**February 2022**

*Please share with your faculty:*

**Educating students about plagiarism**

Plagiarism has become a huge issue in education. Not only can students instantaneously access information anytime and anywhere, but technological tools have made it easy to copy and paste information and present the information as one’s own. In addition, many students enter a class without knowing when to or how to properly cite information according to the correct discipline’s standards.

According to Colella, J. (2022), rather than approaching the subject of plagiarism with students in only punitive manner, such as by only reviewing plagiarism rules and warnings, it is important to teach students about what plagiarism is, and what it is not. Having class discussions about the topic of plagiarism at the beginning of the semester can be helpful in educating students about plagiarism and deterring students from plagiarizing work. According to Colella, plagiarism education should include finding out what students know about plagiarism, and providing examples of scenarios that include plagiarism, and one’s that do not. At the start of the semester professors should review with students when to provide citations and references in their written work, and how to do so in the correct format.

Class discussions that approach academic integrity from a moral perspective vs. a punitive perspective can also be useful in deterring plagiarism (Colella, 2002). Such discussions could include asking students why they believe they or their peers might plagiarize, and how they think it could be prevented. In addition, encouraging students to develop a mastery motivation mindset vs. a performance motivation mindset can be useful (Dweck & Matser, 2007). A mastery motivation mindset is when a student’s goal is to master the material vs. only caring about their performance and final grades on assignments and in courses. Providing students with timely and concrete feedback, opportunities to ask questions, and revise their work, can be useful for promoting mastery motivation mindsets. In addition, explaining to students what an honor code is and why adhere to an honor code can also be valuable.

Finally, it is important to provide students with tools and resources to help them avoid plagiarizing.  This may include providing students with access to appropriate citation manuals, clear guidance on course assignments, and sufficient time and resources to successfully complete course assignments.  Assignments that ask to students to go beyond just summarizing information by asking them to reflect upon, apply, evaluate, or create material can also be ways to safeguard against plagiarism.

In sum, plagiarism can be deterred by having open dialogs with students about academic integrity issues, and by providing students with appropriate resources, strategies, and assessments to succeed on their own.

References:

Colella, J. (2022). Plagiarism education: Considerations for the semester startup. *Faculty Focus.* Retrieved January 14, 2022 from <https://www.facultyfocus.com/articles/effective-classroom-management/plagiarism-education-considerations-for-the-semester-start-up/>

Dweck, C.S. & Master, A. (2007). Self-theories motivate self-regulated learning. In D. H. Schunk and B. J., Zimmerman (Eds.). Motivation and self-regulated learning: Theory, research, and applications (pp. 31-51). Mahwah, NJ: Lawrence Erlbaum Associates/Taylor & Francis Group.

**Check out!** Colella, J. (2022). Plagiarism education: Considerations for the semester startup. *Faculty Focus.* Retrieved January 14, 2022 from <https://www.facultyfocus.com/articles/effective-classroom-management/plagiarism-education-considerations-for-the-semester-start-up/>

**Please share examples** of how your program provides strategies to promote academic integrity and while post those examples on [YU’s Learning Assessment Website](http://yu.edu/provost/assessment/).

**Important reminder:** If you have not already done so, please email me your Fall 2021 program assessment report, and contact me with any questions about your Spring 2022 assessment report.