

## How to minimise plagiarism in your students work... in five steps

This 'How To' has been designed to help you in providing your students with proactive assessment design and practice.

### The five Common Teaching Standards

The central areas of assessment practice, timely feedback and subject and course design are core to university learning and teaching.

#### The five common teaching standards are centered around:

- responsiveness to students
- currency of subject content and design
- meeting timelines for learning resource development and for assessment and grading
- assessment alignment with subject objectives and course patterns
- subject and course alignment

#### Would you like assessment tasks to promote student engagement and learning?

Do you want students to understand that plagiarism is not acceptable?

Do you want students to be engaged in developing their own work?

Do you want to reduce the risk of plagiarism occurring in your students' work?

Charles Sturt favours an educative and proactive approach to minimising plagiarism. Examples of how to do this are provided. The resources listed provide further detail and additional strategies for your consideration.

Here are five steps that can help...

1

### Educate your students about plagiarism

Use examples to discuss what plagiarism is, why it occurs and where to draw the line. Remind students of the resources available to them, for example

<https://www.csu.edu.au/current-students/studying/assignments-and-exams/assignments/plagiarism>

Review and/or teach skills such as summarising, paraphrasing, critical analysis, argument development, referencing and citation

Explain how using these skills effectively can reduce the instances of plagiarism

Encourage student use of Turnitin before assignments are submitted

Differentiate between collaboration and collusion and indicate what is allowable and/ or encouraged especially where group work is required

Require students to sign a cover sheet acknowledging the work as their own

2

### Create assessment tasks that minimise the opportunities for plagiarism

Develop unique tasks and be wary of reusing tasks from previous sessions

Vary the tasks and/or elements within the assessment task

Assess higher order thinking skills that require students to apply knowledge rather than simply find and present answers

Consider alternative assessment types such as a report, a multimedia presentation, a project, a learning journal, rather than an essay

Combine different methods of assessment, such as a submitted task with a related in-class component

Provide different students in the same cohort with different scenarios or data sets

Make the task more specific and less generalised so that the application of knowledge to a specific practical case is required (which can be varied from session to session)

Incorporate an element of personal reflection, experience or opinion

Clearly express assignment requirements such as outlining facts, for example in a student's own words or paraphrasing the words of others

3

### Require evidence of work in progress (where practicable)

Request copies of drafts, reference material used or planning documentation

Hold meetings with students to discuss progress on a task

Have students keep a journal of the time and activities undertaken to complete the assessment

Allocate marks towards the process as well as the outcome (especially in the case of group work)

4

### Actively look for plagiarism

Let students know you will be monitoring plagiarism and acting if it is identified

Become familiar with common sources for plagiarised material

Use technology such as Turnitin to test for plagiarism

5

### Take appropriate action if plagiarism is identified

Respond to identified cases of plagiarism according to [Student Misconduct Rule](#). See Student Academic Misconduct webpage for more information <https://www.csu.edu.au/office/student-safety-wellbeing/student-conduct/student-misconduct>

### Where do I go for further assistance?

Need assistance from an educational designer? [Log a Service Request](#)

