

PDS in Institutional Practice

Workshop for Teaching Staff: Notes

Objective: to help tutors and other teaching staff 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)

Duration: 1 – 1.5 hours

Procedure:

1. Set out session objectives and aims.

2. Pre-viewing activity.

The first speaker informs us that PDS is now used in over 80% of H.E. institutions in the UK.

To prime participants for viewing the video clip, ask them to consider the following questions about their own organisation(s). Give them a few minutes to think individually, then arrange pairs or small groups to compare. **n.b.** At this stage limit discussion to an exchange of factual information lasting around 10 minutes. 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?

3. Viewing.

Participants can view the clip as a group or in smaller units depending on venue/resources.

Worksheet 3 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 3** 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 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 show from 5.50 mins –10.40 mins

3b show from 10.42 mins – 14.10 mins

3c show from 14.19 mins to end

4. Group discussion of implications.

Go back to the questions used for the **pre-viewing activity** in **2.** above.

Use the findings recorded on **Worksheet 3** to add to the discussion. This can be done in full group or smaller groups depending on numbers.

It is important that groups 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**) Participants should consider how improvements can be achieved and the implications for changes in educational and administrative practice.

Further information on this topic:

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.

Published in Ethics & Behaviour, 15(3), 213-231 (Lawrence Erlbaum Associates, Inc.)