

Assessment of Collaborative Work (Plagiarism)

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Plagiarism (or Academic Honesty)

- History and constraints in forming new Policy
- The Policy
- Implementing the policy (special regard to Engineering)

History

- 1998: Faculty of Science Teaching Committee
 - drafts guidance to staff on dealing with plagiarism
 - => runs foul of Registrar and Student Centre
- 1999: Academic Board
 - attempts to redefine plagiarism for new policy
 - => cannot define plagiarism consistently across all disciplines - despite external consultant.
- 2001: Academic Board defines “intent”
 - the intent to defraud is considered more important than “accidental” plagiarism (however defined).
 - => Runs foul of Chapter 8.
- 2001: Academic Board uses academic context
 - plagiarism is defined as an “academic” issue with academic standards applied

Chapter 8

- 6 pages of the Calendar!
 - **Misconduct includes:**
 - a) conduct on the part of the student which is prejudicial to the good order and government of the University or impairs the reasonable freedom of other persons to pursue their studies or research in the University or to participate in the life of the University

The Draft Resolutions

- Part 1:
 - Purpose
 - Dictionary (definition of terms)
 - Scope (coursework only - NOT RESEARCH)
 - Related Documents
 - By-laws, Assessment, Student Appeals, etc

Univ. of Sydney (Coursework) Rule

- A student completes a unit of study if the student:
 - participates in the learning experiences provided for the unit of study;
 - **meets the standards required by the University for academic honesty;**
 - meets all the examination, assessment and attendance requirements for the unit of study; and
 - passes the required assessments for the unit of study.

The Draft Resolutions

- Part 2:
 - Introduction
 - Definitions of Plagiarism
 - usual definitions - without emphasis on seriousness
 - discussion of groupwork
 - DISHONEST INTENT
 - Academic Dishonesty
 - when might you consider “dishonest intent”
 - (it’s up to the student to convince you they did not act dishonestly)
 - Other examples
 - Principles for dealing with dishonesty
 - equitable, consistent, fair, timely, effective

The Draft Resolutions

- Part 3: Procedures

(1) Issues concerning breaches of academic standards of honesty may be dealt with either through the process of determining academic results in a unit of study, or, in the most serious cases, by invocation of misconduct procedures in accordance with the University of Sydney By-law 1999, Chapter 8 *Student Discipline*.

The Draft Resolutions

- Part 3: Procedures

(2) In determining the result which a student should receive in a unit of study, the Department or equivalent academic unit may consider not only the results of all work submitted for assessment but also other factors as stipulated in the University of Sydney (Coursework) Rule 2000. This includes compliance with University requirements for academic standards of honesty.

The Draft Resolutions

- Part 3: Procedures

(3) Failure to comply with the University's standards for academic honesty may lead in appropriate cases to failure in the work submitted for assessment or failure overall in the unit of study or such penalty as is imposed in accordance with the University procedures on student discipline (University of Sydney By-law 1999, Chapter 8).

The Draft Resolutions

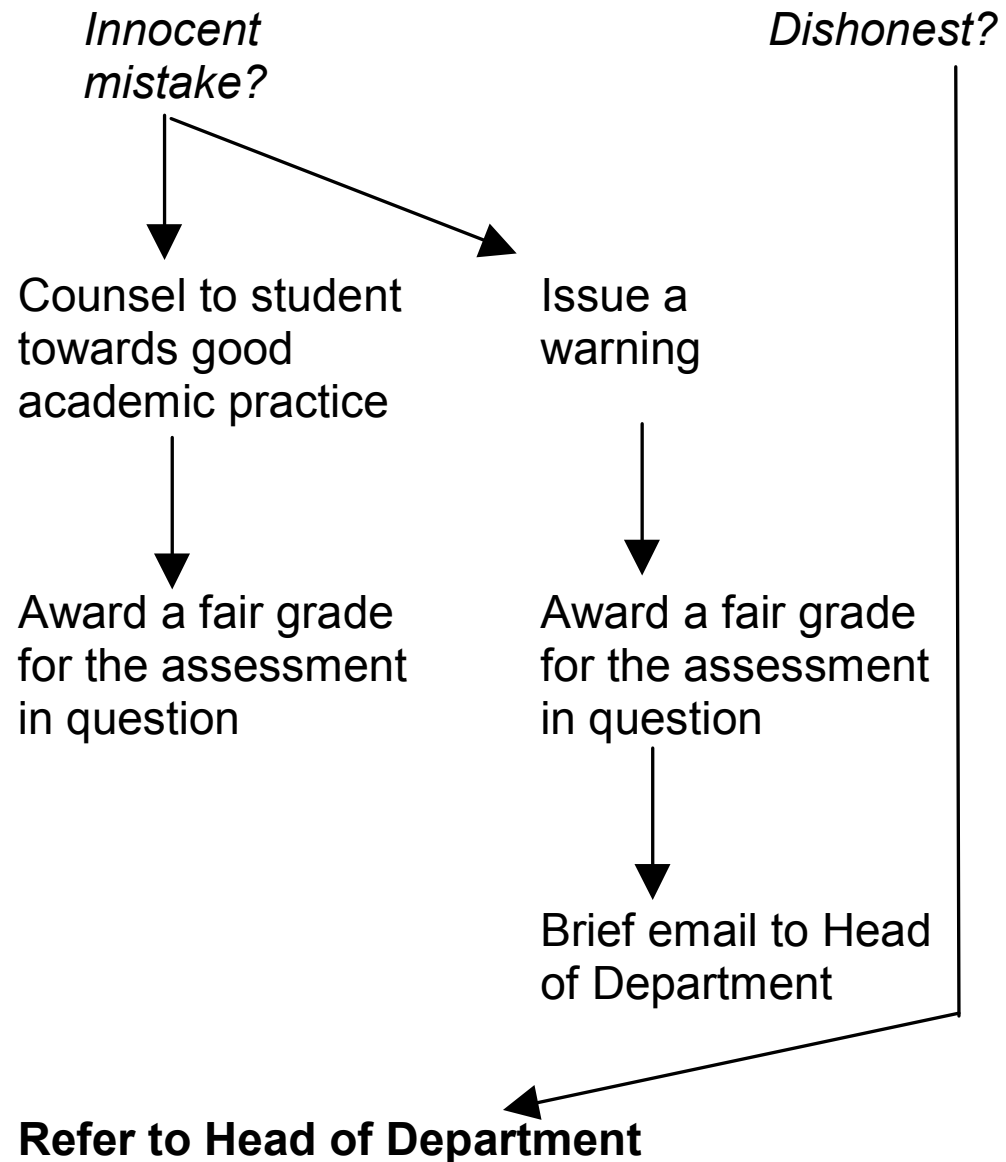
- Part 3: Procedures

(4) In cases other than those in which procedures under Chapter 8 of the University of Sydney By-law 1999 are invoked, decisions about how to respond to cases in which a student has breached academic standards of honesty shall be made by the head of department/school responsible for finalising results in that unit of study.

The Draft Resolutions

Flowchart

As an examiner, you suspect that a student has cheated, plagiarised, fabricated data, etc



The Draft Resolutions

Flowchart

Refer to Head of Department



3 weeks max

Discuss case with student and examiner



2 weeks max

HoD decides course of action ranging from dismissal of case to failure in Unit of Study



Note to Student Records for file, if appropriate

Student Appeal:

on academic decision (i.e. mark awarded)



Chair of Academic Board

on honesty



Registrar

Implementing the Resolutions

- Make it CLEAR to the students what your “academic standards” or “assessment criteria” are.

My Chem assignment 3 weeks ago:

Note: A condition of submitting this assignment is that it is solely your own work. The University has strict guidelines and penalties for plagiarism. If you are in any doubt about these policies, and whether your assignment satisfies the conditions specified therein, you should examine the policy on the University Web site, or ask your lecturer about them.

Implementing the Resolutions

- Teach them early!
 - Assignment 1: Chem 2, 2000
(300 students, inc. ~60 Engineers)
 - 25 blatantly copied from others (20 Engineers)
 - all 25 were interviewed and my standards of honesty explained.
 - Assignment 2 and 3:
 - NONE copied!