There is a culture of cheating at our school ... and nothing is done about it," states a Severna Park High junior

So if Everyone is Doing it Why Haven't More Been Caught?



- **"Who wants to sit around looking for websites trying to find out if a paper is plagiarized or not... pretty soon you're a private investigator."**-- a Stanford University professor, from an article in TechWeb News.
- **"[Plagiarism] is one of those areas in the academy that no one wants to talk about and is often rewarded by not addressing actively."**-- an Associate VP of Student Life, as posted in The Chronicle of Higher Education's "Colloquy."
- **"Too few universities are willing to back up their professors when they catch students cheating, according to academic observers. The schools are simply not willing to expend the effort required to get to the bottom of cheating cases"**-- as stated by The National Center for Policy Analysis.

Lack of Follow Through?



“Dartmouth College will not discipline any of 78 students accused of cheating in an introductory computer science course”



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March 13, 2000

Research and its Discontents

by Benjamin Wallace-Wells



Rex Dwyer

Dartmouth College will not discipline any of 78 students accused of cheating in an introductory computer science course, Dean of the College James Larimore announced March 10. The Committee on Standards “concluded that some cheating did occur, but that the nature and quality of the evidence, combined with the circumstances under which the course was conducted, made it impossible to distinguish between those responsible and those not responsible for violations of the Academic Honor Principle,” according to a public statement by Larimore and Dean of the Faculty Edward Berger. “A basic principle of fairness in COS hearings is that the standard of evidence must be applicable in a consistent and equitable manner.”

Last month, Visiting Professor of Computer Science Rex Dwyer identified 78 students in his Computer Science 4 class who allegedly plagiarized a homework assignment. The Committee on Standards notified the students March 1, and scheduled 63 disciplinary hearings; the Committee reviewed only 27 cases before canceling the proceedings.

Dwyer, an associate professor at North Carolina State University, came to Dartmouth this term to conduct research at Dartmouth's Department of Computer Science. The department assigned him two courses to teach, Computer Science 4 and 15.

On February 2, Dwyer gave his CS4 class an assignment, due February 9, that required them to create an Internet webpage using JavaScript, a programming language. Dwyer put the solution to the assignment on his web server so that he could demonstrate the webpage in class. An anonymous phone call, explains Dwyer, informed him that he had neglected to block access to the webpage and that students had downloaded the solution. On February 7, moreover, a student approached Dwyer after class to report that members of Gamma Delta Chi fraternity were rumored to have downloaded the homework solution and

How Can We Help Prevent Plagiarism ?



From what you have heard today what strategies can we utilize to help deter plagiarism?

Strategies to Help Prevent Plagiarism

- Be clear about cheating and plagiarism policies
 - **Define** what **plagiarism** is and isn't
 - Discuss plagiarism as a **moral and ethical issue**
 - Make students aware of what constitutes plagiarism, **polices** about the unethical behavior, and how **you** handle it.
 - Discuss as a legal issue of **fair use and intellectual property**. Students need to know and understand copyright and intellectual property laws rather than – “Don’t do it because I told you not to do it”

Present Examples

- Talk about past cases and consequences
 - From your classes
 - Examples of legal cases (like the ones in this presentation)
 - Universities
 - Work related
 - K12

Source: Pruitt-Mentle, **Cyberethics Seminar for Professional Educators: Ethical and Legal Implications for Classroom Technology Use** University of Maryland, College Park: July 16-17, 2002



The Right Way

- Discuss **copyright and the Internet**
- **Model** how to document web pages
- Provide information on **documenting materials** from online sources
 - Show them how to correctly cite electronic sources
 - Conduct short activities and exercises to practice (citation puzzle)
 - Explain the difference between quoting, paraphrasing and summarizing and then include activities that support
 - Practice paraphrasing text book and/or magazine/newspaper sections of text
 - Supplement discussion with interactive resources (take the quiz)
 - Discuss the advantages and disadvantages **of the proper** use of electronic sources (up to date current news/need to check and verify sources)

Source: Pruitt-Mentle, **Cyberethics Seminar for Professional Educators: Ethical and Legal Implications for Classroom Technology Use** University of Maryland, College Park: July 16-17, 2002

Anti-plagiarism Activities

- **Demonstrate** how easy it is to **check paper mills and internet sources**
- Have students do an **exercise**
 - Find if someone has plagiarized by using the web
 - Download a paper from one of the paper mill sites and have students analyze it to see that these sites produce poor quality work in many cases
- Assign **current and local topics**
- Assign an initial research “short paper” on the topic of **ethics**, cybercheating, or cyberethics
- Be **specific** about the paper
 - Not just general statement “ a paper on the Civil war”
 - Include how many pages for each section
- **Change topics** from semester to semester or from class to class

See Handouts

Source: Pruitt-Mentle, **Cyberethics Seminar for Professional Educators: Ethical and Legal Implications for Classroom Technology Use** University of Maryland, College Park: July 16-17, 2002



Other Strategies

- Tie the topics into the **class experience**. Ask students to share their ideas for their paper as it is being written, rather than only at the end
- Have writing assignments that have students **analyze classroom activities or discussions**, as well as, referenced sources
- Include a **section** in their paper that discusses their topic in light of what was covered **in class**
- Ask students to **summarize main points** of their papers while in the research phase
 - As a warm up exercise
 - A quiz or part of a quiz
 - Bonus or extra credit points
 - Part of a test

Source: Pruitt-Mentle, **Cyberethics Seminar for Professional Educators: Ethical and Legal Implications for Classroom Technology Use** University of Maryland, College Park: July 16-17, 2002

Focus on the Research Process



- Structure the project so you **focus on** the process of writing or the process of the lab experience
- Allow **extended time** to work on the activity
 - Set up the project so that sections are worked on over the course of the semester/quarter
 - Have different sections due at different times and provide feedback along the way (including details as to correct citation)

Source: Pruitt-Mentle, **Cyberethics Seminar for Professional Educators: Ethical and Legal Implications for Classroom Technology Use** University of Maryland, College Park: July 16-17, 2002

Extended Time

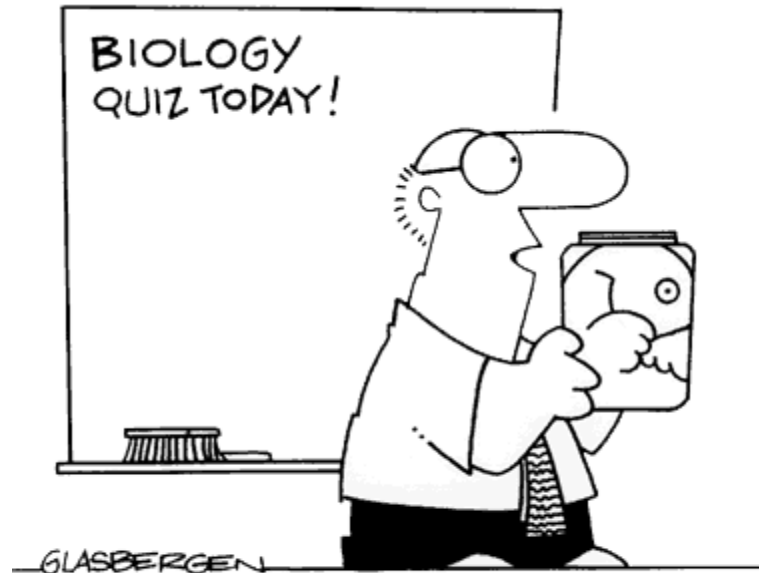
- **Ask for several of the following to be turned in:**
 - An **abstract** about what they plan to write about
 - **Sketch** of brainstorming session
 - A paper **outline**
 - **Multiple drafts**
 - **Organizers** and/or **working notes**
 - Have students present research **orally**
 - A **topic proposal** for their paper
 - Ask for photocopies of “**best**” **sources**
 - Require “new vocabulary” and **annotated bibliographies** with reading reflections
 - A bibliography that includes **multiple sources** and **types of sources** (i.e. 3 books, 2 journal articles and 4 websources)
 - All working **drafts turned in** with the **final paper**



Research is a Process

- As part of the paper or as a separate assignment, have students **reflect personally** on the topic they are writing on or **on the process of doing research and writing**
- Make sure students know that **you read** carefully the papers that are handed in

Source: Pruitt-Mentle, **Cyberethics Seminar for Professional Educators: Ethical and Legal Implications for Classroom Technology Use** University of Maryland, College Park: July 16-17, 2002



**"Class, who can tell me what I have preserved in this jar?
No, it's not a pig or a baby cow...it's the last student
who got caught cheating on one of my tests!"**

Eastern Kentucky University, From *Today's Cartoon* by Randy Glasbergen, <http://www.acts.eku.edu/cartoon/more.htm>

Suspect Plagiarism?

- **Style** seems different then the student's usual work?
 - Being familiar with a **student's style** of writing, grammar, and vocabulary makes it easier to determine if they are the writer of the paper
- A **shift** between plagiarized material and student work (**writing style**)
- **Unusual formatting** or formatting that does not match what you specified
- Website **printout page numbers or dates, grayed out letters** or unusual use of upper/lower case and capitalization.
- **Unexplained jargon** or advanced vocabulary and/or sentence structure
- **Unable to explain** an obscure point



First Level Options

- Ask the student to explain why certain phrases or words were used
- Ask the student to explain what the phrase or paragraph is talking about
- Check to see if all citations are listed in Works Cited/Bibliography
- Talk with other teachers about the student's work
- Ask to see drafts/outlines
- Compare to other student work
- Discuss the paper with the student. Ask student to explain paragraphs and/or defend opinions
- Ask student to read aloud portions in question. Ask student to explain or paraphrase
- Ask where some items in the bibliography were located 1
- Ask student to relocate sources 1
- Ask why no recent sources were cited 1

A student who accidentally commits any form of plagiarism needs first and foremost to be educated about why and how to avoid doing so again 2

1. Lathrop, A. and Foss, K. *Student Cheating and Plagiarism in the Internet Era*. Englewood, CO: Libraries Unlimited, 2000, p.163-166.
2. James, R., McInnis, C. and Devlin, M. (2002)
Centre for the Study of Higher Education <http://www.cshe.unimelb.edu.au/assessinglearning/>

Devlin's Plagiarism Intent-Extent-Response Graph



Student intent to plagiarise	Entirely Deliberate	Unacceptable, even if minor. However, focus on education rather than punishment.	This is a serious and inexcusable breach: Penalise quickly and appropriately
	Entirely Accidental	Don't ignore: Focus on re-educating and on explaining expectations	Likely a significant misunderstanding: Renew education on expectations
		Minor	Extreme
		Extent of Plagiarism	

Suggested primary focus of response

Devlin, M. (2002). Centre for the Study of Higher Education <http://www.cshe.unimelb.edu.au/assessinglearning/>

Second Level Options: Internet Detective



- You may be able to locate the original papers or sources on the Internet using a variety of techniques
 - Search for the **title of paper**
 - Search for the **title using quotation marks** “ ” If the student hasn't had the foresight to change the title, you may find it listed on a term paper site.
 - Identify a **unique string of words** in the paper
- Pick an unusual string of words and **search on Google** or another search engine
 - “five or six words in quotation marks”
- Check for **original reference identification clues**
 - Follow up with a web search for a personal homepage and the website(s) of the organization(s) with which the referenced author is affiliated
- Look at ***original text sources*** listed in the bibliography
 - **Use a variety of search engines**
 - Yahoo
 - Google
 - AskJeeves
 - DogPile
 - NorthernLight
 - Hotbot
 - Infoseek
 - Search for the phrase using quotes “ ” and + **(Boolean)**.
 - For example: +austen +“fair share of monsters” turns up only one paper

Other Web Sources for the Internet Detective



- **On-line** newspapers, journals and magazines
- **Academic** web sites like NIH, ISTE, NASA, DoEd and universities post technical papers
- **Conference proceedings**
- Student work (papers, essays, examines and projects) are added to **personal web pages, teacher sites and/or school websites**
- Try **searching** for: "term paper", "research assistance", "model papers", "research papers", or "technical papers" will retrieve both term paper sites and web pages with papers on them

Paper Mills



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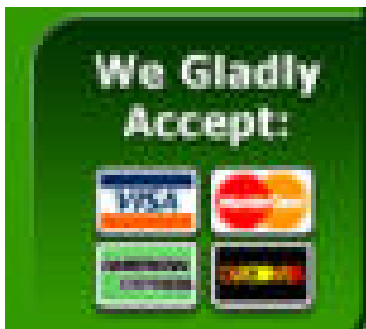
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- For extra charge you can have them “special order”- usually 4 days
- They run **sales and summer blowout** specials

Problems?

- **What are students really getting?**
 - No guarantee of quality or currency
 - Papers that are dated and not reflective of current events and trends
 - Substandard writing and research
- See William McHenry's "**Reflections on the Internet Paper Mills**" for a more detailed discussion of prices and quality.

Second Level Options: Plagiarism Detection Software



- **Evaluate** services Take advantage of free trials and read the fine print.
 - When evaluating services, take a look at Andy Denhart's article from Salon, "The Web's plagiarism police" which covers some of the pitfalls of using plagiarism verification sites.
<http://www.salon.com/tech/feature/1999/06/14/plagiarism/print.html>
- For a **history of plagiarism detective** sites review Young (2002) [Anti-Plagiarism Experts Raise Questions About Services With Links to Sites Selling Papers](#)
- To see if the use plagiarism detection software is worth the cost view Braumoeller (2000) [Actions Do Speak Louder than Words: Detering Plagiarism with the Use of Plagiarism- Detection Software](#)
- Other interesting facts: [A Rebuttal of Turninin.com](#) (Carbone, 2002)

Detection Sites



MOSS



**Glatt
Plagiarism
Services**

**Help Deter Plagiarism
and Encourage
Academic Honesty.**



A Positive Spin?



Unoriginal text

Suspected source: <http://www.domain.com>

Ignore

Plagiarism clearance

Avoid unintentional plagiarism. Use EssayRater to find borrowed text in your writing before it gets you into trouble. Peace of mind guaranteed.

Originality 44% unique

Spelling 3 alerts

Word choice OK

Grammar 5 alerts

Sentence structure OK

Punctuation OK

Free text evaluation

Check how your writing stacks up. EssayRater analyzes over 20 parameters that impact the quality of your writing, and points out areas for improvement.

piece of soil surrounded by soil

Poor word choice

soil

Did you mean: land

Ultimate proofreading

Fix writing mistakes your spellchecker won't find. Grammar, punctuation, flow and word use mistakes will never creep into your writing again.

exhibition in Paris and the

Suggestions for 'exhibition'

Synonyms

exposition

Text enhancement

Empower your writing with smart text enhancement options. Improve word choice, liven up your sentences and use writing techniques that increase readability.

What Could We Have Possibly Left Out?



Academic Honesty Policies

- Use of Academic Honesty Policies
- Establish a school-wide policy of Academic Integrity, including consequences for cheating
- Establish school honor codes or modified honor codes and student boards
- Apply the policies consistently in your school

Ethics Initiatives & Courses

Tutorials

10 Big Myths About Copyright Explained



10 Big Myths about copyright explained - Microsoft Internet Explorer provided by AT&T WorldNet Service

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Media

Address http://www.templetons.com/brad/copymyths.html Go Links

10 Big Myths about copyright explained

An attempt to answer common myths about copyright seen on the net and cover issues related to copyright and USENET/Internet publication.

- by Brad Templeton

Note that this is an essay about copyright *myths*. It assumes you know at least what copyright is -- basically the legal exclusive right of the author of a creative work to control the copying of that work. If you didn't know that, check out my own [brief introduction to copyright](#) for more information. **Feel free to link to this document, no need to ask me.** Really, NO need to ask.

1) "If it doesn't have a copyright notice, it's not copyrighted."

This was true in the past, but today almost all major nations follow the Berne copyright convention. For example, in the USA, almost everything created privately and originally after April 1, 1989 is copyrighted and protected whether it has a notice or not. The default you should assume for other people's works is that they are copyrighted and may not be copied unless you know otherwise. There are some old works that lost protection without notice, but frankly you should not risk it unless you know for sure.

It is true that a notice strengthens the protection, by warning people, and by allowing one to get more and different damages, but it is not necessary. If it looks copyrighted, you should assume it is. This applies to pictures, too. You may not scan pictures from magazines and post them to the net, and if you come upon something unknown, you shouldn't post that either.

The correct form for a notice is:

"Copyright [dates] by [author/owner]"

Ads by Goooooogle Advertise on this site

Whitmore Publishing
Book publisher seeking new authors No publishing fee. We pay you.
[whitmorepublishing.com](#)

Public Domain Ringtones
Available Now And For Free. Send It To Your Cell Phone Now!
[www.free-ringtones-now.net](#)

Brad Templeton Home

NEW! Brad Ideas (My Blog)

ClariNet

Interviews

EFF

Jokes / RHF

Photo Pages

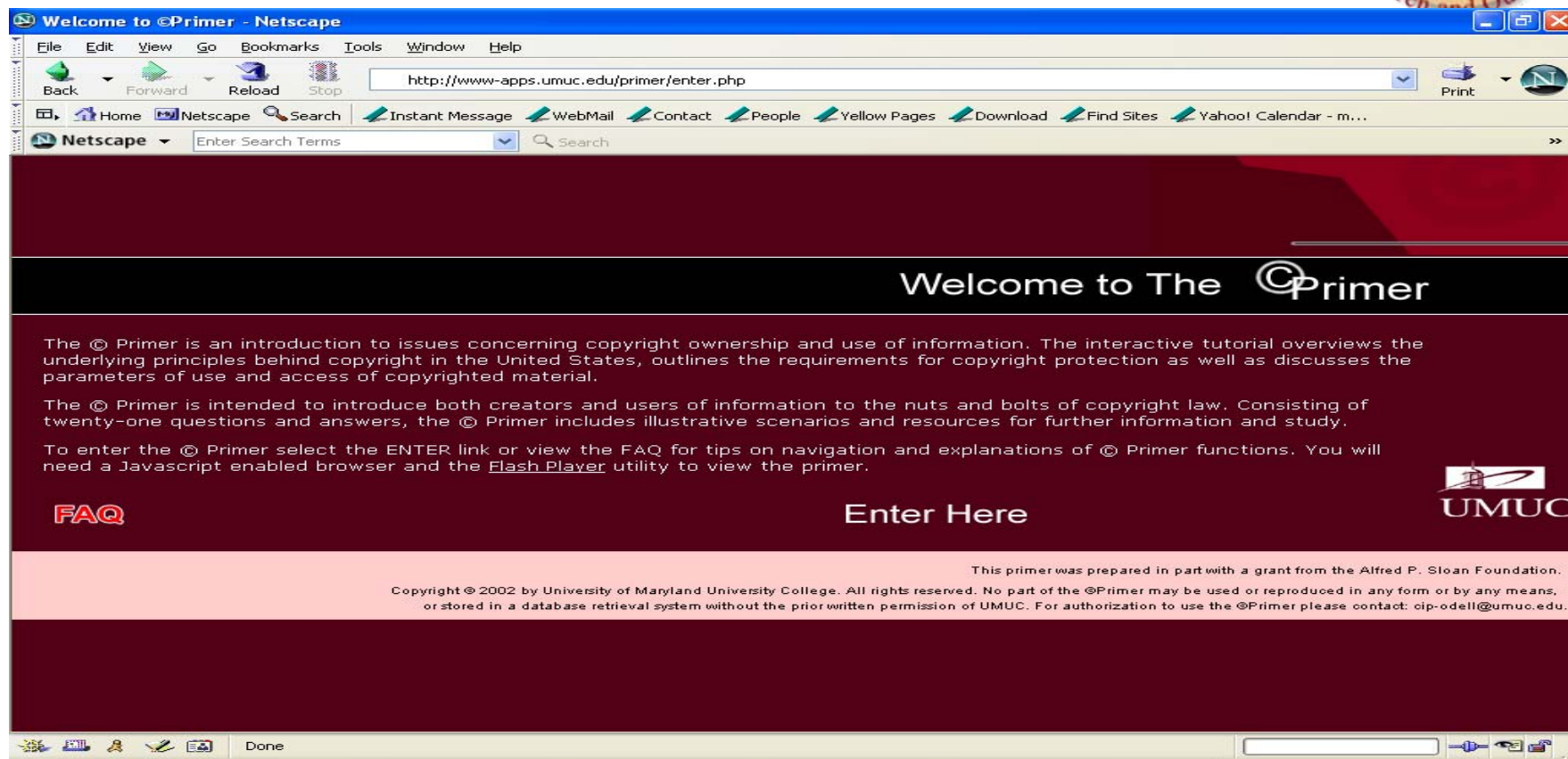
Panoramic Photos

SE

10 Big Myths about copyright explained - Microsoft Internet Explorer provided by

Brad Templeton
<http://www.templetons.com/brad/copymyths.html>

©Primer



UMUC <http://www-apps.umuc.edu/primer/enter.php>



Getting Started



UT System Digital Library: Copyright Tutorial - Microsoft Internet Explorer provided by AT&T WorldNet Service

File Edit View Favorites Tools Help

Back Search Favorites Media

Address <http://www.lib.utsystem.edu/copyright/> Go



COPYRIGHT TUTORIAL

The Copyright Crash Course Online Tutorial will help you learn about how ownership of copyrighted materials works, what is fair use and when and how to get permission to use someone else's materials. The Tutorial pages include links to pages in the [Copyright Crash Course](#) and to copyright law. Please read these materials to get the information you will need to correctly answer the 12 questions at the end of the Tutorial. In order to earn a Crash Course Certificate, you must answer all 12 Test questions correctly.

While we would encourage you to go through the Tutorial in its entirety before taking the Test, you may take or retake the [Test](#) at any time. The Test Results will tell you what you need to review if you miss a question, so you do not have to take the entire Tutorial over if you just miss a few questions. You will, however, have to take the Test over each time you fail to answer all questions correctly.

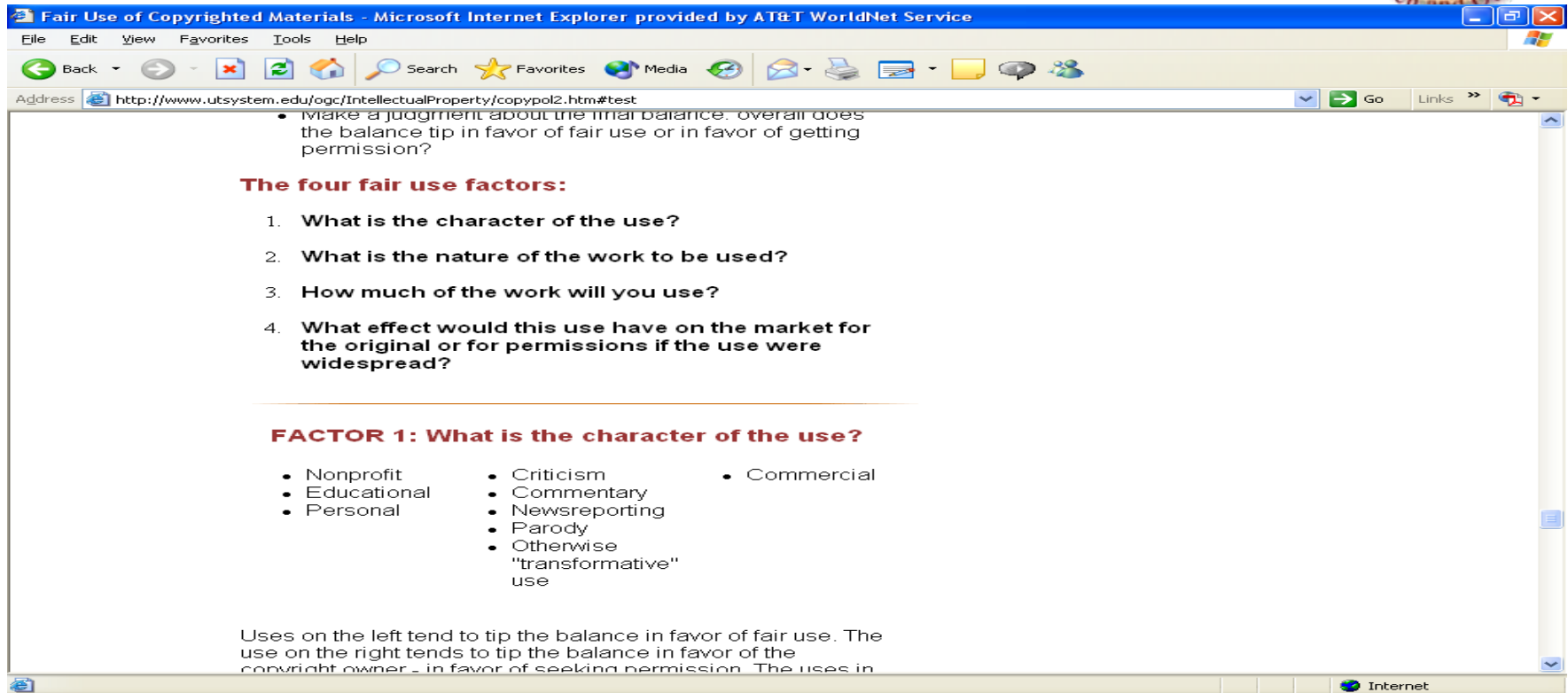
Please choose a version from the options below.

[High Bandwidth Version](#) (flash - audio)
[a few notes about what you will need to have installed to run this version](#)

Internet

University of Texas
[http://www.lib.utsyste
m.edu/copyright/](http://www.lib.utsystem.edu/copyright/)

Copyright Tutorial cont.



Source: deep link-

<http://www.utsystem.edu/ogc/IntellectualProperty/copypol2.htm#test>

Bruin Success with Less Stress



UCLA

<http://www.library.ucla.edu/bruinsuccess/>

Purdue Copyright Management Center



Copyright Management Center
Intellectual Property Fair Use
Higher Ed digital media rights

Indiana University - Purdue University - Indianapolis

Copyright Essentials

Copyright Quickguide!
Learn basic copyright information quickly, such as: Protection, Registration, Ownership, Rights, Duration, Fair Use, Permissions, and more.

Fair-Use Issues
How to appropriately and lawfully use existing copyrighted materials in teaching, research, and other activities. Including: The "Fair Use Checklist!"

Permissions Information
How to obtain permission to use existing copyrighted materials.

Copyright Ownership
How to get copyright protection and who holds legal

Featured Developments

Copyright Programs
Local, Regional, and National Copyright Events

Copyright Book - NEW
Learn more about Copyright from the CMC Director

TEACH Act
Use of Copyrighted Works in Distance Education

Managing Ownership of Copyrighted Works
Using the MOU to address issues of ownership at the University

Filesharing and Copyright

Checklist for Fair Use

Adobe Acrobat pdf version now available! [Introduction to Checklist for Fair Use pdf version](#)

Please complete and retain a copy of this form in connection with each possible "fair use" of a copyrighted work for your project.

[Introduction to Checklist for Fair Use](#)

Name: _____

Institution: _____

Project: _____

Date: _____

Prepared by: _____

PURPOSE

☐ Favoring Fair Use ☐ Opposing Fair Use

Fair-Use Issues

What is Fair Use?

- Framework of Owners' Rights and Statutory Exceptions
- Section 107 of the U.S. Copyright Act
- Fair Use Guidelines

When do I need Fair Use?

- Classroom Handouts and Copyright
- Library Copying and Electronic Reserves
- Multimedia Projects (under development)
- Posting Materials on the Internet
- Course Management Systems (Oncourse, Angel, etc.)
 - Common Scenarios
- Distance Education
 - TEACH Act

Am I Within the Limits of Fair Use?

- Meaning of the Four Factors
 - Factor 1: Purpose of the Use
 - Factor 2: Nature of the Work Used
 - Factor 3: Amount of the Work Used
 - Factor 4: Effect of the Use on the Market

http://www.copyright.com/Services/copyrightoncampus/basics/fairuse_list.html

Copyright Slider



Directions:

- Set arrow at correct date
- Read information in windows
- Mouse-over asterisks [*] for clarifying information

Is it Protected by Copyright?

For works first published in the U.S.A.*

Maybe*

Permission Needed?

**Copyright
Status/Term**

**Protected until 70 years after the
death of the author***

Date of First Publication

Before 1923

Between 1923-1977

If published without © notice

Between 1923-1963

If published with © notice, but not renewed after 28 years

Between 1923-1963

If published with © notice & renewed after 28 years

Between 1964-1977

If published with © notice

Between 1979-January 1, 2003

Created (unpublished) before 1979, but published before January 1, 2003

Between 1978-March 1, 1989

If published without © notice & without subsequent registration

Between 1978-March 1, 1989

If published without © notice but renewed; or published with © notice

After March 1, 1989

Published with or without © notice

Published after 2002

Created before 1979 and author died more than 70 years ago

Unpublished Works
(date of creation)

Author living or died in the last 70 years

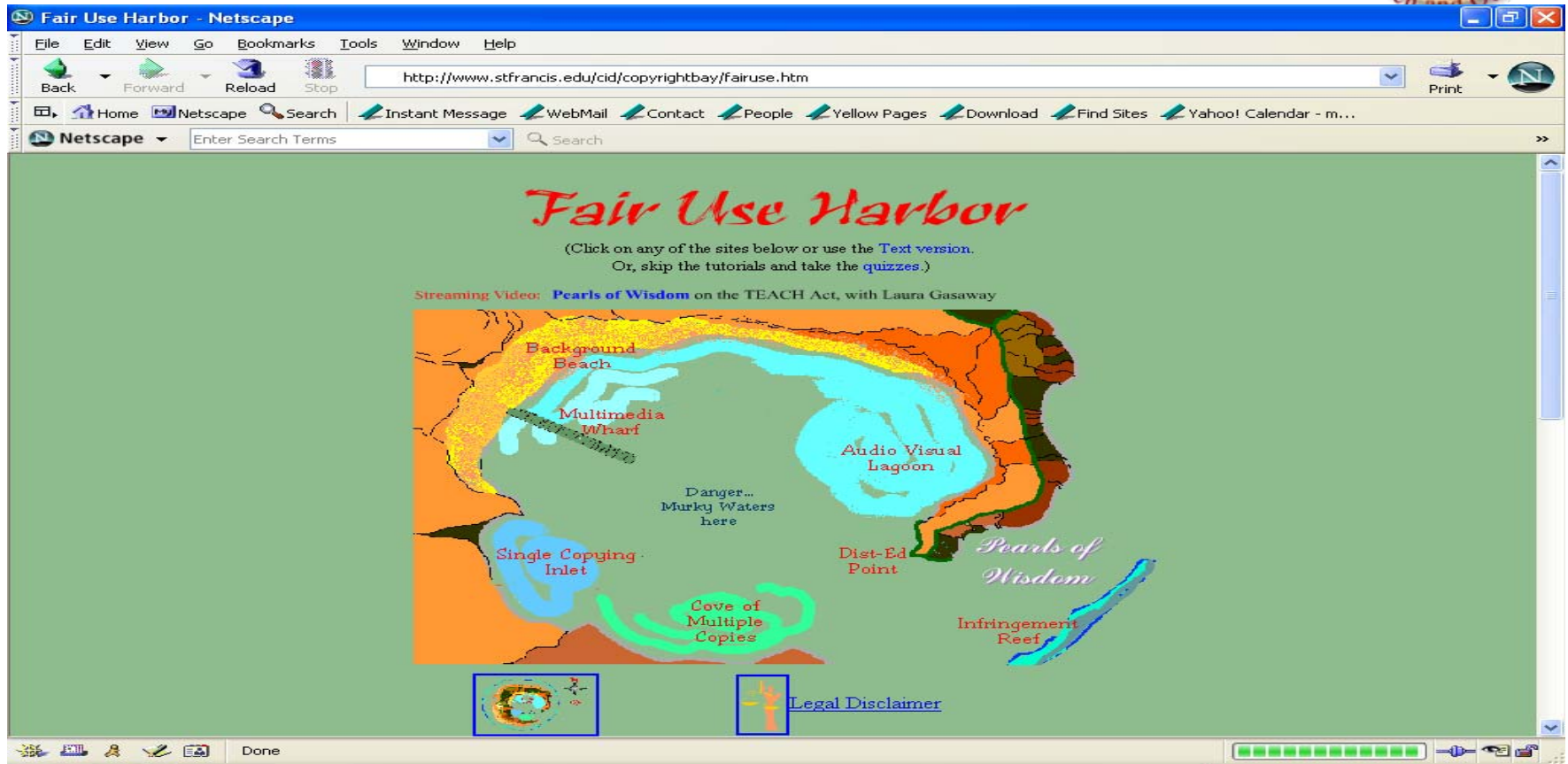
Author died more than 70 years ago



2007 Michael Brewer & ALA Office for Information Technology Policy*

for educational purposes with credit given - 2008 NECT
Conference

A Visit to Copyright Bay: Fair Use Harbor



<http://www.stfrancis.edu/cid/copyrightbay/fairuse.htm>

Laura Gasaway ,
[University of St. Francis](#)

The Educator's Guide to Copyright and Fair Use: A five-part series



Education World Professional Development Center: Curriculum: The Educator's Guide to Copyright and Fair Use - Netscape

http://www.education-world.com/a_curr/curr280.shtml

Now featuring the best FREE school-to-home communication tools **SCHOOLNOTES.COM**

Advanced Search | **Browse Topics**

Search

EdWorld Internet Topics

FREE LIFETIME MEMBERSHIPS FOR TEACHERS NutshellMath

Online Degree Directory Click Here

Section Guide

Home > Professional Development Center > Archives > Teacher's Lounge > Curriculum Article

CURRICULUM ARTICLE

The Educator's Guide to Copyright and Fair Use

A five-part series

When it comes to copyright law and the application of fair use exceptions, ignorance is definitely not bliss! Learn how to educate yourselves and your students and avoid making a costly mistake!

You really did *plan* to find time over the summer to familiarize yourself with the latest information on copyright law. You absolutely *intended* to look up the fair use guidelines for using technology resources. You truly *meant* to create a classroom copyright policy, locate agencies that grant permissions to use copyrighted materials, write a template for a permission request form, and locate sites to teach students about the value of original work and the societal benefits of obeying copyright laws. You just had a few other things to do.

Professional Development Center

Professional Development Opportunity Center

Archives:

- VIEW ALL ARTICLES
- Ask a Teacher
- The Ads
- Backpack Activities
- Behavior Management Tips
- Best Ideas Ever
- Book Report Makeovers
- Bulletin Boards
- Classroom Management
- Classroom Management Tips
- Classroom Problem Solver
- Columnists
- Contests and Competitions
- Fred Jones

Click Here

FREE MEMBERSHIPS NutshellMath

Online Degree Directory

Ads by Google

Education World Professional Development Center: Curriculum: The Educator's Guide to Copyright and Fair Use - Netscape

http://www.education-world.com/a_curr/curr280.shtml

Now you have a student who wants to include a song in a multimedia presentation about the 1980s, another who wants to include the poem "Casey at the Bat" in a report on the World Series, and a third who wants to post photographs of Gore and Bush to the class Web site.

What's an educator to do? Read Education World's five-part series on copyright, fair use, and new technologies, that's what! We did the work so you wouldn't have to!

Click **Part 1: Copyrights and Copying Wrongs** below to begin.

EDUCATION WORLD'S COPYRIGHT SERIES

- [The Educator's Guide to Copyright and Fair Use](#)
- [Part 1: Copyrights and Copying Wrongs](#)
- [Part 2: Is Fair Use a License to Steal?](#)
- [Part 3: Copyright Law and New Technologies](#)
- [Part 4: Applying Fair Use to New Technologies](#)
- [Part 5: District Liability and Teaching Responsibility](#)

Related Articles from Education World

- Who Said That? How to Cite Electronic Resources

Professional Development Message Board

Professional Development Resources

Today

Special Education Teacher Shortage Make more money & a difference! [SpeedDegreeOnline.com](#)

Educational Leadership

Masters and Doctoral degrees K-12, Higher Ed, Comm. College Adm. [www.alliant.edu](#)

Professional Degree

Looking to improve your career? Earn your College Degree online! [www.ausonline-degrees.com](#)

Special Education Degrees

Earn your degree online Grand Canyon University [www.grand-canyon.edu](#)

advertise on this site

http://www.educationworld.com/a_curr/curr280.shtml

http://www.educationworld.com/a_curr/curr280b.shtml

US Copyright



Copyright

United States Copyright Office

Search our site [GO](#) [Advanced](#)

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Hot Topics

[Register Online](#)

[Fees Change August 1](#)

[Section 1201 Anticircumvention Rulemaking](#)

[Facilitating Access to Copyrighted Works for the Blind and Other Persons with Disabilities](#)

[Section 115 Rulemaking](#)

[Section 109 Report to Congress on Cable and Satellite Statutory Licenses](#)

[Section 108 Study Group Report](#)

[Orphan Works](#)

What's New

[Register's Testimony Copyright Licensing in a Digital Age](#)

[Request a Search of Copyright Records](#)

About Us

[Welcome](#)

[Hours, Location, Phone Numbers](#)

[Mail Delivery](#)

[Procedure for Courier Deliveries](#)

[Contact Us](#)

About Copyright

- [Copyright Basics](#)
- [Frequently Asked Questions \(FAQ\)](#)
- [Current Fees](#)
- [Taking the Mystery Out of Copyright \(for students and teachers\)](#)

Search Copyright Records

- [Registrations and Documents](#)
- [Notices of Restored Copyrights](#)
- [Online Service Providers](#)
- [Vessel Hull Designs](#)

Publications

- [Circulars and Brochures](#)
- [Forms](#)
- [Factsheets](#)
- [Reports and Studies](#)


Licensing

- [Compulsory and Statutory Licenses](#)

Preregistration

- [Preregistration Information](#)
- [Preregister Your Work](#)

How to Register a Work



Electronic Copyright Office

How to Record a Document

- [Record a Document](#)

Law and Policy

- [Copyright Law](#)
- [Federal Register Notices](#)
- [Current Legislation](#)
- [Regulations](#)
- [Mandatory Deposit](#)
- [Rulemaking](#)
- [Rulings Regarding the CRB](#)
- [More...](#)

Related Links

- [Patents and Trademarks](#)
- [Copyright Royalty Board](#)
- [More...](#)

[Contact Us](#) | [Legal Notices](#) | [Freedom of Information Act \(FOIA\)](#) | [Library of Congress](#) | [USA.gov](#)

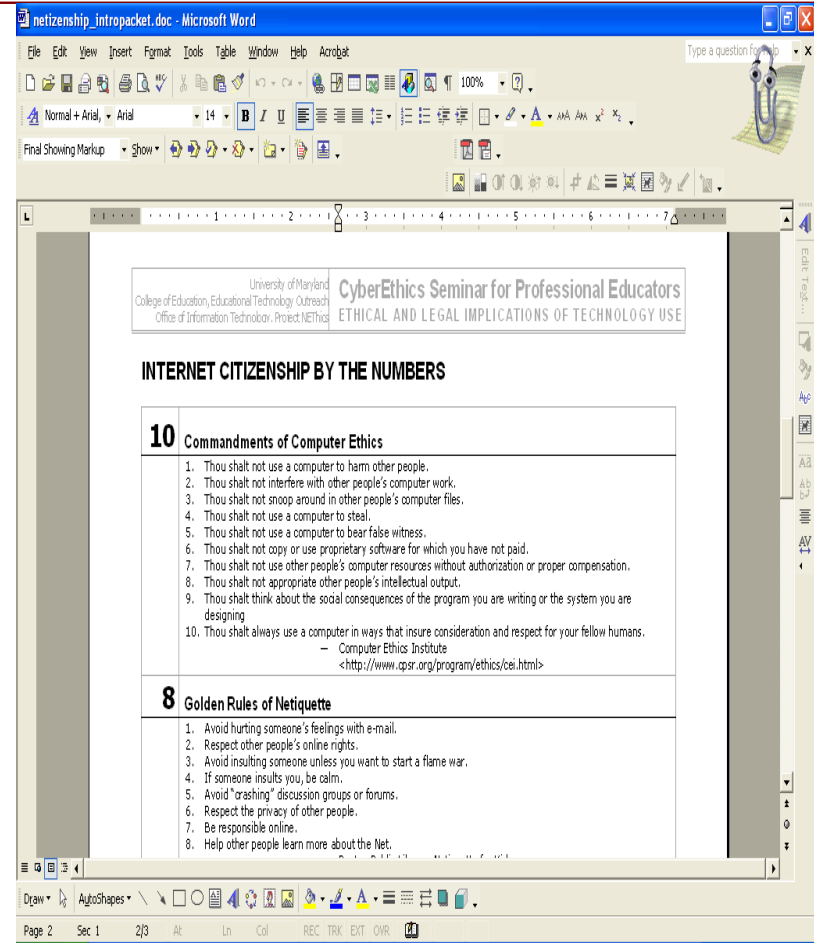
[XML](#) [RSS Feed](#) | [Email Updates](#)

Internet Citizenship



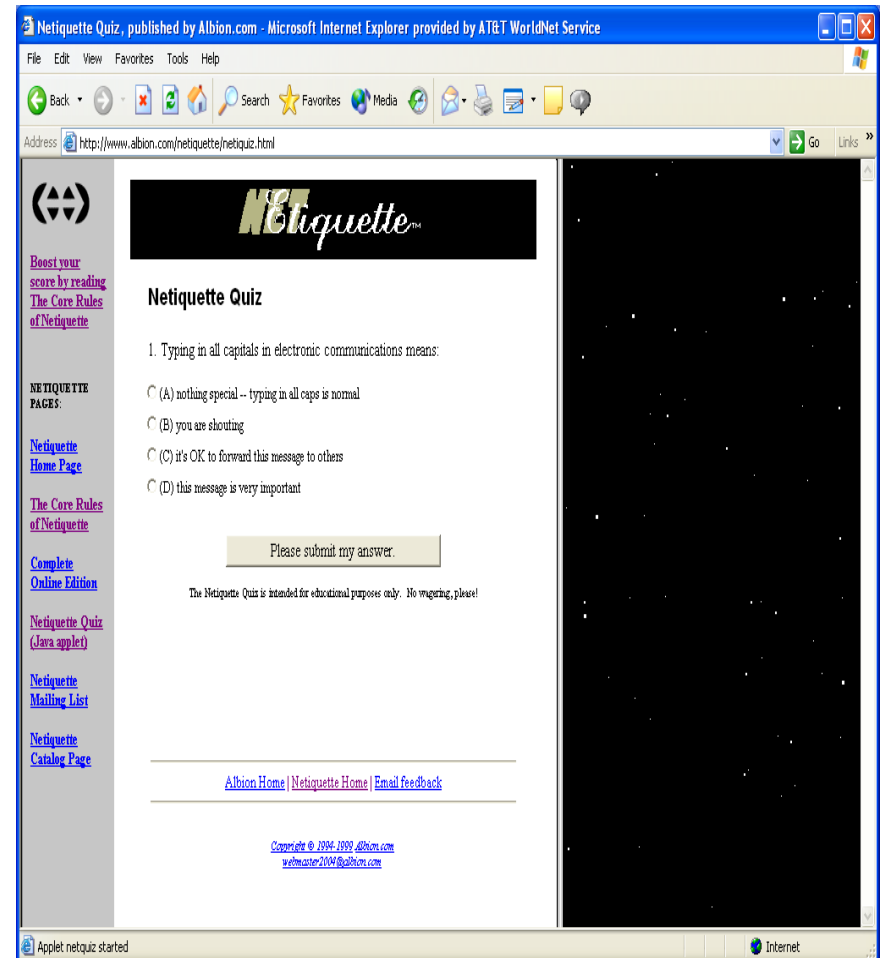
Presentation by Karen Reuter

- <http://www.edtechpolicy.org/cyberethicsseminar.html>



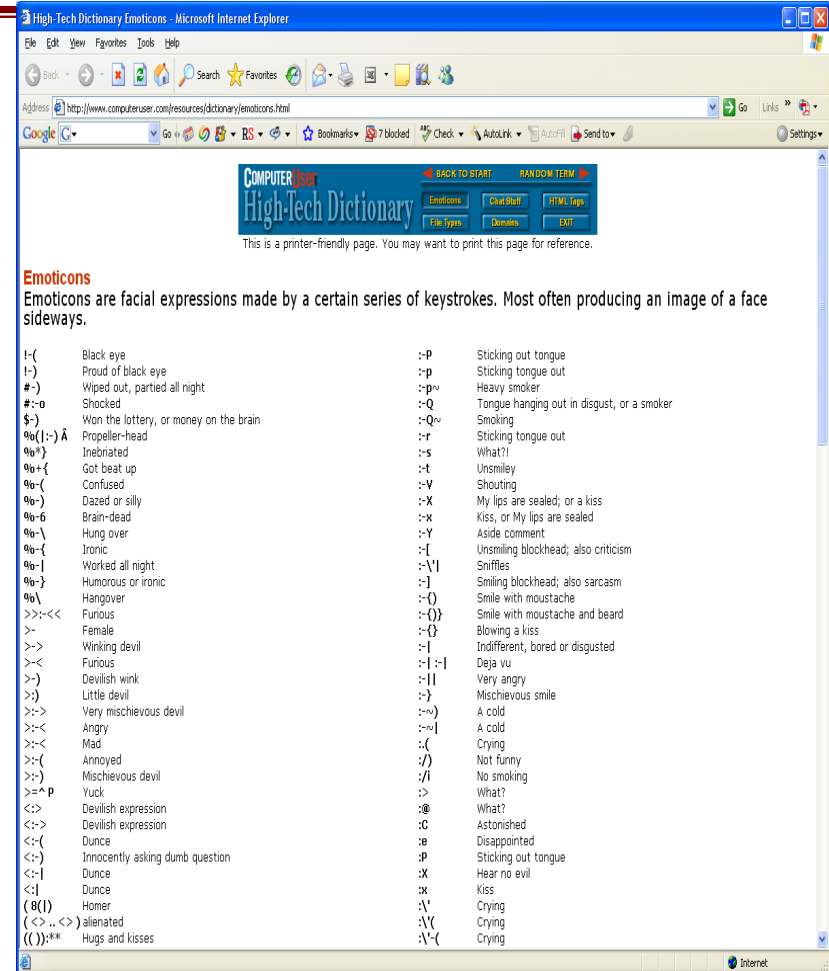
Other Netiquette Snippets: Warm-ups

- Take the Core Rules Netiquette Quiz
 - <http://www.albion.com/netiquette/corerules.html>



Emoticons and Jargon

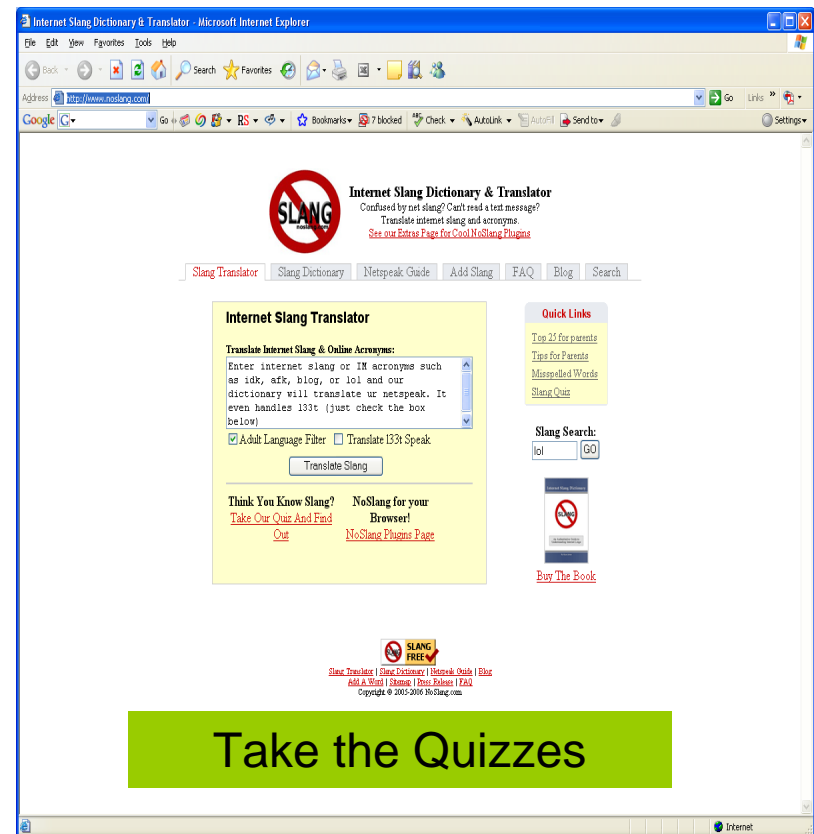
- Go to
<http://www.computeruser.com/resources/dictionary/emoticons.html>
- Online Lingo
<http://www.netlingo.com/emailsh.cfm>
- Which ones are you familiar with?
 - Which ones have you used?
 - Reflect on why it is important to understand the jargon (or at least where to go to find out) as a parent?
 - As an educator?



Online Translator

emoticons, jargon, slang and leet.

- Using an online slang translator
<http://www.noslang.com/about.php> (talks about what it is)
<http://www.noslang.com/>
 translate the following message
 - John: gg.wth were they thinking?
 - Steve: Tnx. imho we pwned them.
 - John: I agree – rotflmao.
 - Steve: They need to rtfm.
 - John: ttyl
- What was the message? Was this online slang translator helpful? Why or why not?**



Plagiarism Tutorials

Test what you have learned today with some of these tutorials:

- <http://tutorials.sjlibrary.org/tutorial/plagiarism/selector.htm>
- <http://library.indstate.edu/tools/tutorials/plagiarism/>
- <http://www.lib.sfu.ca/researchhelp/tutorials/interactive/plagiarism/tutorial/introduction.htm>

Academic Integrity Blog

- <http://www.techlearning.com/blogs/20864>

TappedIn C3 PD monthly event –1st Monday evening 8PM EST

- <http://tappedin.org/tappedin/>

Break!



C3 Framework



C3 Framework Promoting Responsible Use

I. CyberEthics

Students recognize and practice responsible and appropriate use while accessing, using, collaborating, and creating technology, technology systems, digital media and information technology. Students demonstrate an understanding of current ethical and legal standards, the rights and restrictions that govern technology, technology systems, digital media and information technology within the context of today's society. Students will:

- Understand and follow acceptable policies (school, home and community), and understand the personal and societal consequences of inappropriate use.
- Demonstrate and advocate for ethical and legal behaviors among peers, family, and community.
- Practice citing sources of text and digital information and make informed decisions about the most appropriate methods for avoiding plagiarism.
- Make ethical and legal decisions while using technology, technology systems, digital media and information technology when confronted with usage dilemmas.
- Exhibit responsibility and Netiquette when communicating digitally.
- Recognize the signs and emotional effects, the legal consequences and effective solutions for Cyberbullying.
- Recognize appropriate time and place to use digital tools, techniques and resources.
- Understand the importance of online identity management and monitoring.

II. CyberSafety

Students practice safe strategies to protect themselves and promote positive physical and psychological well-being while using technology, technology systems, digital media and information technology including the Internet. Students will:

- Recognize online risks, to make informed decisions, and take appropriate actions to protect themselves while using technology, technology systems, digital media and information technology.
- Make informed decisions about appropriate protection methods and safe practices within a variety of situations.
- Demonstrate and advocate for safe behaviors among peers, family, and community.

III. CyberSecurity

Students practice secure strategies when using technology, technology systems, digital media and information technology that assure personal protection and help defend network security. Students will:

- Recognize online risks, make informed decisions, and take appropriate actions to protect themselves while using technology, technology systems, digital media and information technology.
- Make informed decisions about appropriate protection methods and secure practices within a variety of situations.
- Demonstrate commitment to stay current on security issues, software and effective security practices.
- Advocate for secure practices and behaviors among peers, family, and community.

See Handout

Cyberethics			
Legal and Ethical Issues Students recognize and practice responsible and appropriate use while accessing, using, collaborating, and creating technology, technology systems, digital media and information technology. Students demonstrate an understanding of current ethical and legal standards, rights and restrictions governing technology, technology systems, digital media and information technology within the context of today's society.			
A. Understand and follow acceptable policies (school, home and community), and understand the personal and societal consequences of inappropriate use.	Basic o Understand and follow acceptable use policies (school, home, and community settings). o Discuss basic issues related to responsible use of technology, technology systems, digital media and information technology and describe personal and societal consequences of inappropriate use.	Intermediate o Understand and follow acceptable use policies (school, home, and community settings). o Demonstrate responsible use of technology, technology systems, digital media and information technology in different settings (school, home, and community settings) and describe and analyze personal and societal consequences of inappropriate use.	Proficient o Understand and follow acceptable use policies (school, home, and community settings). o Demonstrate responsible use of technology, technology systems, digital media and information technology in different settings (school, home, and community settings) and describe and analyze personal and societal consequences of inappropriate use. o Make informed choices about acceptable use of technology, technology systems, digital media and information technology when confronted with usage dilemmas. o Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding responsible use of technology, technology systems, digital media and information technology.
B. Demonstrate and advocate for ethical and legal behaviors among peers, family, and community.	Basic o Understand and follow ethical standards of conduct (AUP, Student Handbooks, Student Code of Conduct, Honor Codes). o Discuss definitions and basic concepts and issues related to plagiarism/electronic cheating and describe personal and societal consequences of plagiarism. o Demonstrate appropriate strategies for avoiding plagiarism (quoting, citing, acknowledging source and/or paraphrasing). o Discuss the importance of respecting the rights of others regarding their work.	Intermediate o Understand and follow ethical standards of conduct (AUP, Student Handbooks, Student Code of Conduct, Honor Codes). o Discuss definitions and basic concepts and issues related to plagiarism/electronic cheating and describe personal and societal consequences of plagiarism. o Practice citing sources of text and digital information. o Determine and practice the use of appropriate strategies for avoiding plagiarism (quoting, citing, acknowledging source and/or paraphrasing).	Proficient o Understand and follow ethical standards of conduct (AUP, Student Handbooks, Student Code of Conduct, Honor Codes). o Discuss definitions and basic concepts and issues related to plagiarism/electronic cheating and describe personal and societal consequences of plagiarism. o Demonstrate appropriate strategies for avoiding plagiarism (quoting, citing, acknowledging source and/or paraphrasing). o Determine the most appropriate method for avoiding plagiarism and create original work and practice citing sources of text and digital information. o Demonstrate and advocate for ethical behaviors among peers, family, and community.
C. Practice citing sources of text and digital information and make informed decisions about the most appropriate methods for avoiding plagiarism.			

Pruitt-Mentle, D. (2009). The C3 framework: Cyberethics, cybersafety and cybersecurity implications for the

Questions



Contact Information:
Davina Pruitt-Mentle
Educational Technology Policy,
Research and Outreach
(301) 503-8070
dpruitt@umd.edu

Quotations

Quotations are the exact words of an author, copied directly from a source, word for word. Quotations must be cited!

Use quotations when:

- You want to add the power of an author's words to support your argument
- You want to disagree with an author's argument
- You want to highlight particularly eloquent or powerful phrases or passages
- You are comparing and contrasting specific points of view
- You want to note the important research that precedes your own

Source: Carol Rohrbach and Joyce Valenza
<http://www.sdst.org/shs/library/sumparquo.html>

Paraphrasing

Paraphrasing means rephrasing the words of an author, putting his/her thoughts in your own words. When you paraphrase, you rework the source's ideas, words, phrases, and sentence structures with your own. Like quotations, paraphrased material must be followed with in-text documentation and cited on your Works-Cited page.

Paraphrase when:

- You plan to use information on your note cards and wish to avoid plagiarizing
- You want to avoid overusing quotations
- You want to use your own voice to present information

Source: Carol Rohrbach and Joyce Valenza <http://www.sdst.org/shs/library/sumparquo.html>

Summarizing

- **Summarizing involves putting the main idea(s) of one or several writers into your own words, including only the main point(s). Summaries are significantly shorter than the original and take a broad overview of the source material. Again, it is necessary to attribute summarized ideas to their original sources.**

Summarize when:

- You want to establish background or offer an overview of a topic
- You want to describe knowledge (from several sources) about a topic
- You want to determine the main ideas of a single source

[Back to Slide Show](#)

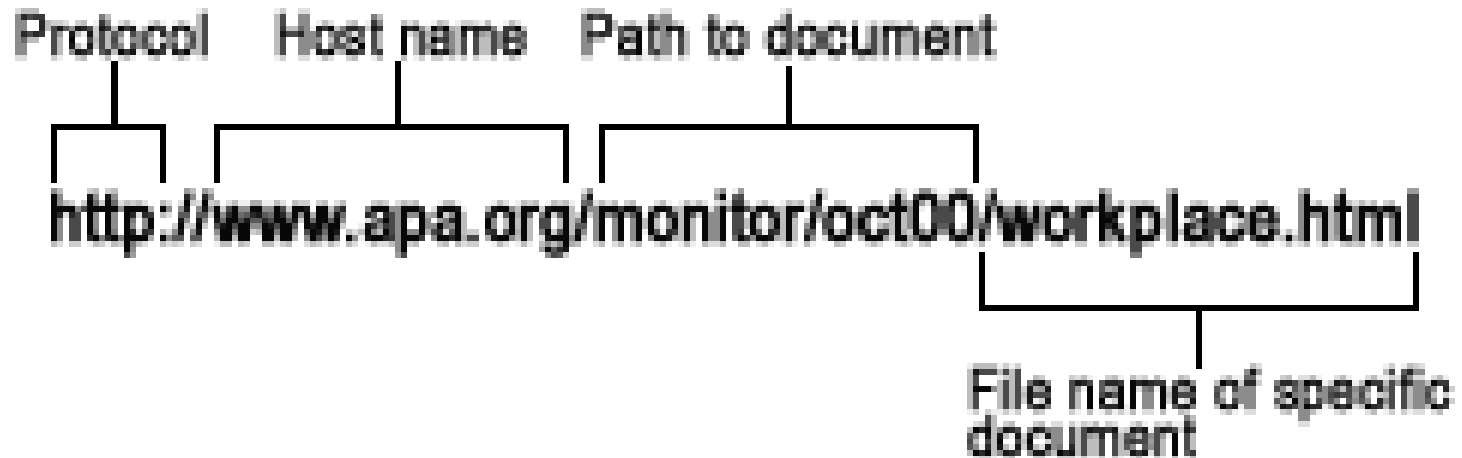
Source: Carol Rohrbach and Joyce Valenza
<http://www.sdst.org/shs/library/sumparquo.html>

Copyright Snippets: Warm-ups



- Place in Order
Workplace.html
Monitor/oct00
http://
www.apa.org/
Article in an Internet-only newsletter (1998, July).
<http://www.telehealth.net/subscribe/newsletter4a.html1>
2(2). Retrieved from
Glueckauf, R. L., Whitton, J., Baxter, J., Kain, J., Vogelgesang, S., Hudson, M., et al.
Telehealth News,
Videocounseling for families of rural teens with epilepsy -- Project update.

Components of URL

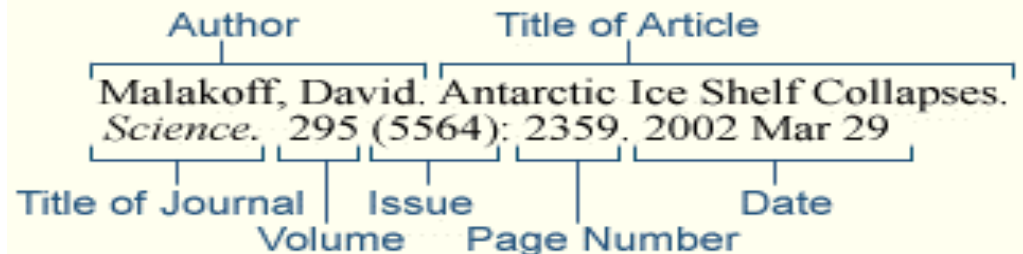


Parts of a Citation

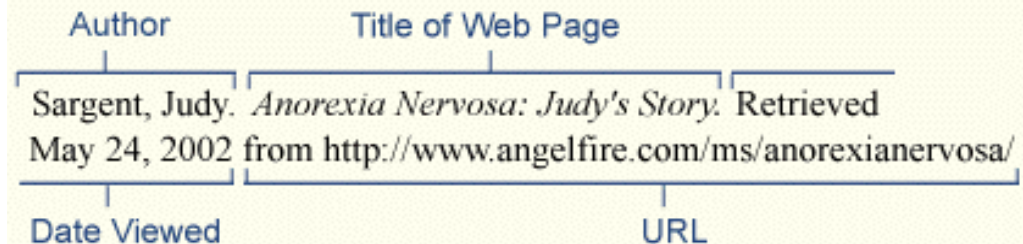
Book:



For an article in a periodical:



For sources on the Web:



Article in an Internet-only newsletter



- Glueckauf, R. L., Whitton, J., Baxter, J., Kain, J., Vogelgesang, S., Hudson, M., et al. (1998, July). Videocounseling for families of rural teens with epilepsy -- Project update. *Telehealth News*,2(2). Retrieved from <http://www.telehealth.net/subscribe/newsletr4a.html>1

APA style format

[Back to Main Slide Show](#)

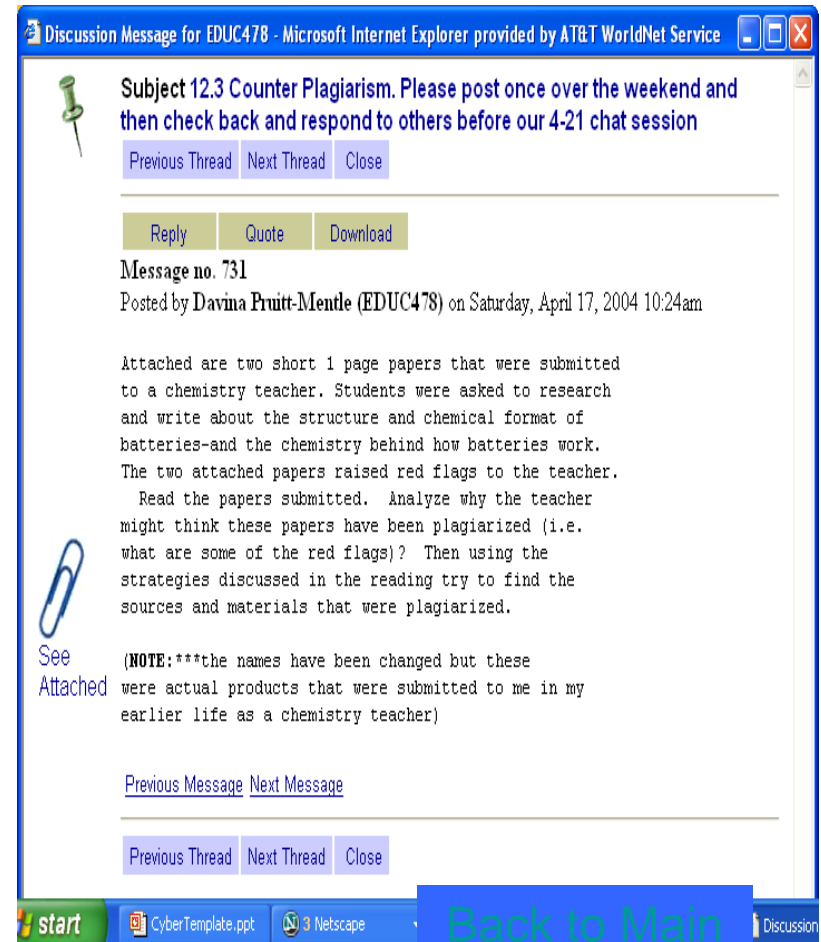
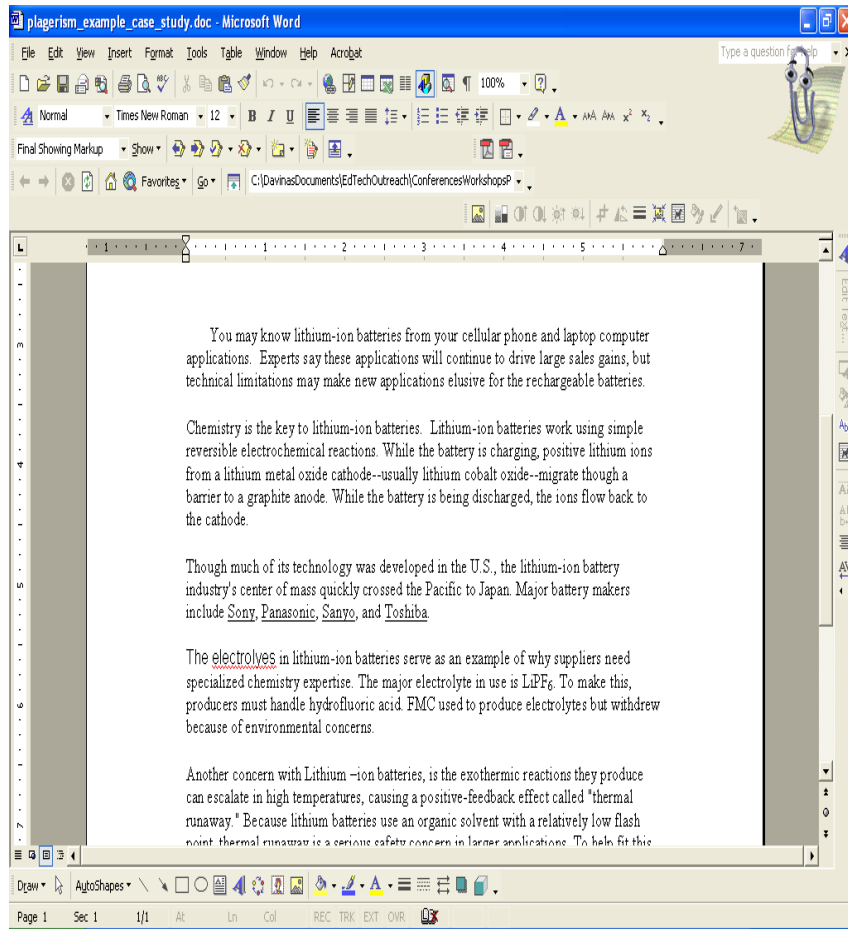
Plagiarism



Plagiarism in the 21st Century: Paper Mills, Cyber-cheating, and Internet Detectives in the Electronic Age

- <http://www.edtechpolicy.org/cyberethicsseminar.html>

Plagiarism Snippets: Warm-ups



Detecting Plagiarized Papers



1. **Writing style**, language, vocabulary, tone, grammar, etc. is above or below what the student usually produces. It doesn't sound like the student.
2. Sections or sentences **do not relate** to the overall content of the paper. Students may "personalize" a paper by adding a paragraph that ties the paper to the class assignment.
3. Look for **strange text** at the top or bottom of printed pages.
4. Look for **gray letters in the text**, often an indication that the page was downloaded from the web, since color letters on a screen show up gray in a printout.

Source: *Current State of Cheating* Teaching Effectiveness Seminar: Coastal Carolina University, March 5, 1999 (Updated March 3, 2000, Revised March 26, 2001) Margaret Fain is Assistant Head of Public Services, and Peggy Bates is Reference Librarian at Kimbel Library, Coastal Carolina University, Conway, SC.
<http://www.coastal.edu/library/papermil.htm>

Detecting Plagiarized Papers



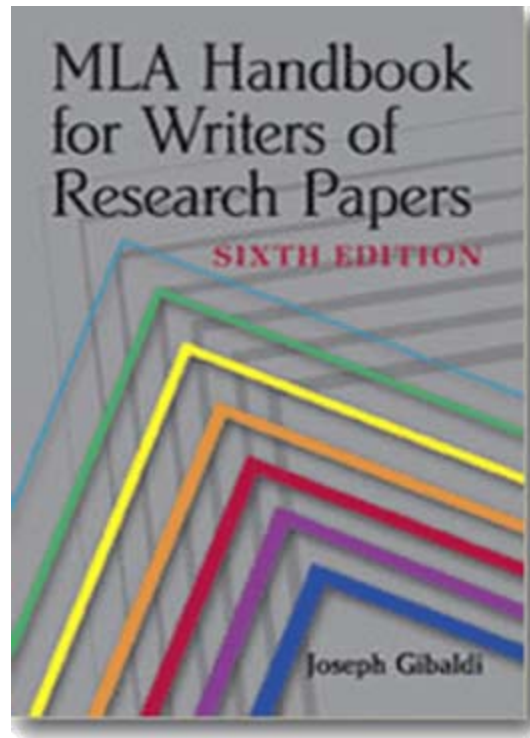
5. **Web addresses left** at the top or bottom of the page. Many free essays have a tag line at the end of the essay that students often miss.
6. **Strange or poor layout.** Papers that have been downloaded and re-printed often have page numbers, headings, or spacing that just don't look right.
7. **References to graphs,** charts, or accompanying material that isn't there.
8. **References to professors,** classes or class numbers that are not taught at your school
9. Citations are to materials **out of date**, out of the country or not owned by your local (school) library

Detecting Plagiarized Papers

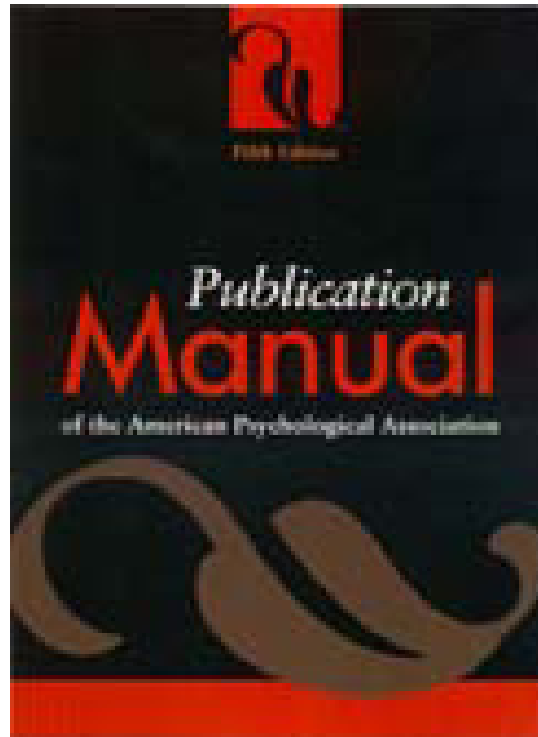


10. Web sites listed in citations are **inactive**.
11. All citations are to materials that are **older than five** years.
12. References are made to **historical persons** or events in the current sense.
13. Students **can not identify** citations or provide copies of the cited material.
14. Students **can not summarize** the main points of the paper or answer questions about specific sections of the paper.
15. When provided with a page from their paper that has words or passages removed, students **can not fill in the blanks** with the missing words or with reasonable synonyms.

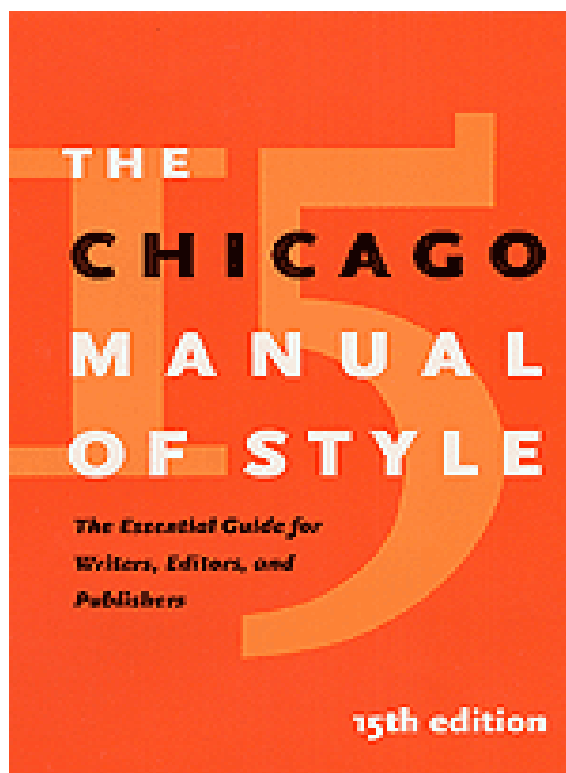
MLA: Modern Language Association (Humanities)



APA: American Psychological Association (sciences & social sciences)



Chicago Manual of Style



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2002-2003 Survey



- Canada
 - Students, faculty, TAs, first year students
 - 11 participating schools (including UM)
- United States
 - Students, faculty, TAs
 - 23 participating schools

From: *Promoting Academic Integrity: ACRL – Delaware Valley Chapter May 7, 2004* (See: <http://216.239.39.104/search?q=cache:0CLrctGUaX0J:www.acrldvc.org/spring04/donmccabe.ppt+Center+for+Academic+Integrity+study:+Student+Cheating+in+American+&hl=en>)

Methodological Issues

- Self-report data
- Web-based surveys
- Low response rates
- Large sample size

Respondents – 2002/2003



	Canada	U.S.
• Undergrads	13,644	16,060
• Grad students	1,318	2,175
• First year survey	1,269	-
• Missing	276	580
• Faculty	1,902	2,608
• TAs	683	655



MD Information Literacy, Ethical Use and Academic Integrity Baseline Pilot Study



- Statements include:
 - *Questions about copyright should be referred to a teacher or administrator;*
 - *The Superintendent shall be responsible for ensuring that administrative procedures for copyright policy are effectively implemented throughout the system;*
 - *Teachers will assist students to learn and apply the skills necessary to determine the truthfulness of information, distinguish fact from opinion, and engage in discussions about controversial issues while demonstrating tolerance and respect for those who hold divergent views;*
 - *Faculty members will read the policy and guidelines, then sign and return the Policy/Handbook. Faculty members will also distribute this information to all students in Grades 4-12 at the beginning of the school year and review the contents with them. Further instruction and review of the policy and guidelines will take place in classes where technology is a major part of the curriculum or when taking classes to computer labs for special assignments. Teachers of Grades K-3 will review and explain the policy and guidelines with all their students; and*
 - *Staff members (media specialist) assigning or permitting use of computer technology will ensure that instruction in acceptable use of computer technology has occurred;*



Other Important Research - Statistics and Findings



Templeton Fellows Report

- **Trevor S. Harding**, Matthew J. Mayhew, Cynthia J. Finelli, Donald D. Carpenter
- A Comparison of Academic Dishonesty between the Humanities and Engineering Disciplines
 - *examined factors underlying **engineering** students' engagement in cheating as **compared** to those of **humanities** students, within the theoretical decision-making framework of the Theory of Planned Behavior.*
 - *surveyed **527 randomly selected** engineering and humanities undergraduate students from three academic institutions*

Trevor Harding's Study Findings (cont.)



- Both groups **equally likely** to cheat in **high school**, but engineering students were statistically **more likely to cheat in college** on both homework and exams
- The higher rate of cheating among engineering students was correlated to
 - the **intention** to cheat again in the future --a positive attitude toward cheating
 - less perceived **moral obligation** to avoid cheating
 - the sense that cheating was **accepted** among one's **peers**
 - and a tendency to have **cheated in high school**.

Rather than being habitual (as some researchers have suggested), cheating is a rational behavior that is under the complete control of the individual

Thus, if the factors that most influence an individual's decision to cheat can be successfully modified, the individual can be expected to make a rational decision

Trevor Harding Study: Practical Implication



- Educators can reduce cheating by
 - **discussing** the issues rationally with students and addressing the underlying influences for their behavior
- 3 dominant factors that influence an individual's intention to cheat:
 - **moral obligation** (the sense that one is obligated to do what is right and good),
 - **attitude toward cheating** (the sense one has that there will be positive or negative outcomes if he/she engages in cheating), and
 - **subjective norms** (the sense that people who are important to the individual, such as parents, peers, and instructors, will react favorably or unfavorably if the individual engages in cheating).

This implies that, when discussing cheating with students, college and high school educators must frame the conversation in terms of these three important factors

Trevor Harding Study: Practical Implication



- Students need to understand that it is both **their and the instructor's moral obligation** to protect the integrity of their learning community
- Students take **responsibility for their own learning** and will be less likely to rationalize cheating because "the teacher deserved it".
 - instructor serves more as a coach than a teacher.
 - project-based learning.
- **Interdependence** among students should be emphasized
 - students work in teams on complex problems or projects
 - group quizzes
 - combining individual homework scores
 - group presentations and reports
 - peer evaluations are effective ways of developing a sense of interdependence within teams.
- **Share positive and negative implications of cheating** (addressing students' attitudes) including short- and long-term consequences of cheating
- Important for the instructor to clearly demonstrate that what they really care about is the students' learning
 - "Most students will tell you that they cheat because the instructor doesn't really care about them, so why should they care about following the rules".

Trevor Harding Study: Findings (cont.)



- **Engineering students reported cheating more often** on tests and homework than did humanities students (even when controlling for the number of opportunities to cheat), while both groups of students were equally likely to cheat in high school
- Implies to researchers that engineering students experience less cognitive development in the **moral domain** than do humanities students and that the engineering curriculum may lack sufficient opportunities for students to interact with peers on challenging moral questions



An approach becomes crucial in preparing engineering students to face the technologically-driven ethical dilemmas of the 21st century.

Student Perspectives on Internet Plagiarism: Dominic Sisti



- Surveyed **160 high school** students who use the Internet for schoolwork and who engage in **copy-paste plagiarism or paper buying practices**
- Results indicate students are **more easily** able to **justify** copy-paste plagiarism for a variety of reasons that mirror justifications of other forms of conventional plagiarism
- Most students indicated they **would never purchase a paper** for reasons ranging from fear of getting caught to more principled and nuanced ethical claims

Dominic Sisti's Study: Practical Advice for Educators

- Offer **alternatives** to the traditional research paper that capitalizes on students' preference for electronic communication and creativity
 - design a web site
 - multimedia presentation
- Offer **group work**
- Convey a **sense of optimism, openness** and reasonable **flexibility**.
 - If possible, when grading assignments, transform critical comments into constructive ones by allowing students to respond and to revise their work.
 - Students who cheat often complain that their teachers were **not available** to help and they therefore feel somewhat justified in plagiarizing.
- Have students **read their work aloud**, and **describe it** in an impromptu fashion-- students will need to have a working knowledge of the material.
 - student described why they would not plagiarize: *"...[w]hen I write, I try to remember that some teachers are likely to ask you to read your paper aloud."*



Moral Identities - Social Anxiety and Academic Dishonesty Among American College Students

Scott A. Wowra Ph.D.



- Examined how reports of academic cheating related to students' emphasis on their moral identities and their sensitivity to social evaluation
- **70 college students** completed a battery of surveys
 - students who regarded honesty as much more important than personal profit were assigned to the “**Principled**” **Group**
 - Students who believed that personal rewards trumped honesty were assigned to the “**Expedient**” **Group**
- The two groups then **recalled how often** they had **cheated** in high school
 - 9 out of 10 Expedient students (91%) recalled cheating on their school work, compared to about half of Principled students (57%)

Scott A. Wowra's Study: Findings and Implications



- Findings:
 - **Symptoms of social anxiety** were positively correlated with recall of academic cheating
 - Relative to students who placed less importance on their moral identities, students who placed more importance on their moral identities recalled significantly fewer instances of cheating
 - Findings suggest that students are **less likely to cheat** on their school work when they place **greater emphasis on their moral identity and are less sensitive to social evaluation**
- Implications
 - Findings suggest that differences in **moral reasoning affect the propensity** to cheat on school work
 - Administrators (high school and post secondary) should consider **mandating moral education** in the first-year curriculum
 - College students should receive **compulsory moral education** early and often during their academic careers
 - Required coursework in moral reasoning signals to students the importance of character-building to their personal development as well as the continuation of a democracy
 - Taking personal responsibility for (un)ethical behavior is an important stop-gap to cheating
 - During orientations and the first day of class, administrators and teachers need to **clearly state the school's policies against cheating** and that there is no excuse for academic dishonesty



Academic Dishonesty Across the Transition from High School to College

Ashley Mouberry-Sieman



- Study examined the issue of academic dishonesty across the **transition from high school to college**
- Conducted in three phases
 - Phase I - 21-item **pre-test questionnaire** (spring of 2004) to a cohort of 240 high school students (response rate 15%)
 - Phase II- **identical 21-item questionnaire** administered to the 36 respondents from phase one (fall of 2005) after they had completed one full year of college (response rate of 58.8%)
 - Phase III-small pool of 5 students who agreed to participate in **individual qualitative follow-up interviews** late during the fall 2005
- Study found that some of the students included in this study changed their perceptions, attitudes, and behaviors related to academic dishonesty as they made transition from high school to college.

Ashley Mouberry-Sieman: Findings



- **Teachers can help** deter academic dishonesty and promote a climate of integrity
- Both levels **felt that educators** (i.e., teachers and professors) were responsible for **setting and enforcing** the standards of academic conduct
- **Students suggest** steps educators can take to **deter** academic dishonesty
 - **explicitly stating** what does and does not constitute academic dishonesty
 - **not assigning “busy work”** for homework or other assignments
 - using **multiple versions** of exams
 - **not repeating** major assignments from year to year
 - closely **monitoring** during exams.
- Students suggested that **educators promote academic integrity** by discussing its importance throughout the semester/year and reemphasizing its importance for **each major assignment**

Ashley Mouberry-Sieman: Findings



- Plagiarism plagues **both** high school and college students **alike**
- Students agreed **purchasing or copying an entire paper** and submitting it as one's own was considered to be academic dishonesty
- Disagreement about whether or not **changing** the wording **slightly** from an original source while working on a paper or project or **copying another** student's homework or lab assignment and submitting it as one's own should be considered academically dishonest

Ashley Mouberry-Sieman: Implications



- Educators should:
 - **not assume** that students understand what constitutes plagiarism.
 - Lack of commonly agreed upon definition of what constitutes plagiarism so that students are able to receive a consistent message from one classroom/institution to the next
 - **provide examples** of common forms of plagiarism
 - **provide exercises** designed to help students avoid plagiarism
 - self-plagiarism (i.e., turning in the same paper for more than one class) is cause of confusion. Educators should be explicit about when and under what circumstances this practice is acceptable.
 - **structure assignments** -progress throughout the semester (i.e., asking a student to turn in multiple drafts of an assignment)- deters completing assignments at the last minute

Ashley Mouberry-Sieman: Implications



- Educators should:
 - talk to students about how plagiarism is detected
 - Student follow-up interviews- impact of knowing school submitted papers to turnitin.com
 - Student discussed computer science department using a computer program to identify copied code in computer science projects.

Knowing that their teachers/professors checked student papers and assignments for plagiarism was a clear deterrent for academically dishonest behavior

Ashley Mouberry-Sieman: Implications



- Scientific lab reports gray area
 - Educators should **reconsider** how they structure, present, and grade work in the scientific laboratory.
 - **More emphasis** should be placed on the process, careful **lab procedures**, and a thorough discussion of the results and why they may differ from experiment to experiment or from person to person.
 - Have two students **compare their results** and discuss reasons for differences in their findings
 - Instructors should work to situate experiments in **real world examples** and discuss the implications of academic dishonesty in real world settings.

Ashley Mouberry-Sieman: Implications



Prior research has shown that honor codes may be an effective tool for decreasing the prevalence of academic dishonesty on both high school and college campuses

- Students in this study discussed **noticeable differences** in their environment with respect to academic dishonesty during the transition from a high school with no honor code to a high school with an honor code
 - At the no-code institutions, honor and integrity were rarely discussed and cheating was thought to be prevalent on tests and major assignments
 - At the honor code high school, students understood that academic integrity was an institutional value and that academic dishonesty was not tolerated
 - Students noted that having an honor code in high school prepared them well for the honor code environment that they encountered in college

Findings suggest that both high schools and colleges should consider instituting an honor code or integrity policy if one does not already exist



Missing Links in Academic Integrity: Educational Implications and Future Directions

Jason M. Stephens, Ph.D.



Study provides comparative analysis of students' beliefs and behaviors related to six analogous pairs of conventional and digital forms of academic cheating

- **Online survey** of undergraduates at two universities (N=1,305)
- Findings:
 - Students used **conventional means more** often than digital means to copy homework, collaborate when it was not permitted, and copied from others during an exam
 - However, engagement in **digital plagiarism** (cutting and pasting from the Internet) **surpassed conventional plagiarism**
 - Students reported using **digital “cheat sheets”** (i.e. notes stored in a digital device) to cheat on tests **more often** than conventional “cheat sheets”
 - Many students **turn to plagiarism** (particularly Internet plagiarism) in the **12 to 24 hours** before a paper is due

Jason M. Stephens: Findings (cont.)

Findings continued:

- **32%** of students reported **no cheating** of any kind
- **18.2%** reported using only **conventional** methods
- **4.2%** reported using only **digital methods**
- **45.6%** reported using **both** conventional and digital methods to cheat
- Students who cheated **both** conventionally and digitally were significantly different from the other three groups in terms of their self-reported engagement in all three types of cheating behavior
 - Students in this “both” group had the **lowest sense of moral responsibility** to refrain from cheating and the greatest tendency to neutralize that responsibility

Jason M. Stephens: Implications

Specific strategies for reducing plagiarism and test cheating:

- **Prevent Plagiarism:**

- All written assignments should be clear and manageable
- Provide list of specific topics and/or required components to narrow the opportunity for plagiarism
- Require process steps – a series of due dates that emphasize that writing is a process and help students manage their time more effectively
 - Process steps and due dates for identifying a topic or thesis, generating an outline or annotated bibliography, and submitting a first draft (or doing a peer paper exchange) help prevent this kind of panic plagiarism

- **Reduce Test Cheating:**

- Reduce temptation by using spaced seating, creating multiple forms (by randomizing order of questions and/or answers) and actively monitoring students (i.e., moving about the room)
- Ban the use (or even presence) of digital technologies (cell phones, PDAs, calculators, laptops, etc.) during exams



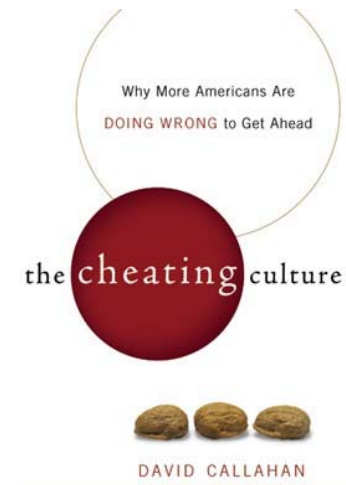
Still More Statistics

- **36%** of **undergraduates** have admitted to **plagiarizing** written material-- Psychological Record Survey (Roig M. Psychological Record 1997; 47: 113-122)
- **90%** of students believe that cheaters are either **never caught** or **have never been appropriately disciplined**-- US News and World Report poll (1000 adults-over sample of 200 college students in October of 1999)
- 257 chief student affairs officers across the country believe that colleges and universities **have not addressed** the cheating problem **adequately**-- from a study by Ronald M. Aaron and Robert T. Georgia: Administrator Perceptions of Student Academic Dishonesty in Collegiate Institutions (2001)
- **30%** of a large sampling of Berkeley students were caught plagiarizing directly from the Internet-results of a Turnitin.com test, conducted from April-May 2000

More to Read



- *The Cheating Culture*



Note: other areas outside of the educational community



MD Information Literacy, Ethical Use and Academic Integrity Baseline Pilot Study



- Other Interesting Facts:
 - Out of the 24 local public school systems [in Maryland] **19** had easily obtainable web-based access to employee and student Acceptable Use Policies (AUP)/Student Codes of Conduct (SCC)
 - **Policies varied** from system to system
 - In the 19 AUP/SCCs, **only six** specifically mentioned plagiarism while **only two** mentioned “cheating”
 - Only four specifically defined plagiarism
 - **While 4** out of the 19 listed possible consequences for infractions, most consequences were either vague or lacked clear repercussions including statements such as:
 - *Serious offenses may result in suspension (Baltimore County Public Schools);*
 - *Disciplinary action by school/office administration... (Baltimore County Public Schools);*
 - *Letter of reprimand or disciplinary action by school/office administration, arrest and prosecution ... (Prince George’s County Public Schools);*
 - *Additional disciplinary action may take place as outlined. Misuse may also subject the student/staff to disciplinary action... (Charles County Public Schools).*
 - Only one AUP, developed by the Maryland State Department of Education (2006) for the Maryland Virtual Learning Opportunities Program, stated: *should plagiarism be confirmed, depending on the degree to which the student has plagiarized content, a student may lose credit for specific assignments or even the entire course (p. 20)*

MD Information Literacy, Ethical Use and Academic Integrity Baseline Pilot Study



- **Missing** are data on the number of infractions per school/district reported and the consequences of each instance
- Review of AUPs reveal that there is a disconnect between consequences and plagiarism/ copyright severity
- Within the 19 AUP policies, all presented a list of acceptable and unacceptable use....
 - Most required that students and/or parent/guardian sign a broad statement that they **would not violate the AUP**, but mostly they focused on items such as **viruses and using the school facilities for improper searches.**
 - Most AUP **did not mention** cheating, plagiarism, or implications of such conduct.
 - There was **only minimal evidence** that the policies were covered or explained in depth to either parents or students.
 - At most, there was evidence that a **brief overview** was presented at the beginning of the year.

MD Information Literacy, Ethical Use and Academic Integrity Baseline Pilot Study



Implementation strategies for presenting the information to students varied among school systems

- only four addressed **who** was responsible for the enforcement or how the content would be conveyed.
- often acceptable use was to be **discussed** by computer/media specialists, which might lead students to believe that these were the only subjects for which the policy would be enforced.



Academic Dishonesty



“Acts of academic dishonesty are on the rise at universities and Internet plagiarism is **in**” (Mary Clarke-Pearson, 2001).

Source: Download. Steal. Copy. Cheating at the University. Daily pennsylvanian.com. Nov. 27, 2001

Current State of Cheating/Plagiarism: Why is this happening?



Margaret Fain and Peggy Bates' 8 common themes:

1. Honesty and integrity have very little to do with the "real" world or school work
2. An "education" doesn't connect with "gaining knowledge on your own"
3. Students come to school to graduate - "get a diploma". How they get this credential might be less important than simply getting it
4. Many students cheat or plagiarize to maintain high GPAs - there is tremendous pressure from parents, college admissions, and corporate recruiters
5. Some think it is no longer "socially unacceptable"
6. Many think that anything and everything on the Internet is public domain
7. Many do not know what constitutes plagiarism--they have not learned about plagiarism in high school
8. Some students actually engage in unethical behavior out of self-defense -students in their classes are using it to excel, creating unfair competition

Source: *Current State of Cheating* Teaching Effectiveness Seminar: Coastal Carolina University, March 5, 1999
(Updated March 3, 2000, Revised March 26, 2001) Margaret Fain is Assistant Head of Public Services, and Peggy Bates is Reference Librarian at Kimbel Library, Coastal Carolina University, Conway, SC. <http://www.coastal.edu/library/papermil.htm>