

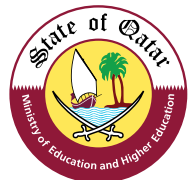


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STUDENT'S WORKSHOP GUIDE
PLAGIARISM



Workshop Components

Note:

This document is inclusive only of the Workshop Guide. All other components for this workshop are listed below for the trainer's reference and can be found in the Plagiarism Workshop File.

- [Workshop Guide](#)
- [Background Reading for Trainer](#)
- [Background Reading for Student](#)
- [Plagiarism PowerPoint](#)
- [Workshop Practical Activities](#)
- [Workshop Notes](#)
- [Workshop Learner Feedback for Students](#)



Introduction to: Plagiarism Workshop

Target Audience:

Students

Workshop Duration:

175 Minutes

Workshop Components:

- [Workshop Guide](#)
- [Background Reading for Trainer](#)
- [Background Reading for Student](#)
- [Students Workshop – Plagiarism](#)
- [Workshop Practical Activities for students](#)
- [Workshop Notes for Students](#)
- [Workshop Learner Feedback for Students](#)

Overview:

The Plagiarism Workshop aims to educate students on the concept and types of plagiarism, intellectual property, and showcases the difference between plagiarism and copyright infringement. Understanding what plagiarism is prevents the students from doing it unintentionally. This workshop also provides solutions of how to avoid plagiarism, and several Practical Activities that encourages the students to explore scenarios where types of plagiarism occur and challenges them to identify them and find a way to deal with them.



Workshop Guide

Plagiarism

Duration:

Around 175 minutes

Requirements:

- Projector
- WIFI for the trainer
- Regular room
- Preferably round tables
- Hand-outs
- Folders

Number of participants:

Maximum 25 students

Purpose:

To educate and raise the awareness on Plagiarism.

Objectives:

1. Introduce the topic.
2. Introduce Intellectual Property.
3. Highlight the difference between plagiarism and copyright infringement.
4. Define the different types of plagiarism.
5. Help students find ways of dealing with different scenarios at school and home.
6. Wrap Up.

Materials to be used:

- Flipcharts
- markers
- Workshop Guide
- PPT



Activity	Action	Trainer	Participants	Materials	Timing
1	General introduction to the program and today's topic – 1st slide	This is an opening slide. Introduces himself/herself and the program and today's topic (DIGITAL LITERACY CURRICULUM) If needed – asks participants to introduce themselves If you think an ice-breaker is needed – the trainer does it now.	Listen and introduce themselves.	PPT, ice-breakers ACT 1	15 mins
2	How to be Safe in Reality – 2nd slide	You may want to talk here about safety from health, traffic, and life perspective and after that go ahead and ask the participants how different is the online world from the real world and if it is important to be safe in the online world as well as being safe in the real world.	Listen and discuss why is Safety online is big concern as Safety in the real world.	PPT	10 mins
3	What is Cyber Safety – 3rd Slide	First, encourage participants to define what could be a cyber-safety definition. Ask them what they think before you show them the scientific definition.	Listen and discuss.	PPT	10 mins



Activity	Action	Trainer	Participants	Materials	Timing
4	Is Cyber Safety Important ACT 2 – List Online Threats (Group Work) – 4th Slide	Asks students to divide into groups of 5 and pass on a flip chart sheet and encourage them to write down why would they think we need to be safe online and based on their answers, say YES, that means there are threats and accordingly ask them to list at least 8 online threats.	Get split in groups of 5. Write down why they think it is important to be safe online. List at least 8 online threats.	PPT, Flip chart, markers, ACT 2 – List Online Threats (Group Work).	20 mins
5	Workshop Objectives – 5th Slide	Define the objectives of today's topic. You may want to give a brief on Plagiarism but not much.	Listen.	PPT	5 mins
6	Plagiarism – Definition – Slide 6	Here the instructor is required to introduce Plagiarism and Tell the participants plagiarism is a serious offence and should be treated as such. Refer to the pictures on the slide to explain more.	Listen	PPT	10 mins
7	Intellectual Property – Definition – Slide 7	Highlight the big difference between the two terms and refer to the pictures in the slide to explore more and give more examples if you see necessary.	Listen	PPT	15 mins

Activity	Action	Trainer	Participants	Materials	Timing
8	Plagiarism and Copyright Infringement - What's the difference? - Slide 8-9	Highlight the big difference between the two terms and refer to the pictures in the slide to explore more and give more examples if you see necessary.	Listen.	PPT	15 mins
9	Different Types of Plagiarism - Slide 10-12	Highlight the different types of plagiarism. Here you may need to give them more examples, but not too much, as they'll get exposed to a few others in the coming slide.	Listen.	PPT	15 mins
10	ACT 3 - Different Forms of Plagiarism (Scenarios) - Slide 13	Divide students in groups of 5 and show each group a different scenario and let them think of how is that an academic dishonesty and which type would it fall in and ways of avoiding such practice.	Participate in the activity - get split in groups of 5 and think of the scenario given and try to fill in the gaps by answering all the questions in that scenario. By the end, you will be required to present your outcome to the rest of the group.	PPT, (in handouts "scenarios on plagiarism for students - page 12-16") from handouts, Pen/ marker for each group - Slide 13, flip chart, ACT 3.	25 mins



Activity	Action	Trainer	Participants	Materials	Timing
11	Useful Link on How You could Avoid Plagiarism - Slide 14	Share with participants the links and if you have an internet connection, try to login to those links and walk them through it quickly if possible and you have time.	Listen. If there is an internet connection, login to the sites showed on the slide.	PPT	5 mins
12	Plagiarism – what can we do? - Slide 15	Walk them through the slide and mention more tips if any.	Listen.	PPT	5 min
13	ACT 4 - Brain storm Plagiarism (Mind Mapping) - Slide 16	Encourage students to participate in the mind mapping game to wrap up all what was covered and they have learned.	Participate the mind mapping game. Ask questions at the end if any.	PPT, Flip Chart, marker, ACT 4.	20 mins
14	Any Questions? - 28th Slide	Encourage participants to ask questions on the topic or even related to safety in general. Pass on Learner feedbacks as well as an article for them to read when they get back home.	Ask questions if any.	PPT, LEARNER FEEDBACK, Workshop Notes	10 min



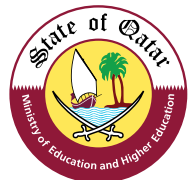


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STUDENT'S WORKSHOP
ACT 1. ICEBREAKERS
PLAGIARISM



ACT 1. Icebreakers

Notes for the trainer:

You can choose one of the icebreakers or pick an icebreaker you've previously done in your training practice. You don't have to do the icebreakers and usually with teachers you should choose those not requiring too much energy and moving around – a short conversation or a story from life is better than “hide and seek” or other activities of this kind. Just observe the group and think what they need – do they need more energy or less energy or do they just want you to go on with activities.

The icebreakers are described separately. Only use icebreakers if you feel they will help you in the workshop. They are not the core of your content – do not fill the workshop just with icebreakers.

Brief description of icebreakers you will find in teacher's materials.

Variations:

Treat the list of icebreakers as inspiration. This kind of micro-activities is something each trainer collects and modifies all the time and uses it when appropriate. If you have a group of teachers from the same school do not use icebreakers which are supposed to help the participants memorize each other's names as it is irrelevant, if the group of participants consists of older and experienced teachers – do not try to make them run around and sing as they will probably refuse.

If you feel you have a micro-activity you prefer to use – use it.



1. Names

Participants sit in circle and one by one pronounce their names repeating also all the names of people talking before them. The first one has an extra round repeating all names in the end.

2. Names

Participants sit in circle and one by one pronounce their names saying e.g. Ann – artist – finding words describing them best and starting with the same letter as their names.

3. Names

Participants just pronounce their names one by one.

4. Hobbies

Participants stand on chairs in a circle and given a category – walk on chairs to put themselves in a given order (e.g. size of shoe).

5. Hobbies

All participants draw what is their favorite hobby. Then 4 chosen participants stand in corners of the room and not speaking but just watching the drawings the other participants try to guess with whom they share hobbies. They find place next to the drawing they find describing similar hobby to theirs. STILL NO TALKING! After completing the task the group sits together and discuss the outcomes – how the façade can be misleading. ☺

6. Pure fun

Participants are divided into groups of at least 3 and get a task to build “a machine for...”. Depending on a level of participants’ ability of abstract thinking they either build specific machines i.e. for grass mowing or can build for example a machine for making sun shine.

7. Pure fun

One of participants sits on a chair and four other participants try to lift him/her with their fingers.

8. Pure fun

Guessing characters – participants have sticky notes on their backs with names of characters (from cartoons or from politics or movies etc.). Their task is to guess who they are. They can ask others questions but only can expect a yes or no answer.

9. Feedback

Cigarette – participants write feedback and fold the sheet of paper one by one to form a cigarette at the end. Trainer can decide on the kind of feedback he/she wants.



10. Feedback

Participants draw their hand on paper – just a sketch. Then they write their name on it. Then they are asked to count how many positive features they have and write the number down. Then they are asked to add 2 to the number they've written down and this is the number of their features they are asked to name and write down.

11. Feedback

The trainer puts a bowl in an exposed place and asks the participants to put their feedback to it on sticky notes each time they feel they want to.

12. Miscellaneous

Participants get in pairs and speak about each other for one minute, the other taking notes. The task is then to draw all the things heard and show to the group and let them guess what is drawn.

Anti – stress

What makes you angry in... (school, work etc.)? Write it down individually. We'll not read it. It's for you to realize. Now tear the papers into as small pieces as you can. And imagine some funny creature. Now stick the pieces on paper to form the creature you thought of 😊.



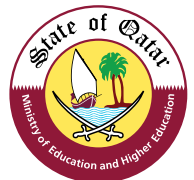


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STUDENT'S WORKSHOP
ACT 2. GROUP WORK
PLAGIARISM



ACT 2. (Group Work)

Who's Interested

Slide title:

Who's Interested to Know Information About You – Class Discussion.

Objectives covered:

1. To help participants find out how many people are interested to know information about them.
2. To help participants discover the importance of having good reputation online.

Time:

10 minutes

Resources:

PPT, Flip chart, Pen/ marker–Slide 14.

Notes for the trainer:

Divide them in groups of five. Provide each group a flip chart and a pen or a marker. Ask them to list everyone who might be interested to know information about them online. Give them five minutes to do so, then ask them to pick one from the group to present the outcome and by the end of the activity conclude with the following.
“Everyone has a different interest in knowing information about us as we all noticed, like the school for admission, parents to monitor attitude and behaviour, educators to correct bad behaviour to give advice, etc. and so we need to be careful of what we post online and to think critically on how this could affect our near or long future.”

Variations:

If a group is finding difficulty listing a number of people, try and help them, but don't answer the question simply, instead try to put some triggers to help them discover it by themselves.

If you have time and in a computer lab, ask them to search for what people would want to know online and let them discover and present the answers.

If it's a small group ask them to shout out the answers while you write them on the flip chart and after that discuss it with them.

Expectation:

You may expect them to say that the following list of people would want to know information about them:

- Parents (for monitoring and correcting online behaviour).
- Educators (to correct behaviour and provide advice).
- School (for admission approval/ rejection)
- Neighbours (to make sure our behaviour meets their criteria for having a friendship with their sons and daughters).
- ... and the list goes on...

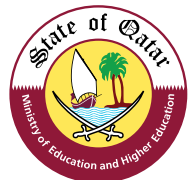


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STUDENT'S WORKSHOP
ACT 3. SCENARIOS
PLAGIARISM



ACT 3. Scenarios

Slide title:

Scenarios – Different forms of Plagiarism and how to avoid them.

Objectives covered:

1. Participants will get to know different situations of plagiarism.
2. Participants will be able to define ways of avoiding plagiarism.

Time:

20 minutes

Resources:

PPT “Scenarios on plagiarism for students”,
Pen/marker for each group – Slide 13,
flip chart.

Notes for the trainer:

Divide participants in groups of five. Pass on one scenario for each group. Ask them to take a few minutes (five minutes) to read carefully and answer the following questions as to whether it is plagiarism or not and to identify the type of plagiarism shown in the example/ scenario and to find the best way of dealing with the situation. Ask each participant to pick one of the team to present the outcome in three minutes.

1. Are you guilty of plagiarism? Is this considered academic dishonesty?
2. What kind of plagiarism is that?
3. How to avoid such behavior?

Highlight at the end that we need to ALWAYS avoid plagiarism; cite our work, never cheat, study hard, harden knowledge, support work with other’s work but mention their names in research paper, give credit to the author.

Variations:

If you seem to find a group struggling to find out the answer, try helping them, but don’t answer all the questions.

If it’s a small group bring the scenarios on the slides and encourage discussion and walk them through the scenarios one by one to figure out the answers. Let them answer each of the scenarios while you write the answers on a flip chart.

If you’re in a computer lab environment and you have time, ask them to login to find out more scenarios and let them bring it to discussion with the whole group.

Expectation:

- Every work has to be cited if it has any dependencies on others work or ideas.
- Cite properly from the right sources.
- Don’t paraphrase.
- Don’t reuse old work in new assignments or research papers.



Scenarios on Plagiarism for Students

Scenario 1

A student has a finance course and is struggling with the math problems. The student finds the math problem with the answer on the Internet. In turn, the student copies and pastes the answers from the Internet in the assignment and turns it in as complete.

1. Is he guilty of plagiarism?"
2. What kind of plagiarism is that?
3. How to avoid such behavior?

Scenario 2

You ask your professor whether she would be willing to read a draft of an essay that is due in a week. Your essay contains paraphrases of secondary sources that you used in your essay but haven't marked yet as the ideas of other people. You figure this is okay, since this is a draft of the essay and not the final copy you plan to turn in.

1. Is this considered academic dishonesty?
2. What kind of plagiarism is that?
3. How to avoid such behavior?

Scenario 3

A researcher working in a particular niche releases a new paper but reuses significant verbiage from older works during the introductory and descriptive parts of the new paper. The research itself, however, was new and original.

1. Is this considered academic dishonesty?
2. What kind of plagiarism is that?
3. How to avoid such behavior?



Scenario 4

You notice that a paper assignment in your class is just like one you wrote for another class. You change the cover sheet and a few sentences in the introduction and turn it in. This is okay because it is your own work, right?

1. Is this considered academic dishonesty?
2. What kind of plagiarism is that?
3. How to avoid such behavior?

Scenario 5

It is your first year in university and your History instructor asks you to write an essay/paper on a specific topic that has been discussed in class. While researching the topic, you find information in several books but you also find information on the internet. When writing your essay, you use text/sections from your books and the internet. However, you forget whether the sources you used came from your books or the internet. You also forget which books provided you with certain pieces of information. You are confused and unsure of whether this would be a problem but you decide to proceed since your paper is due in two days. You do your best to use citations while guessing the appropriate book used and relevant page of the information you found. However, you fail to cite what you found on the internet. You submit the essay for credit in the History course.

1. Is this considered academic dishonesty?
2. What kind of plagiarism is that?
3. How to avoid such behavior?

Scenarios on Plagiarism

Trainer version (with answers)

Scenario 1

A student has a finance course and is struggling with the math problems. The student finds the math problem with the answer on the Internet. In turn, the student copies and pastes the answers from the Internet in the assignment and turns it in as complete.

1. Is he guilty of plagiarism?
2. What kind of plagiarism is that?
3. How to avoid such behavior?

Deliberate plagiarism

Answer: Yes, this is plagiarism. Also, depending on the type of source in which the student located the information, this infraction could also be considered unauthorized assistance, which includes the use of items such as instructor guides or solutions manuals.

Scenario 2

You ask your professor whether she would be willing to read a draft of an essay that is due in a week. Your essay contains paraphrases of secondary sources that you used in your essay but haven't marked yet as the ideas of other people. You figure this is okay, since this is a draft of the essay and not the final copy you plan to turn in.

1. Is this considered academic dishonesty?
2. What kind of plagiarism is that?
3. How to avoid such behavior?

Paraphrasing

Answer: Yes. You are responsible for correctly citing all ideas, phrases and passages taken from other authors wherever they occur in your work, even in drafts of your papers. Failure to do so is plagiarism, a violation of the Academic Honesty Policy.

Scenario 3

A researcher working in a particular niche releases a new paper but reuses significant verbiage from older works during the introductory and descriptive parts of the new paper. The research itself, however, was new and original

1. Is this considered academic dishonesty?
2. What kind of plagiarism is that?
3. How to avoid such behavior?

Patchwork Paraphrasing

Solution: Any work taken from other sources has to be cited properly and a credit has to be given and acknowledged in the submitted paper.

Scenario 4

You notice that a paper assignment in your class is just like one you wrote for another class. You change the cover sheet and a few sentences in the introduction and turn it in. This is okay because it is your own work, right?

1. Is this considered academic dishonesty?
2. What kind of plagiarism is that?
3. How to avoid such behavior?

Using a copy of your own work

Answer: No. This is called “duplicate submission.” Students are expected to produce original work for all of their classes. Turning in an essay written for a different class is dishonest not only because you are misrepresenting it as work done for this class, but also because you have received a grade and critical input from your former instructor, thus giving you an unfair advantage over your classmates. Many times, however, you can use a former assignment as the basis for a new one. Confer with your professor, show her the paper and discuss how you might develop the work in a way that can satisfy class requirements. It is ultimately your professor’s decision whether it is appropriate to use work done in a different class for her course.



Scenario 5

It is your first year in university and your History instructor asks you to write an essay/paper on a specific topic that has been discussed in class. While researching the topic, you find information in several books but you also find information on the internet. When writing your essay, you use text/sections from your books and the internet. However, you forget whether the sources you used came from your books or the internet. You also forget which books provided you with certain pieces of information. You are confused and unsure of whether this would be a problem but you decide to proceed since your paper is due in two days. You do your best to use citations while guessing the appropriate book used and relevant page of the information you found. However, you fail to cite what you found on the internet. You submit the essay for credit in the History course.

1. Is this considered academic dishonesty?
2. What kind of plagiarism is that?
3. How to avoid such behavior?

Stitching sources

The Issue: You cannot cite information if you are unsure of whether it belongs to a specific source and simply guess page numbers from a book. It is important to recognize the appropriate author of each source in order to maintain academic integrity and respect the hard work of scholars who have provided you with valuable knowledge. Websites also offer tons of information but it is important to make sure any website used is an academically reliable source and cited in your paper. You cannot present someone else's work as your own in any situation; even if you are unable to locate the name of the author. In this instance, if you fail to cite your sources appropriately, you may be charged under The Code with two academic violations: providing reference to a source which has been concocted and plagiarism.

Smart Strategies:

- You should speak to the instructor and notify him/her of your uncertainty in citing your sources. It is important to be open and honest with your instructor when submitting an assignment without appropriate citations. If you wait until you are approached by the instructor, your case may be forwarded to the Office of the Dean for resolution.
- If you are unsure of whether you are committing an act of plagiarism, you should always clarify the material with your instructor prior to submission.
- You may also visit the academic resources offered at UTM such as the Robert Gillispie Academic Skill Centre or Library.
- While using different sources of information, it may be helpful to color code each source and immediately document the page number(s) so that you are able to accurately cite your information.

Websites can be unreliable so it is important to be aware of which websites are deemed appropriate by your instructor.

Always asking for clarification when you are unsure is the best way to prevent yourself from academic dishonesty.

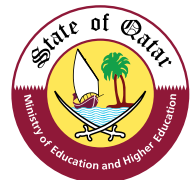


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STUDENT'S WORKSHOP
ACT 4. MIND MAPPING
PLAGIARISM



ACT 4. Mind Mapping – Brain Storm Plagiarism

Slide title:

Brain Storm Plagiarism – Mind Mapping.

Objectives covered:

Participants will be able to identify key areas of the discussion today as follow;

1. What is plagiarism?
2. What is intellectual property?
3. Difference between plagiarism and copyright infringement.
4. Different types of plagiarism.
5. Ways of avoiding its happening.
6. How to be academically honest about your work and others.

Time:

20 minutes

Resources:

PPT, Flip Chart, marker – slide 16.

Notes for the trainer:

The trainer starts the mind mapping with Plagiarism at the centre and asks questions like what is meant by Plagiarism and if it is important then why, what are the different types of plagiarism and how to be academically honest about your work and, etc...collect the answers and fill in the gaps on the mind map on a flip chart /or board and by make sure everyone has understood the lecture and is ready to apply in the online world.

Let the students shout out the answers while you write them on a flip chart.

An example of a mind map on Netiquette for you to get started.

<http://www.mindomo.com/mindmap/plagiarism-7a7ef5b5f6124c9d98f22a2d47823cfd>

Variations:

If you see them struggle in finding an answer try reminding them what was already covered during the day by mentioning titles and an answer or two as a teaser and expect the rest from them. If they couldn't remember then do it yourself as a wrap up of what was covered.

You may leave the mind map all blank with Plagiarism at the centre or fill in some and encourage the students to fill in the rest.

If there is a computer system, let them bring all the answers they learned from the lesson and ask them to dig for more online.

You may want to create the mind map on an online platform using the following information:

Username: safespaceqa2013@gmail.com

Password: safespaceqa2013safespaceqa2013

<http://www.mindomo.com/mindmap>



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**STUDENT'S WORKSHOP
READING FOR TRAINERS
PLAGIARISM**



Background Reading For Trainers

Note:

The objective of the background reading is to provide trainers with detailed content regarding the topics they will be explaining and sharing with the audience.



Background Reading

Real Reasons for Plagiarism

Real reasons for plagiarism

Why would students plagiarize?

As an instructor, if your desire is to help students turn in honest academic work, then you must understand the real reasons behind plagiarism.

The first and primary reason is simply that most students do not know what plagiarism is. They have an incorrect view that whatever is shared in the public domain is shared common property. The first step to countering plagiarism is increasing awareness of what it is and what students can do to stay clear of plagiarizing their work.

Another reason that drives plagiarism is **the need to be "excellent" in work**, as a result of **peer or parental pressure**. Pressure to perform at levels they do not feel competent in, makes students reach out to other sources and claim it as their own. Working with students to improve their study support skills and reassuring their confidence in their abilities will help them stay away from intentional plagiarism.

A major reason for students resorting to plagiarism is **poor time management skills**. Sometimes, students lack research skills or are unable to find appropriate material to compile their work. This can tempt them to quickly find some content online and incorporate it into their work as their own so that they can mark it as complete. Help students do realistic time assessments and work effort estimations. This will help them plan their work better and check plagiarism in academic work.

Another reason students plagiarize is when **they**

do not attribute value to the work they are doing. If the work being done does not count towards their grades or have an impact on their progress, chances are that they would not give it the due regard. Copying another person's work and using it as their own then becomes a convenient choice. A good approach to such instances is to help the students understand that their academic exercise will develop their research skills, problem solving and analytical skills and help them grow in perseverance and commitment.

The level of interest in what is being undertaken also determines the student's level of commitment. Since students are faced with several choices, they tend to put their efforts and time to those things that capture their interest. A practical approach to addressing this problem would be to offer students topics that include their interests so that they stay motivated to complete the assignment on their own.

Finally, there will be some who intentionally plagiarize. This may arise from just the thrill of rebellion or because they are very casual. They may hold the belief that information should remain free to all and must be freely shared. Students should be made to abide by the school's guidance framework for all their academic work; this will help them to be careful not to plagiarize content whether in school or off-school.

Remember, you hold the key to helping students appreciate their own work efforts as well as others.

Background Reading

How to Prevent Plagiarism?

How to prevent plagiarism? As an instructor, there are certain key things you can do to prevent or deter plagiarism from your class. Here, we share five strategies to help you guide your students away from plagiarism.

- 1. Be specific about your assignment:** Tell them what needs to be done and what you are expecting out of the assignment. If it is a group assignment, clearly mark out roles and sub-groups with specific responsibilities. Tell them what kind of research you would need to do and how you will be going to verify it from their work. For example, would you need three experts to be cited, or a local expert to be interviewed? Outline how they can ask for feedback and discuss their work with you.
- 2. Encourage them to choose their topics:** Give your students specific topics that they can choose from for their assignment. If they can choose something they are confident about and interested in, chances are that they will not plagiarize. When you give the students freedom to select their interested topics, there are fewer chances of copying and reusing someone's work. If your students can come up with their own suggestions, encourage them to put together a list for the class.
- 3. Mark the steps:** Break up the assignment into a series of steps so that students are able to plan their work and manage their time better. If possible, ask students for specific progress on interim dates that you agree with them beforehand. For example, ask for a rough outline within one week of the assignment, perhaps a discussion on the draft a week before the due date. This will not only keep communication channels open but also help in feedback and review.
- 4. Turn on the spotlight:** Ask students to make an oral presentation of their work before the class. Communicate this requirement right at the beginning of the assignment. Knowing that they will have an interactive session at the end will help deter any temptation to plagiarize.
- 5. Capture lessons learnt:** On the day of submission, ask the students to capture what they have done and what they have learnt during the process in a short essay they can give you a brief summary. This will not only help students reflect on their study support skills but also give you an opportunity to compare their writing skills to what has been submitted. Ask them to name sources that influenced them the most and where they came across them. This will help detect sources that have been unintentionally omitted from the work.

However, the greatest deterrent to plagiarism is awareness and education. If you are able to convey to students that plagiarism is a combination of stealing and lying, and how they should handle sources responsibly, it will help students do their part in keeping the work clean and honest.

Background Reading

School's Role in Preventing Plagiarism

Today we see that technology is being blended well with the syllabus. The education system is in a transition stage as schools are turning towards digitization. Boards have been replaced with LCD screens and the educators are using projectors and presentations to teach the curriculum. Students too are encouraged to access the Internet to know more about what is taught in the class and submit assignments on them. In this case, the chances of plagiarism will be prevalent if students are not given proper guidelines when referring to content from other sources.

The school management and educators should bring in the right practices to be followed in school when referring to content from the web. This applies for both educators and students. They should also be taught that practicing plagiarism is an offense and if caught will have to face dire consequences. This can be the first step forward to prevent plagiarism.

School managements should re-evaluate their information technology usage policies in the

wake of plagiarism threats that are looming among the young generation. Teenagers are susceptible to falling for plagiarism, as it is easy for them to take someone's content and use it in their assignments.

Educators play an important role here. Educators should teach students how to refer to content from the web and present the same content in a creative way by not copying it verbatim. They should also provide the URLs as references in their assignments. If the content has copyright protections, then seek permission.

Students should be taught to respect other people's ideas, words and concepts. Plagiarism should be curbed at the ground level and stricter controls should be implemented. Schools should emphasize respecting other people's work and draw inspiration from them to do creative work.

What students learn and apply during their academic studies will be reflected in their professional and personal lives in future.

