PDS3:PDS in Institutional Practice

Individual viewing guide

Objective: to help the viewer to examine how PDS functions in H.E. institutions, and to explore the resulting problems and implications.

Aims:
- To understand how PDS is incorporated into academic institutions
- To identify the shortcomings of these systems
- To examine the implications of the above for both administrative and academic staff involved
- To explore ways in which PDS can be integrated in a more constructive way

Resources:
- Video clip 3 – PDS in Institutional Practice
- Guidesheet for viewing (Worksheet 3)

Before you view the clip
The first speaker informs us that PDS is now used in over 80% of H.E. institutions in the UK.
To prime yourself for viewing the video clip, consider the following questions about your own organisation. We will return to these questions later in the session.

a. What sort of PDS software is used in your organisation?
b. How is it administered?
c. Who deals with the originality report?
d. What procedure is followed when a student is suspected?

Viewing
Worksheet 3 is a viewing guide to fill in as you watch.
You may decide to view the clip to the end so that the sections of **Worksheet 3** can be filled in all together. Alternatively, the viewing can be divided into parts. The clip can be divided as follows:

Question 1 –view up to 3 mins
Question 2 – this point is addressed up to 5.50 mins and then from 9.00 to 10.25
Question 3a view from 5.50 mins –10.40 mins
         3b view from 10.42 mins – 14.10 mins
         3c view from 14.19 mins to end

Implications
Go back to the questions used for the **pre-viewing activity** in **2.** above. Use the findings recorded on **Worksheet 3** to reconsider the questions.

Whether you are involved in educational development, policy making, or directly in teaching, it is important that you also tackle possible solutions to the problems. Several ideas were proposed by the speakers on the video clip, such as clear understanding between senior teaching staff and teaching assistants about the nature of specific written assignments, and the subsequent communication of expectations to students and any administrative staff involved in the implementation of Turnitin. (These should have been noted on **Worksheet 3**).

Consider how improvements can be achieved and the implications for changes in educational and administrative practice.

<u>Further information on this topic:</u>

Systems for the Production of Plagiarists? The Implications Arising from the Use of Plagiarism Detection Systems in UK Universities for Asian Learners by Niall Hayes and Lucas Introna.
Journal of Academic Ethics (2005) 3: 55-73

Cultural Values, Plagiarism, and Fairness: When Plagiarism Gets in the Way of Learning by Niall Hayes and Lucas D. Introna.
Ethics & Behaviour,15(3), 213-231 (Lawrence Erlbaum Associates, Inc.)