

Food for Thought

“The constant flow of media reports about lapses in integrity among politicians, academics, business people...can create the belief that everyone cheats to get ahead... Universities may provide our last chance to deliver a different message to young adults...”

McCabe, D. L. (2005). Cheating among college and university students: a North American perspective. *International Journal for Educational Integrity*, 1(1), pp. 10-11.

The background of the slide is a photograph of a green chalkboard. Two pieces of pink chalk are lying on the board, one standing upright and one lying horizontally. There are some faint, white chalk markings on the board, including a large 'A' and some curved lines. The text is overlaid on this background.

Starting the dialogue: Promoting IL through academic integrity workshops for faculty

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- *Modus operandi*
- Sample workshop agenda
- Introducing yourselves



At the end of this workshop, you will be able to:

1. Define and interpret plagiarism and AI as they pertain to your academic environment
2. Identify reasons for plagiarism and other forms of academic dishonesty
3. Discuss the use of IL in promoting academic integrity and deterring student plagiarism and cheating
4. Develop strategies for starting a dialogue with campus partners



Starting the dialogue at McGill

“Building a successful information literacy infrastructure begins by creating a foundation of strong faculty-librarian relationships in conjunction with faculty development programs.”

Black, C., Crest, S., & Volland, M. (2003). Building a successful information literacy infrastructure on the foundation of librarian-faculty collaboration. *Research Strategies* 18(3), p. 215.



Plagiarism

When you steal from one author, it's plagiarism; if you steal from many, it's research.

Mizner, Wilson (1876 - 1933) [Attributed]
American writer, wit and dramatist

Plagiarism (1998). In *Collins concise dictionary of quotations*. Retrieved November 17, 2005 from Xreferplus: <http://www.xreferplus.com/entry/1401146>



Activity A: Workbook p. 4

Classifying Behaviours



Plagiarism at McGill

No student shall, with intent to deceive, represent the work of another person as his or her own in any academic writing, essay, thesis, research report, project or assignment submitted in a course or program of study or represent as his or her own an entire essay or work of another, whether the material so represented constitutes a part or the entirety of the work submitted.

McGill University. (2005). *A handbook of students' rights and responsibilities* [online]. Retrieved April 4, 2006 from <http://upload.mcgill.ca/secretariat/greenbookenglish.pdf>



Reflection: Workbook p. 5

My institution's definition of plagiarism

Percentage of students and faculty who rate behaviour as moderate or serious

	UG	G	F
Working with others when asked for individual work	32	54	82
Paraphrasing/copying a few sentences from Internet source without footnoting it	57	68	82
Fabricating/falsifying a bibliography	58	74	98

McCabe, D. L. (2005). Cheating among college and university students: A North American perspective [Electronic Version]. *International Journal for Educational Integrity*, 1(1), p. 7.

Why students plagiarize

“I got desperate at the last moment”

“I can’t keep up”

“The instructor doesn't care, why should I?”

“I have to succeed”

“I don’t understand what I’m expected to do to avoid plagiarism”

“I can’t do this!”

“I will probably get away with it”

“I don’t need to learn this, I just need to pass it”

“But you said, ‘Work together!’”

“But the author said it so well!”

Two Campus Approaches to Academic Integrity

Deterrent

Cheaters will be caught

Establish class specific policies for appropriate student conduct

Remove opportunities for cheating

Provide harsh penalties for cheaters

Assign interesting and nontrivial assignments

Provide students with the location of the Academic Integrity policy

Ethical Community Building

Students are part of an ethical community and participate in the enforcement process

Focus on student learning, not on grades (submitting drafts of written work, assignments for feedback, not grades, etc.)

Mutual respect between students and faculty; students expected to report unethical behaviour

Train students to be role models

Fostering a love of learning

Use orientation sessions and initiation ceremonies to convey the importance of academic integrity

McCabe, D. L., Butterfield, K. D., & Trevino, L. K. (2004). Academic integrity: How widespread is cheating and plagiarism. In D. R. Karp & T. Allena (Eds.), *Restorative justice on the college campus: Promoting student growth and responsibility, and reawakening the spirit of campus community* (pp. 124-135). Springfield, IL: Charles C Thomas.

Break!





Reflection: Workbook p. 8

Where does my institution fit on the AI continuum?



Activity B: Workbook pp. 9-10

Case Studies



Discussion

How will starting a dialogue about academic integrity help you to promote information literacy?



Discussion

Comments and Questions