Plagiarism Instruction Online: Assessing Undergraduate Students’ Ability to Avoid Plagiarism

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Abstract

This study assesses undergraduate students’ understanding of plagiarism through the use of an interactive, Web-based tutorial, Plagiarism: The Crime of Intellectual Kidnapping. The author details the instructional design process used to create this information literacy resource and integrate it into the curriculum. Data from 2,829 student quiz scores are analyzed to assess student learning. The results of this study indicate that students have difficulty grasping concepts related to paraphrasing. A comparative analysis of pre- and posttest results shows that student scores improved an average of 6 percent.

Full Text:

PDF

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Jackson, P.A. (2006). Plagiarism instruction online: Assessing undergraduate students' ability to avoid plagiarism. College & Research Libraries, 67(5), 418-428. If you were citing an e-book what would be the proper citation format? Post, E. (1923). Etiquette in society, in business, in politics, and at home. New York, NY: Fund & Wagnalls. Retrieved from http://www.bartleby.com/95/. How to Avoid Plagiarism. With the increasing interference of online channels, plagiarism is an issue which has evolved hugely in recent years. This has led to schools, colleges and universities seeking to better understand how to tackle the problem. Can It be Avoided? Check your work for plagiarism using an online plagiarism checker such as industry-leading software package Viper. The majority of tutors will tell you that they would rather have your original thoughts than even the most eloquently expressed sentences of another, so do not be tempted to plagiarise because you think that you do not have the capacity to express an idea as well as another author. A further key solution available to students in avoiding plagiarism is to get their referencing right. Plagiarism has long been a problem in Higher Education institutions and severe penalties have been imposed as a deterrent. However, it should be noted that when an undergraduate enters the university, he/she may not be aware of plagiarism or how to avoid it. To tackle these problems, most UK universities are incorporating lectures, seminars and student workshops to enhance the students' understanding of plagiarism and most importantly how to avoid it. However it is not clear whether these formative lectures/seminars are actually improving the students' academic writing skills. This study aims