

PDS2: The Limits of PDS

Workshop Notes

Objective: to help tutors and other teaching staff to understand how PDS functions, and what the implications are for overseas students.

Aims:

- To understand how PDS work
- To identify the shortcomings of PDS
- To examine the implications of the above for students, especially those from overseas studying in UK
- To explore ways in which the shortcomings can be compensated for by educational practice

Resources:

- Video clip 2 – The Limits of PDS
- Guidesheet for viewing (Worksheet 2)

Duration: 1 – 1.5 hours

Procedure:

1. Set out session objectives and aims.

2. Pre-viewing activity.

a. At the beginning of the clip the speaker considers how a tutor might spot plagiaristic behaviour. Ask participants in pairs/small groups to discuss the following question:

When assessing students' work, what might alert a teacher to the possibility of plagiarism?

b. Later on in the clip the speakers discuss '*patchwriting*' (the practice of storing fragments taken from a variety of sources on a document on the computer desktop and then combining these and re-writing them into an assignment). Get participants to consider the 2 questions below in order to prime them for this discussion.

1. What do you understand by the term 'patchwriting'?
2. How might this practice be related to the issue of PDS?

The workshop leader might want to conduct informal feedback on **a.** and **b.** before viewing, but should avoid going into any depth at this stage.

3. Initial viewing.

Participants can view the clip as a group or in smaller units depending on venue/resources. At this stage only the first part of the clip should be shown (up to 2 mins) so that the question in **a.** above can be dealt with.

4. Further viewing.

The next part of the clip deals with the shortcomings of PDS. **Worksheet 2** is a viewing guide to be given to participants to fill in as they watch.

The workshop leader may decide to view the clip to the end so that the sections of **Worksheet 2** can be filled in all together. Alternatively, the viewing can be divided into parts with participants pausing briefly to discuss answers after each section. The clip can be divided as follows:

Question 1 – show from 2 mins – 9.15 mins.

Question 2 – show from 9.15 mins – 10.45 mins

Question 3 – show from 10.45 mins – end.

5. Group discussion of implications.

Use the findings recorded on **Worksheet 2** to stimulate a discussion. This can be done in full group or smaller groups depending on numbers. The following questions should be central to the discussion:

How does what you have found out about PDS affect your attitude towards it?
What are the implications for how it should be used most effectively?

Further information on this topic:

Cultural Values, Plagiarism, and Fairness: When Plagiarism Gets in the Way of Learning by Niall Hayes and Lucas D. Intraña.

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