

Challenging Plagiarism in the Adam Smith Business School (ASBS)

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The Challenges

Large student numbers:

- Difficult to use alternatives to essay-based assessment such as presentations
- Many students from nations with differing approaches to intellectual property rights
- Time delays in plagiarism detection reports becoming available to markers

Tight turnaround times for marking – staff can overlook plagiarism

Assignments offered for sale by third parties – and the choice keeps growing...

The Response?

No simple answer...But we need to focus on **ACADEMIC INTEGRITY** as something which all postgraduates should aim to achieve.

The favoured weapon against plagiarism is **DESIGNING PLAGIARISM OUT OF ASSESSMENT.**

DESIGNING PLAGIARISM OUT OF ASSESSMENT

Changing assessment titles, topics or even assessment types every year.

Avoiding tasks with only one correct answer, or which require concrete knowledge.

Asking for an annotated bibliography.

Using "viva voce" assessment.

Considering alternative written formats: present a proposal, submit an evaluation to a committee, write a letter to a friend.

Using "critique", "justify" or "defend" instead of "describe", "discuss" or "explain" in questions.

Setting assignment tasks which call on students' personal experiences.

Assessing process, not product: drafts, class contact time, or a post-submission exercise reflecting on assignment performance

The Future?

An information video to be embedded in the ASBS homepage

A simpler and quicker platform for plagiarism detection software

Discussion on how exam plagiarism should be treated and challenged

References

Carroll J (2002) *A Handbook for Deterring Plagiarism in Higher Education* (Oxford, Oxford Centre for Staff and Learning Development)

Ryan J (2000) *A Guide to Teaching International Students* (Oxford, Oxford Centre for Staff and Learning Development)