THE GOTHENBURG MODEL ON ACADEMIC INTEGRITY

SONJA BJELOBABA, PhD
Educational developer and Senior Lecturer
University of Gothenburg and University of Uppsala
e-mail: sonja.bjelobaba@gu.se

UNIVERSITY OF GOTHENBURG

BACKGROUND

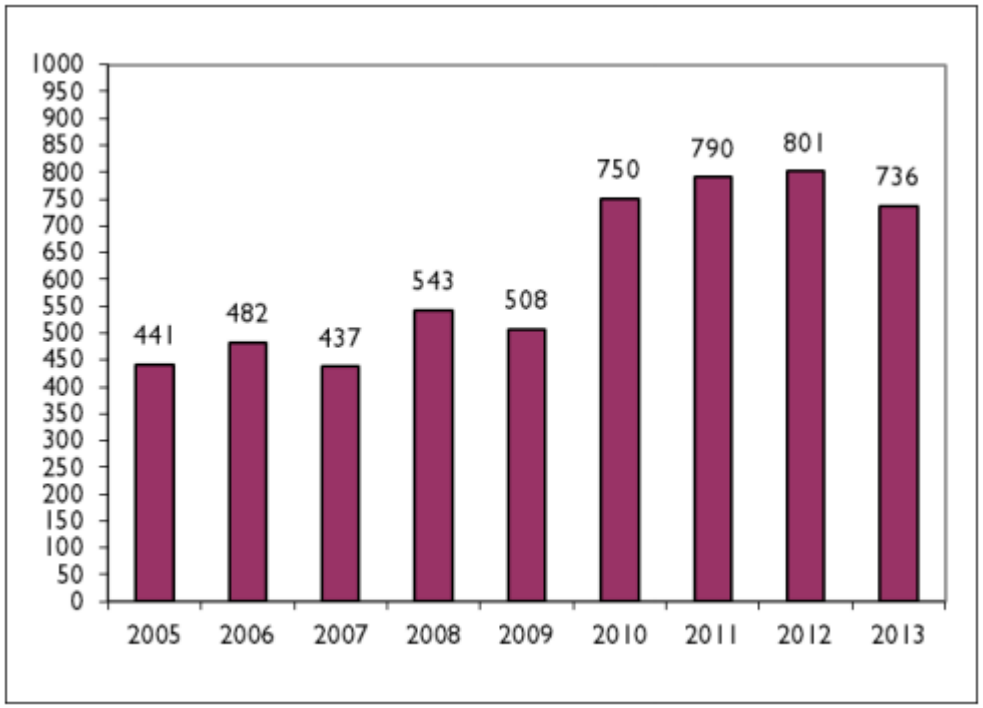
UNIVERSITY OF GOTHENBURG

BACKGROUND

38k	59%	6k	250	8	126
Students	Female Employees	Staff	PhD:s awarded/year	Faculties	Years Old

UNIVERSITY OF GOTHENBURG

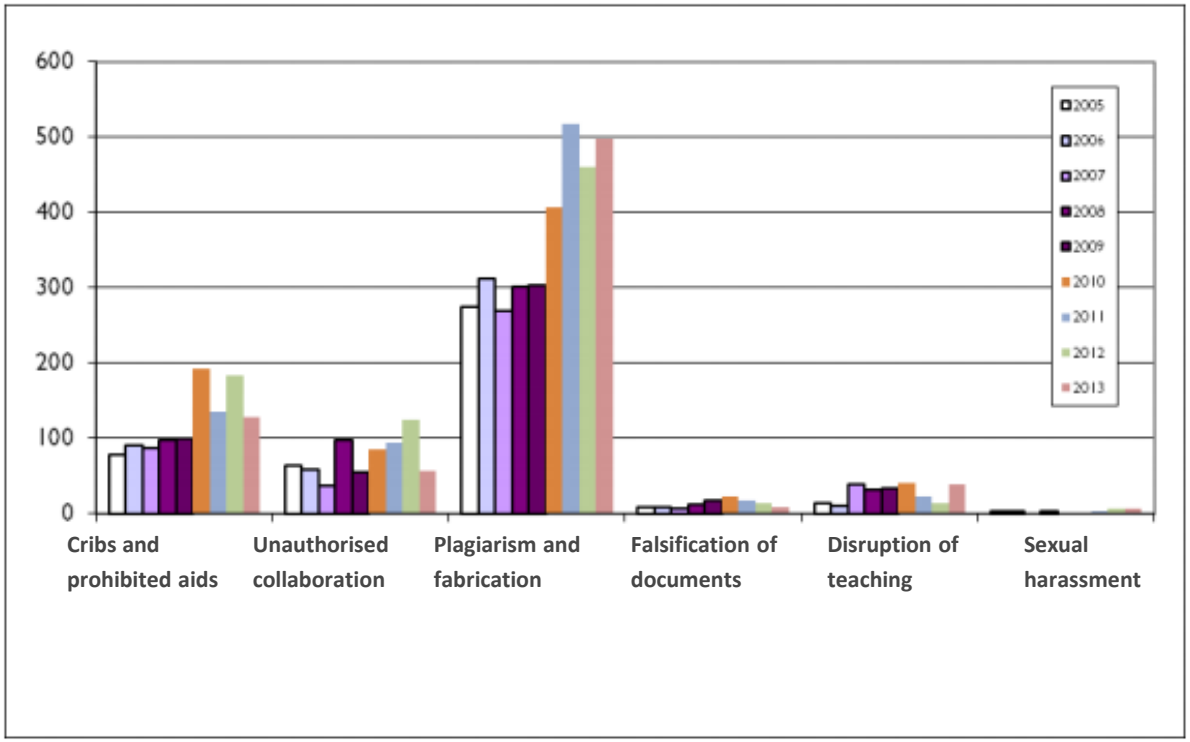
The amount of disciplinary measures at the universities in Sweden 2005-2013



Source: https://www.uka.se/download/18.32335cb414589905b28a7d/1404463227548/disciplinarenden2013-rapport-2014-3.pdf p. 7

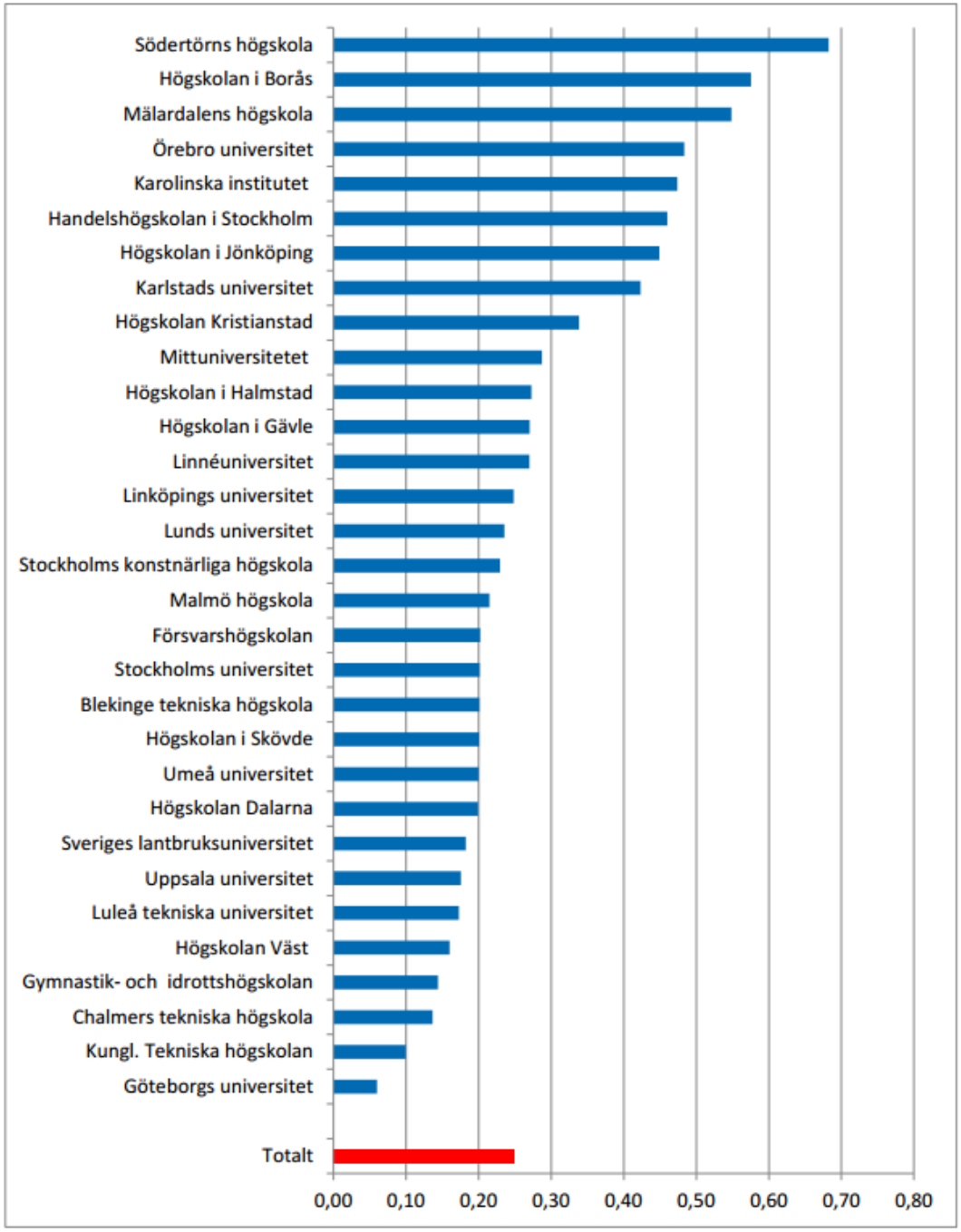
UNIVERSITY OF GOTHENBURG

The nature of disciplinary measures at the universities in Sweden 2005-2013



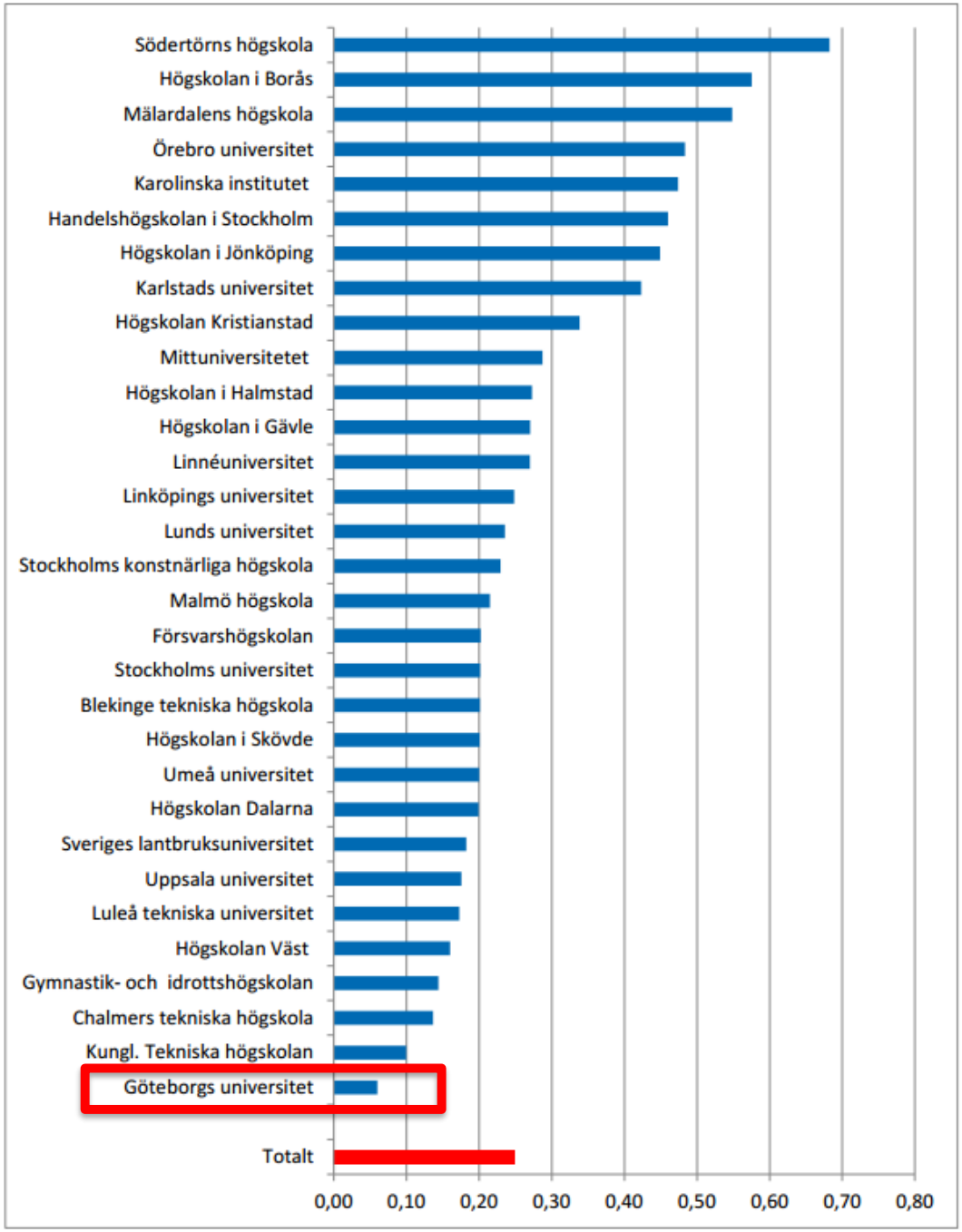
Source: https://www.uka.se/download/18.32335cb414589905b28a7d/1404463227548/disciplinarenden2013-rapport-2014-3.pdf p. 8

The disciplinary measures at the universities in Sweden 2013



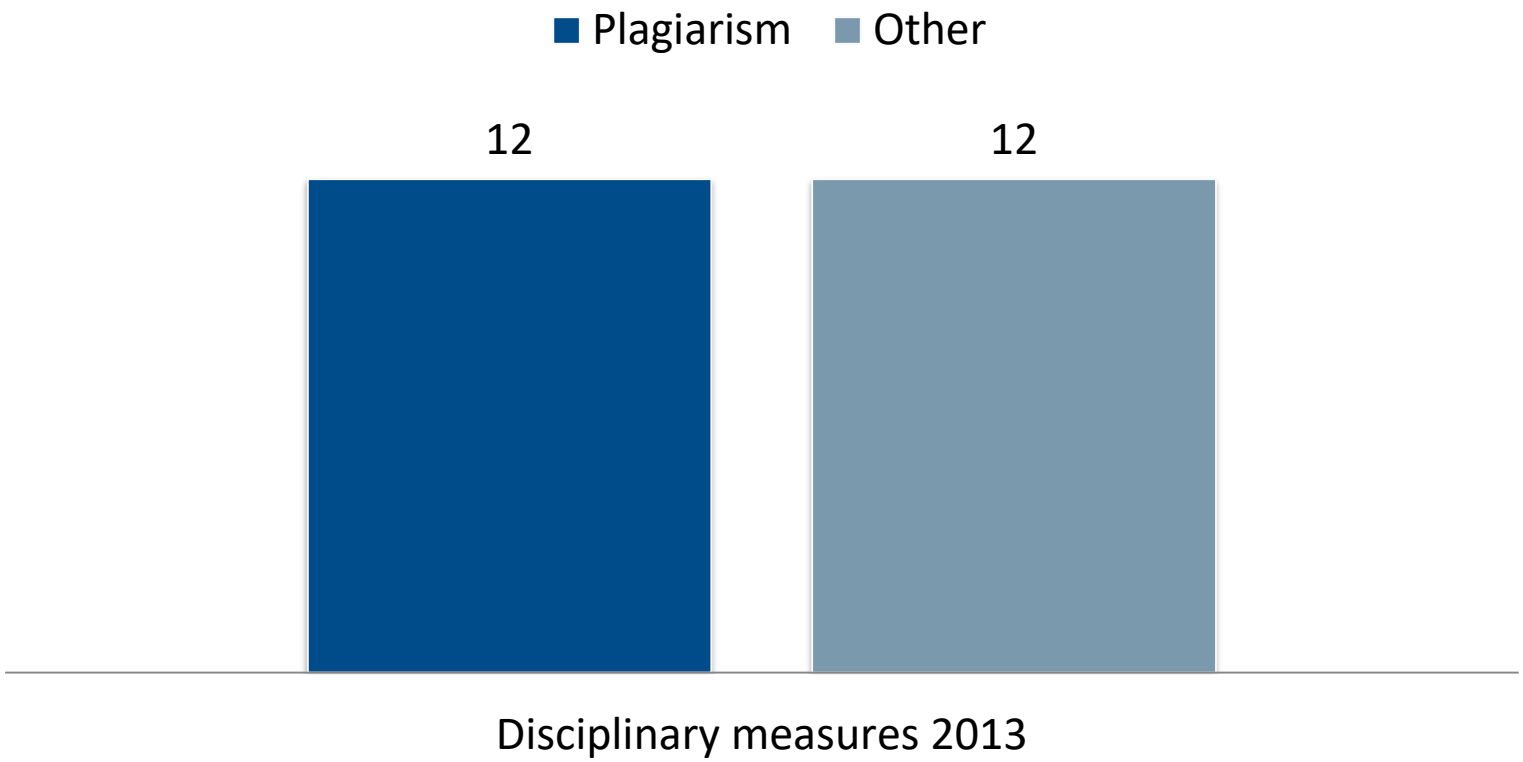
Source:
https://www.uka.se/download/18.32335cb414589905b28a7d/1404463227548/disciplinarenden2013-rapport-2014-3.pdf p. 10

The disciplinary measures at the universities in Sweden 2013



Source:
https://www.uka.se/download/18.32335cb414589905b28a7d/1404463227548/disciplinarenden2013-rapport-2014-3.pdf p. 10

The University of Gothenburg



Disciplinary measures 2013

INFORMATION GATHERING
Level: university

UNIVERSITY OF GOTHENBURG

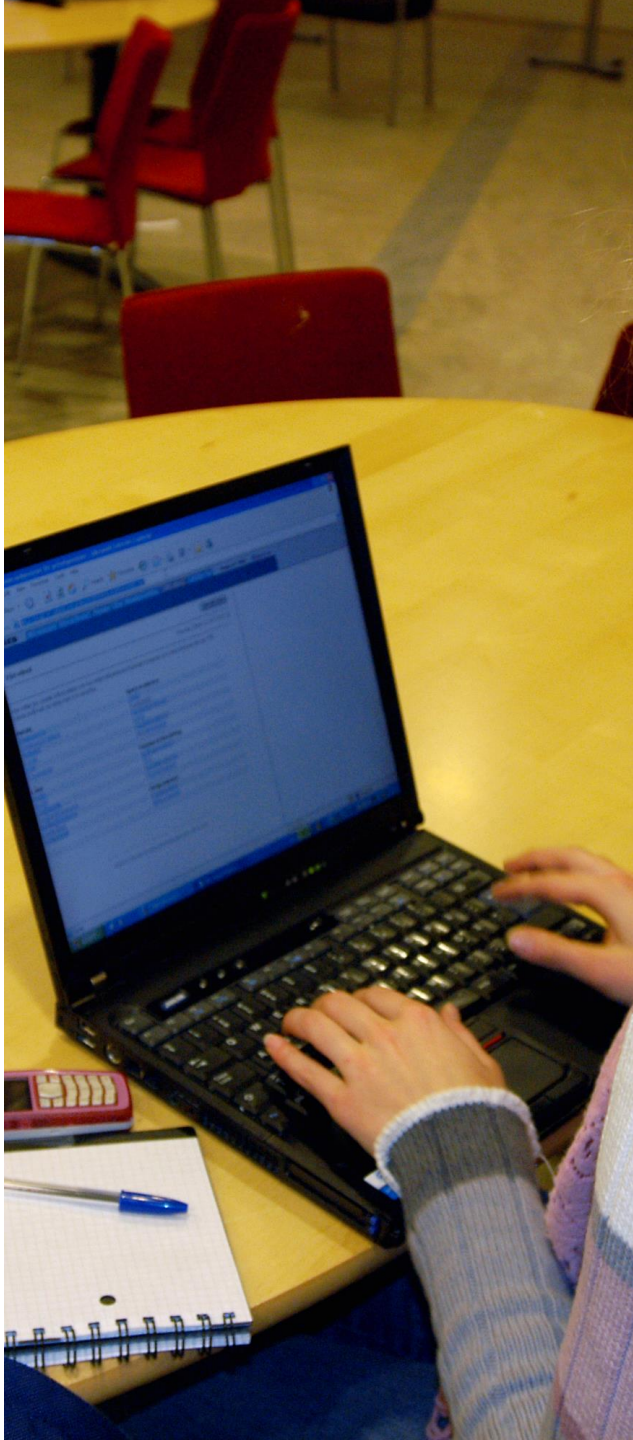
INFORMATION GATHERING

Survey 2014

Answers from 3035 persons:

- 392 teachers of 3118 (12,5 %)
- 2622 students of 30492 (8,5 %)

Some of the questions are taken from Ann-Sofie Henriksson's survey: *Att förebygga plagiat i studentarbeten – en pedagogisk utvecklingsmöjlighet*, Uppsala 2008, p. 101-112



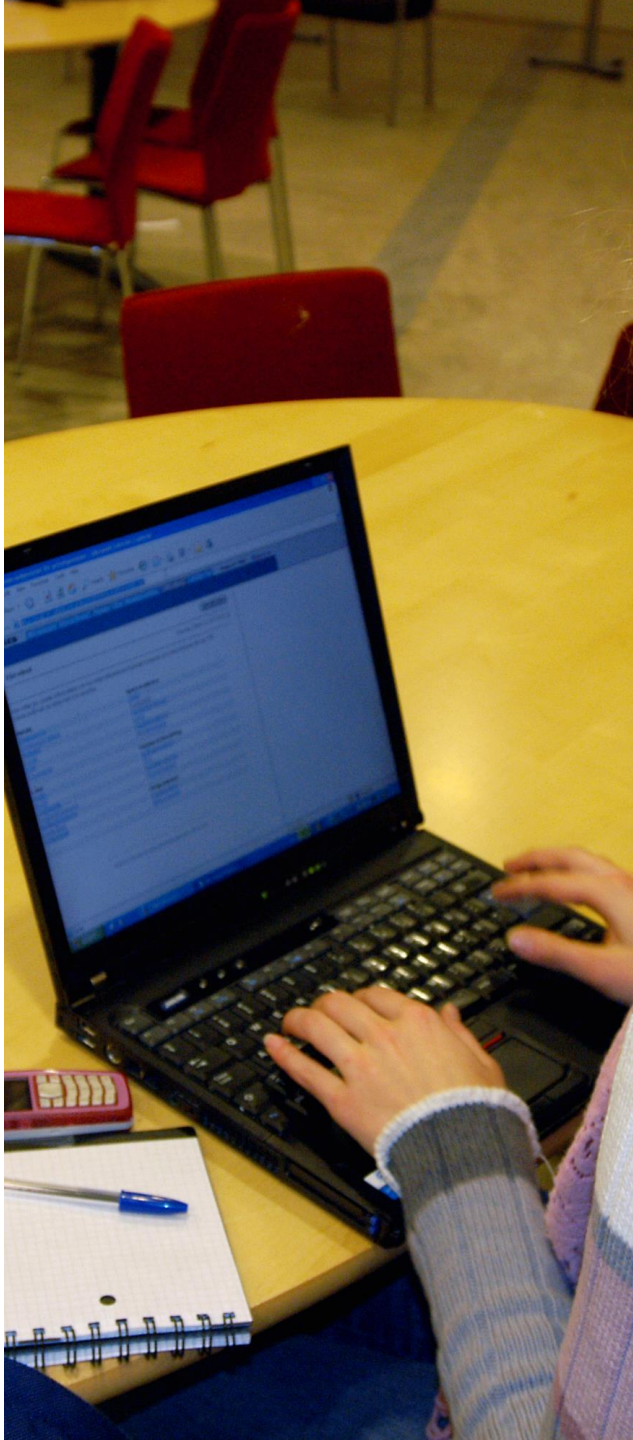
UNIVERSITY OF GOTHENBURG

INFORMATION GATHERING

Survey 2014

TEACHER SURVEY:
Do you feel that you have sufficient knowledge about plagiarism?

- Yes: 58 %
- No: 20 %
- I don’t know: 22 %



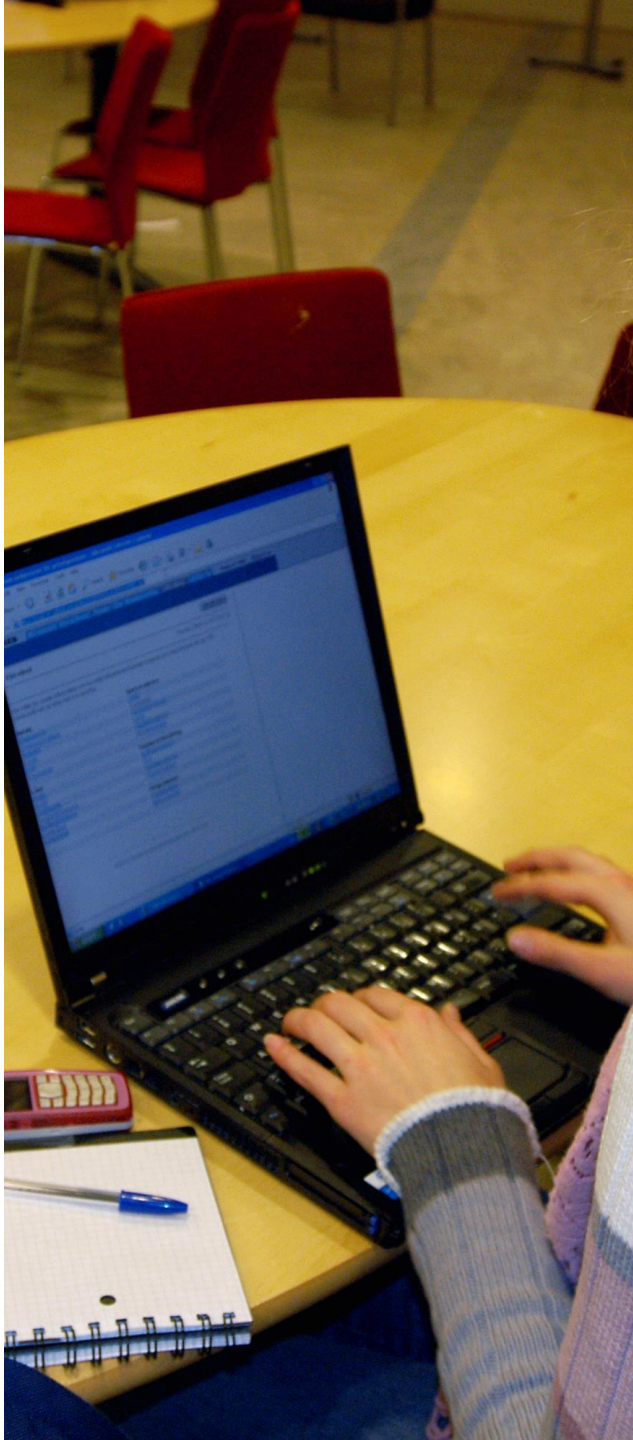
UNIVERSITY OF GOTHENBURG

INFORMATION GATHERING

Survey 2014

HAVE YOU RECEIVED INFORMATION ABOUT PLAGIARISM IN YOUR COURSE / PROGRAM (2641 students)?

- Yes, the information was sufficient: 41 %
- Yes, but the information was inadequate: 32 %
- No: 19 %
- I don’t know: 8 %



UNIVERSITY OF GOTHENBURG

Teachers who discovered plagiarism

- More than 80 % of teachers have seen signs of plagiarism in students' work
- But only 90 % of them did something about that and reported the plagiarism:
  - 89 % to the student
  - 55 % to a teaching colleague
  - 45% to the director of studies
  - 28 % to the head of department
  - 15 % to someone else (the Disciplinary Board, Head of the Unit, etc.)

UNIVERSITY OF GOTHENBURG

INFORMATION GATHERING

Have you ever plagiarised?

- YES - 2% of teachers and students
- NO - teachers: 83%, students: 84%
- NOT SURE - teachers: 15%, students: 14%

UNIVERSITY OF GOTHENBURG

What should be considered plagiarism or cheating?

- Almost all teachers and students (93-100 %) consider buying an essay from internet, submitting someone else's work with or without the author's knowledge, and copying a section word for word to be plagiarism or cheating
- Student experience that there is a "a grey area"
- Difference between teacher's and student's view on what should be considered plagiarism
- Self-plagiarism

UNIVERSITY OF GOTHENBURG

INFORMATION GATHERING

Gray area: students' perspective

”I have never plagiarized deliberately, but there is a risk that I have plagiarised unknowingly because there are so many texts in the world, there is always some text that you do not know about that might be similar to your own text. It's a problem!”

(a student answer, PIL's survey on plagiarism, spring 2014)

UNIVERSITY OF GOTHENBURG

INFORMATION GATHERING

Gray area: students' perspective

”If it happened, it's because I did not know about it. I always indicate references, but sometimes I take a lot from a certain article. Now when I think about it, I do not know the exact rules. How much can you reproduce (but of course, in your own words), how often do you have to refer to a specific source in the text if a longer piece is from the same article? There are things that I'm not sure of, that's why I do not know if I have plagiarized accidentally.”

(a student answer, PIL's survey om plagiarism, spring 2014)

UNIVERSITY OF GOTHENBURG

INFORMATION GATHERING

Gray area: teachers' perspective

”It is seldom clear, as the examples show.”

”I consider all methods where you enter someone else's text that you puzzle with your own words to make it more readable as plagiarism. Either citation or create a completely new text based on your understanding of the various texts”

(answers from two teachers, PIL's survey om plagiarism, spring 2014)

UNIVERSITY OF GOTHENBURG

INFORMATION GATHERING

What are the most common causes of plagiarism?

	Students	Teachers
Lack of time	70 %	58 %
Laziness	69 %	53 %
Insufficient knowledge of what plagiarism is and what is allowed	65 %	65 %
Students want to pass the course at any price due to the pressure from student aid, parents, friends	64 %	61 %
Insufficient knowledge of how to write scientific texts	60 %	63 %
Internet makes it easy	40 %	70 %
Too high performance requirements	22 %	13 %
Assessment questions are unclear	14 %	4 %

NEW POLICY AND ACTION PLAN
Level: university

UNIVERSITY OF GOTHENBURG

POLICY AND ACTION PLAN

New policy for the prevention of plagiarism

- Focus in a policy can be on
  - **the prevention (GU)**
  - the detection
  - the reaction

- A new definition of plagiarism: ”Plagiarising means the presentation of someone else’s work as your own, or presenting your own previous work as if it was new.”

- Two levels of plagiarism

UNIVERSITY OF GOTHENBURG

POLICY AND ACTION PLAN

Level 1 of plagiarism

UNIVERSITY OF GOTHENBURG

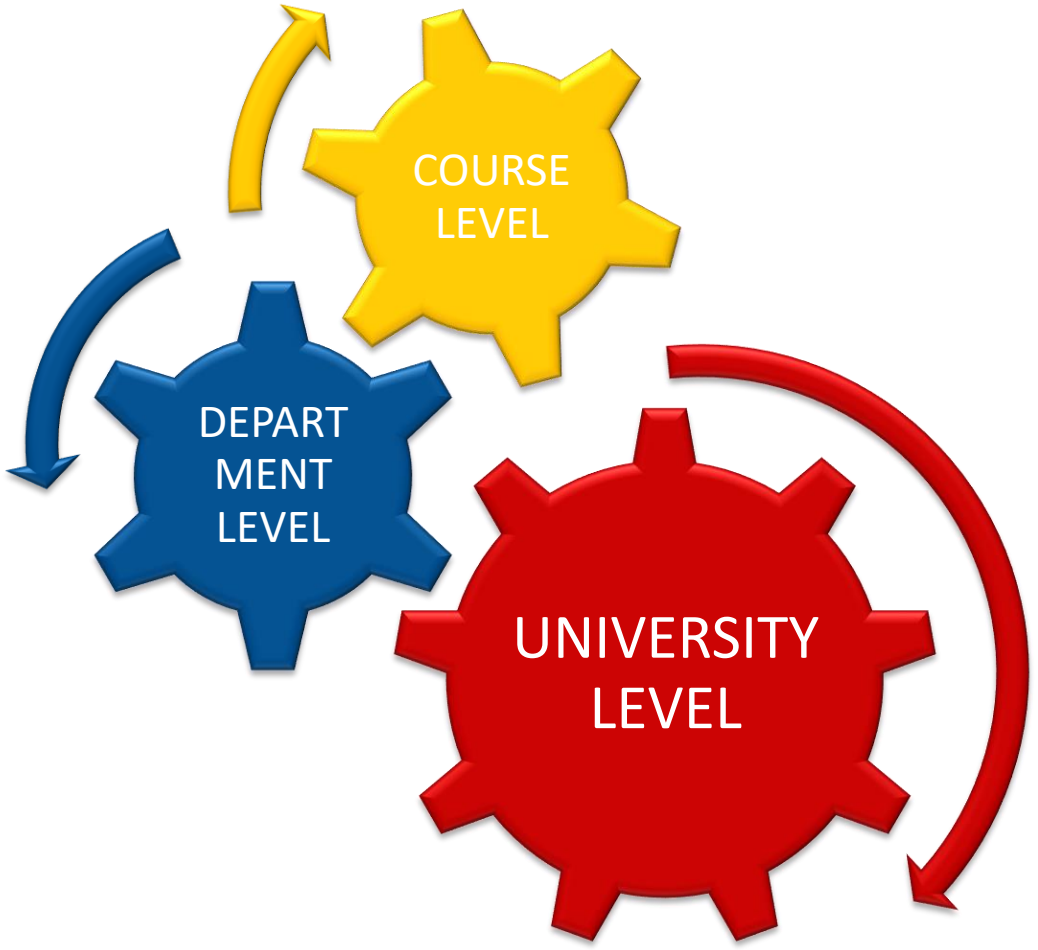
POLICY AND ACTION PLAN

Level 2 of plagiarism

UNIVERSITY OF GOTHENBURG

POLICY AND ACTION PLAN

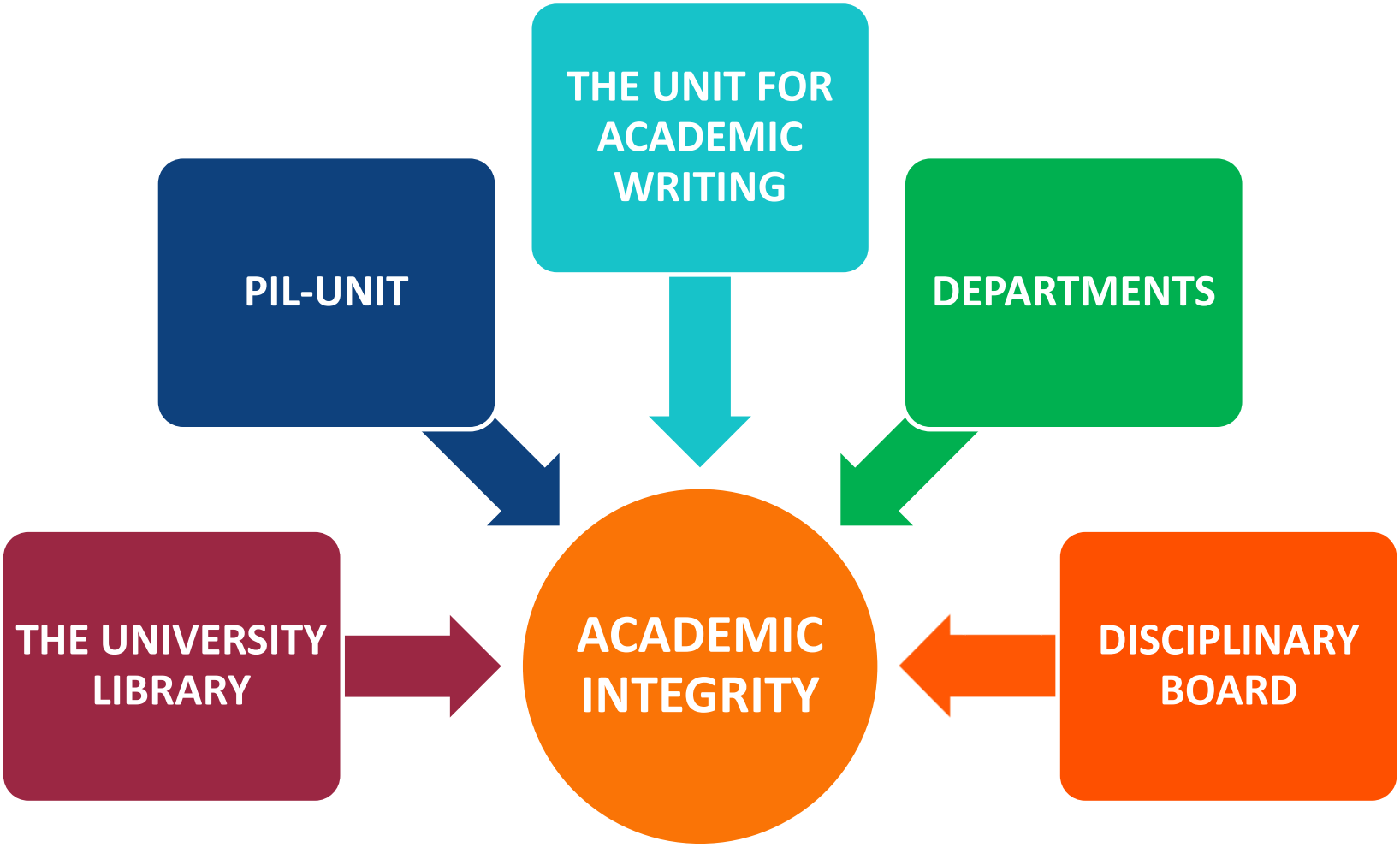
New action plan: a holistic approach



UNIVERSITY OF GOTHENBURG

POLICY AND ACTION PLAN

New action plan: division of responsibilities



UNIVERSITY OF GOTHENBURG

RESOURCE ACADEMIC INTEGRITY

Level: university

UNIVERSITY OF GOTHENBURG

Academic integrity

RESOURCE ACADEMIC INTEGRITY

This course is on the open pages in GUL and is thereby available to everyone. If you are a student at the University of Gothenburg, you can actively follow the course on the closed pages in GUL: then you can do the tests that are available in the activity and get a certificate of course completion. The course does not provide credits. You will learn what academic integrity and plagiarism are and why and how you can avoid plagiarism through direct citation or source referencing. After course completion, you will be able to use material from other sources transparently and correctly cite sources.

Academic Integrity

- What is plagiarism?
- Why should one not plagiarise?
- What happens if plagiarism is discovered?
- A few well-known cases of plagiarism
- Test: Academic Integrity

Teachers' corner

Academic Writing

- Quote and paraphrase
- Study techniques
- Why paraphrase?
- Myths and grey areas
- Useful links
- Test: Academic Writing 1
- Test: Academic Writing 2

About this resource

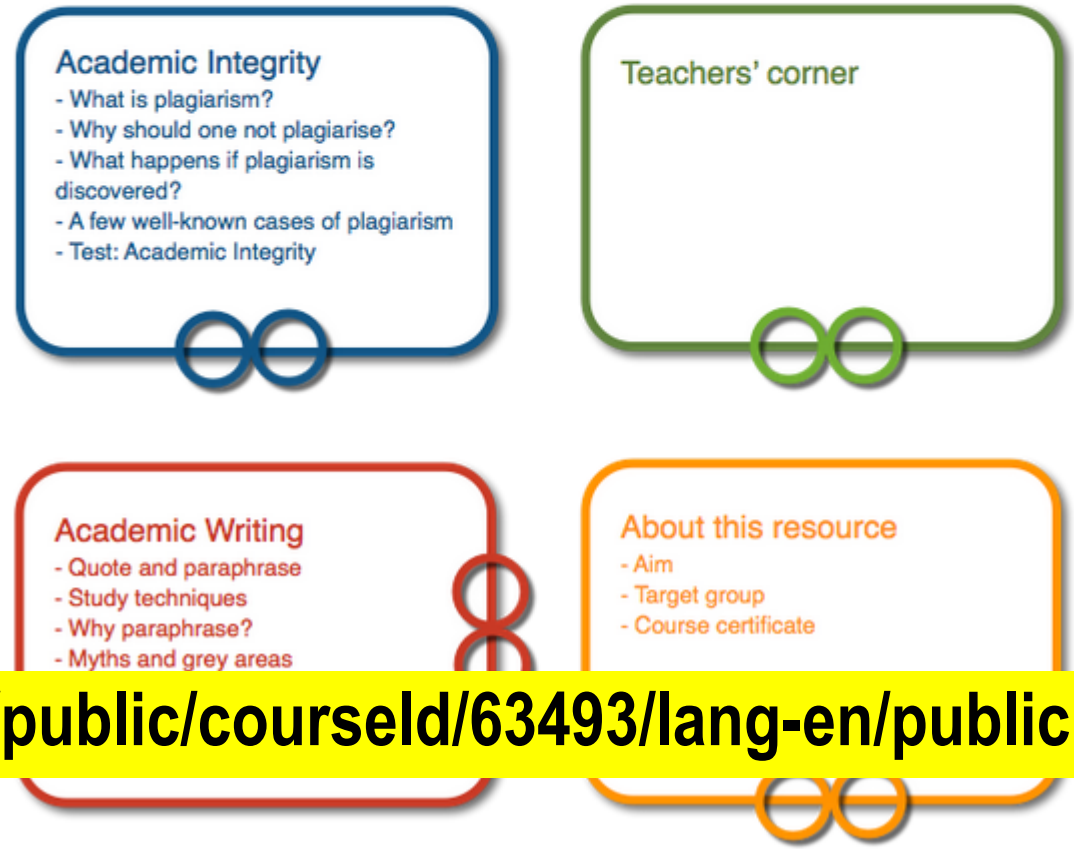
- Aim
- Target group
- Course certificate

UNIVERSITY OF GOTHENBURG

Academic integrity

RESOURCE ACADEMIC INTEGRITY

This course is on the open pages in GUL and is thereby available to everyone. If you are a student at the University of Gothenburg, you can actively follow the course on the closed pages in GUL: then you can do the tests that are available in the activity and get a certificate of course completion. The course does not provide credits. You will learn what academic integrity and plagiarism are and why and how you can avoid plagiarism through direct citation or source referencing. After course completion, you will be able to use material from other sources transparently and correctly cite sources.



http://gul.gu.se/public/courseId/63493/lang-en/publicPage.do

INFORMATION
Level: university, department

UNIVERSITY OF GOTHENBURG

INFORMATION

Information to teachers

- Professional development of the teaching staff:
  - Workshops and seminars in academic integrity
  - Modules in different courses at the PIL-unit (Teaching and learning in higher education, Courses for supervisors)
  - Information is presented on different teacher meetings

- Presentation of the project on different conferences
  - Network with other universities

UNIVERSITY OF GOTHENBURG

INFORMATION

Information to teachers

- Information about the resource
- The new policy is presented
- A reminder that teachers are obliged to report cases of misconduct
- Information about some special types of plagiarism: contract cheating, patchwriting

UNIVERSITY OF GOTHENBURG

INFORMATION

Information to students

- The resource is on the front page of our Learning Management System
- Many departments inform students about the resource
- Several departments have included the resource as a part of their courses and programs

25 986 students / teachers have logged in (of 83 778)

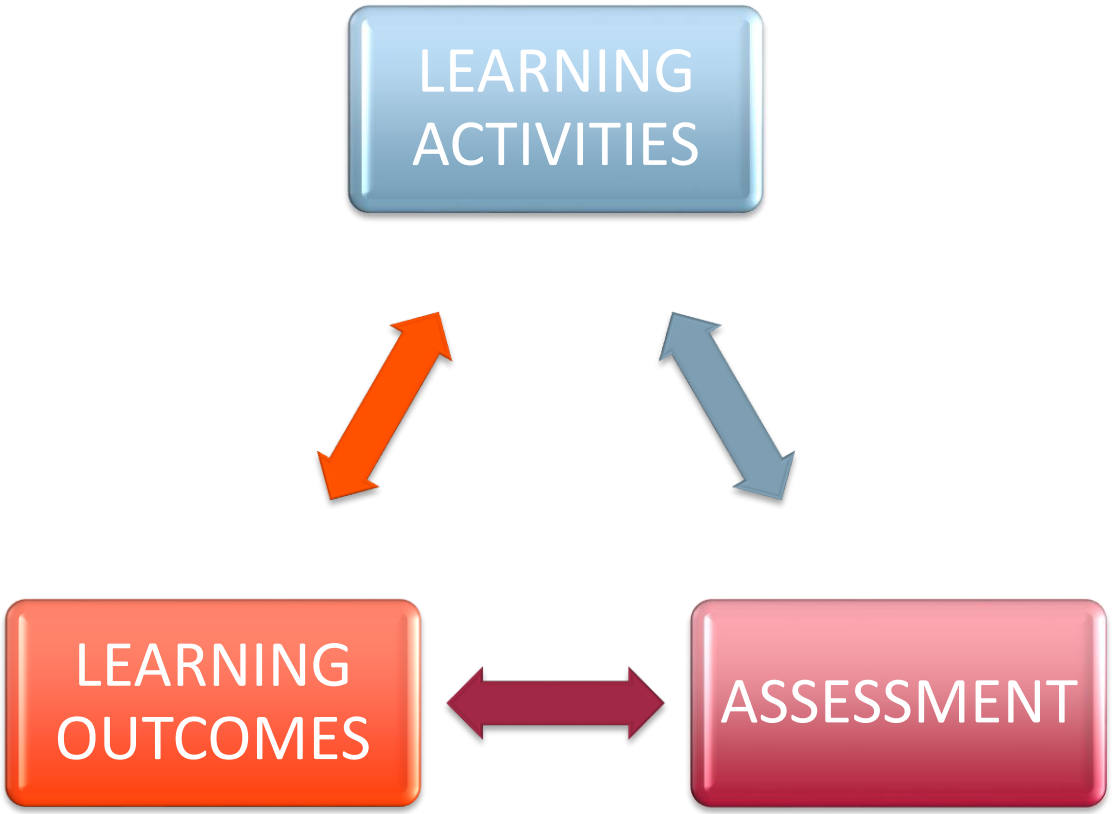
UNIVERSITY OF GOTHENBURG

COURSE LEVEL

UNIVERSITY OF GOTHENBURG

CONSTRUCTIVE ALIGNMENT

Course level: constructive alignment



UNIVERSITY OF GOTHENBURG

CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES

Academic integrity and work against plagiarism must be clearly expressed as the learning outcomes of the course

i.e. After a course a student should be able to:

- Know what plagiarism is, where the information can be found
- Know what the function of referencing is and how to cite and paraphrase correctly

etc.

UNIVERSITY OF GOTHENBURG

CONSTRUCTIVE ALIGNMENT

LEARNING ACTIVITIES

- What do your students know about academic integrity?
- What source-use skills do students need to know to be able to do the assessments and tasks in your course? Do you teach them that or was that a part of an earlier course?
- Which of those skills do they already know and what do they need help with?

UNIVERSITY OF GOTHENBURG

CONSTRUCTIVE ALIGNMENT

LEARNING ACTIVITIES

- Discuss academic integrity and what is expected
- Discuss learning
- Motivate:
  - Intrinsic motivation: mastery of a topic, “learning for the sake of learning”
  - Extrinsic motivation: the importance of high-stakes exams

UNIVERSITY OF GOTHENBURG

CONSTRUCTIVE ALIGNMENT

LEARNING ACTIVITIES

- Teach source use
- Actively work with texts
  - Why did the author reference in this way?
  - Ask students to make summaries of a particular text or paragraph
- Give examples of plagiarism
- Actively work with student's own writing
- Discuss time-management

UNIVERSITY OF GOTHENBURG

CONSTRUCTIVE ALIGNMENT

LEARNING ACTIVITIES

Use the resource as a part of a flipped classroom:

Films at home → discussion in the classroom

UNIVERSITY OF GOTHENBURG

CONSTRUCTIVE ALIGNMENT

ASSESSMENT

1. Assess the knowledge on academic integrity
2. The process
3. Authentication
4. Designing the assessment
5. Text-matching control

Strategy 1: Assess the knowledge on academic integrity

- Make the tests in the resource mandatory
- Assess the knowledge on plagiarism
- Test proper referencing and the citation technique
- Give feedback on source use
- Give students opportunities for revision

UNIVERSITY OF GOTHENBURG

Strategy 2: The Process

Focus on and visualize the process, not just the end product!

- Take part in the writing process: ensure that you do not only get the last version. Force students to show their activity during different process stages
- Use peer-assessment, i.e. make students post their texts in the LMS and comment each other
- Make the process important by giving credits for it

Strategy 3: Authentication

- Meta-writing
- Ask students to present texts for discussion
- Oral examination of randomly selected students

Strategy 4: Designing the assessments

Give students clear instructions

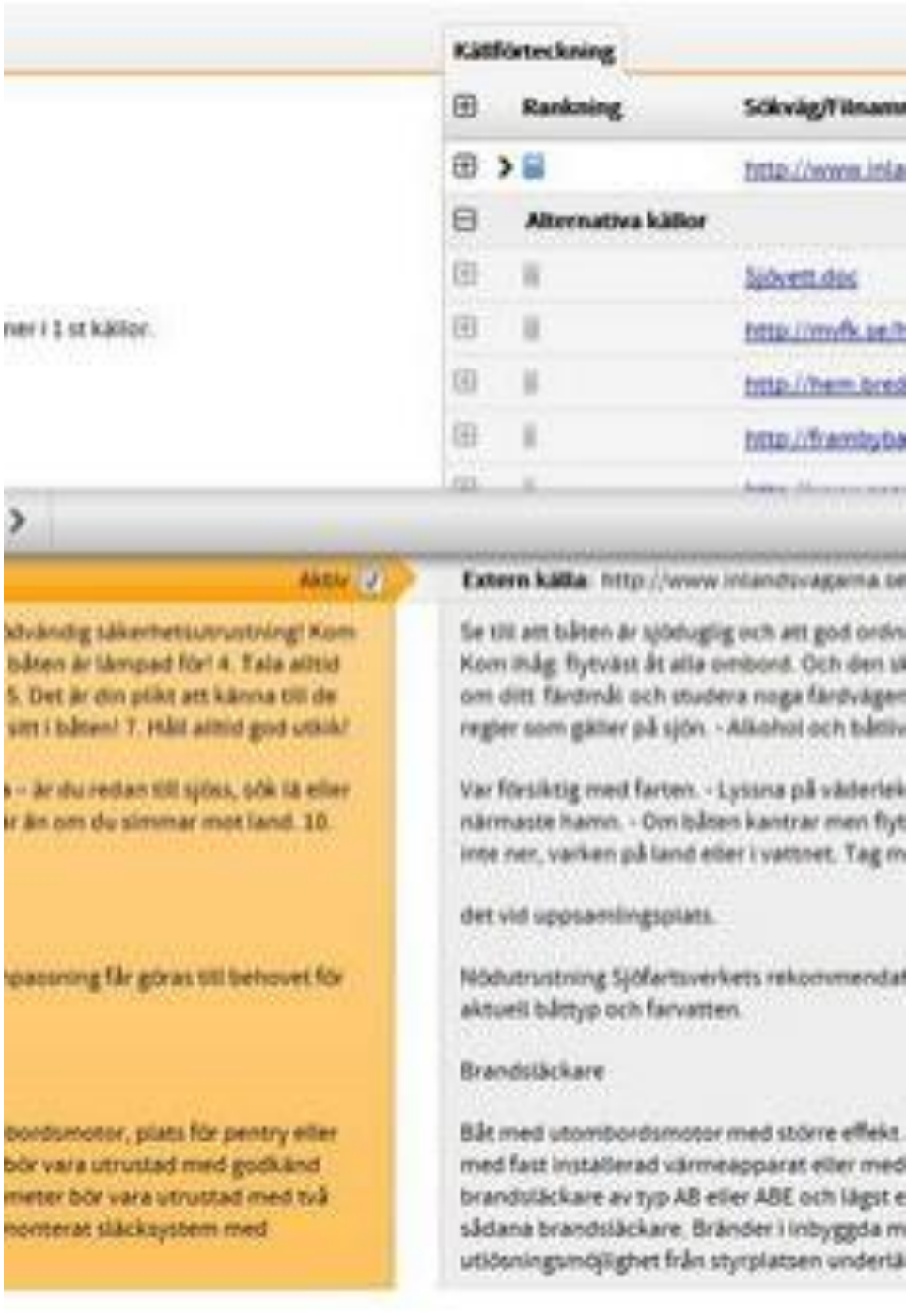
Do not ask for the answers that one can easily pretend to have done ("interview three people about ...")

Original assessments require original answers:

- Avoid generic or outdated issues
- Make the solution instead of finding an answer
- Individual assessments, context, situations
- Use a specific theory on a given material or event
- Don’t repeat old questions and exams!

UNIVERSITY OF GOTHENBURG

Strategy 5: The textmatching software



UNIVERSITY OF GOTHENBURG

EVALUATION
Level: university

UNIVERSITY OF GOTHENBURG

EVALUATION

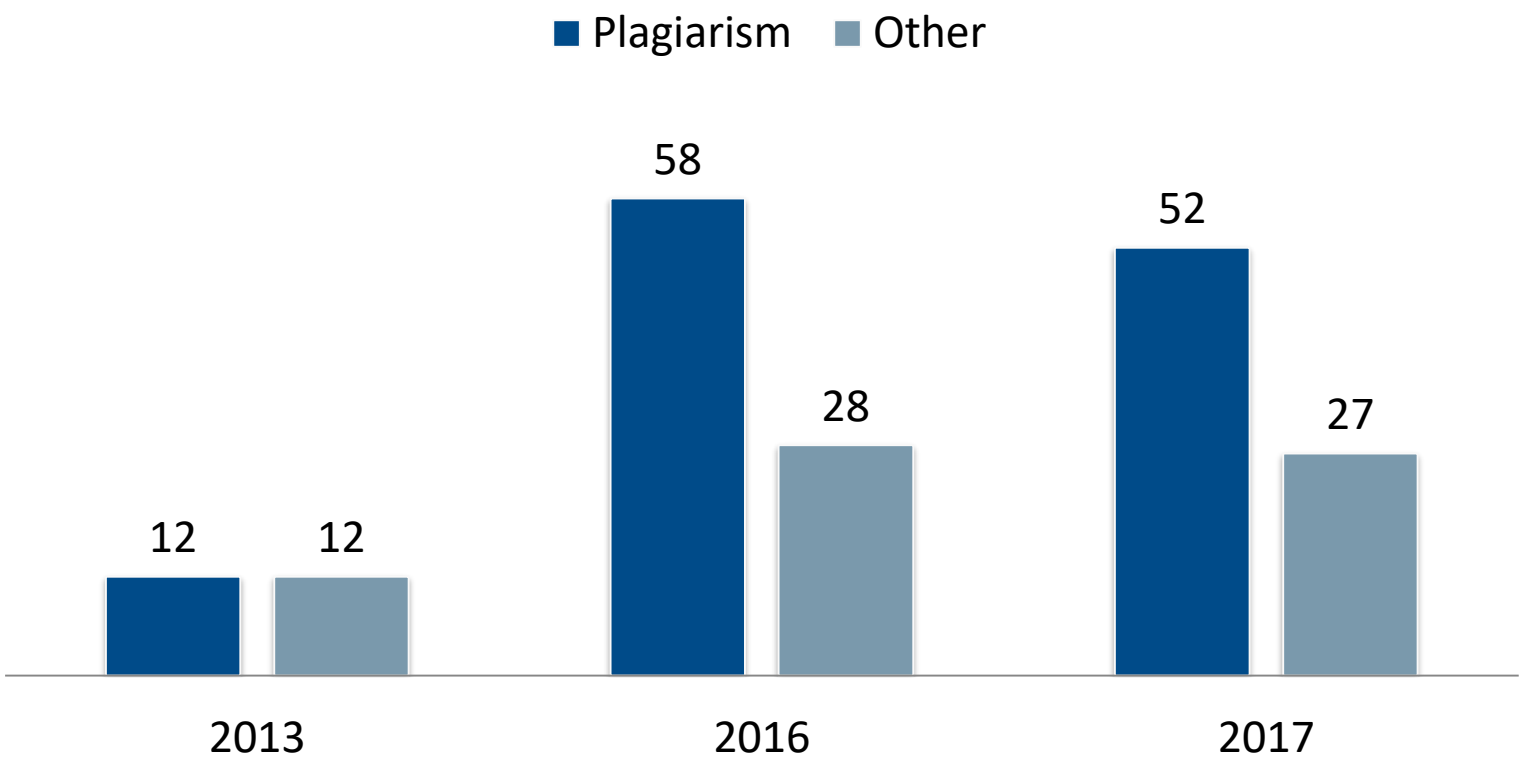
Evaluation

What more needs to be done?

- Simpler and standardized ways to report
- Funding so that teachers can afford to take the time to report
- Academic Integrity Officer to help teachers on the reporting process
- A constructive alignment of academic integrity on the course level

- A new survey will be sent to all teachers and students in 2018

The University of Gothenburg: Disciplinary measures



UNIVERSITY OF GOTHENBURG

ACADEMIC INTEGRITY