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OTL Mission Statement



The Office for Teaching and Learning promotes and facilitates excellence in teaching in the University at all levels. It supports individual faculty members in the development of instructional skills.

Teaching



The Office for Teaching and Learning Newsletter
December 2004, Volume 9, No. 2

Plagiarism at Wayne State

Reported incidents of plagiarism on campuses across the country have skyrocketed, but how much do we know about what is happening at Wayne State? Last spring, a faculty team presented a paper at the TLTR conference addressing this question as part of a larger study on effective responses to student plagiarism. We are pleased to excerpt a small portion of this paper here to provide further insight about our own students.¹

Adapted with permission:

Academic dishonesty evidently gets a jump start in secondary schools: a 2000/2001 survey of 4,500 high school students revealed that 72% of students "admitted to serious cheating on written assignments," while more than half had "engaged in some level of plagiarism on written assignments using the internet."² Wayne State is not immune to this plagiarism plague. In Winter Term, 2003, for example, the English Department alone saw 59 documented, provable cases of plagiarism. Virtually all of these represented unacknowledged—and usually substantial—verbatim appropriations from Internet sources. Many of the submissions were downloaded in their entirety, either from

legitimate informational Web sites or from readily available paper mills.

A survey of WSU students suggests that plagiarism is an equal opportunity exploiter. Demographically, the group includes both males and females from a variety of cultural origins and economic backgrounds. They range from freshmen to graduating seniors, from students on academic probation to presidential scholars, and represent many academic disciplines, including Communication, Criminal Justice, Education, Pre-Business, Pharmacy, Pre-Engineering, Pre-Law, and Pre-Med. One characteristic these students have in common, however, is a failure to understand plagiarism as a serious infraction: most have trouble perceiving it as entailing ethical issues at all, and many seem genuinely baffled at the dire consequences of being caught. Students in our survey explain their infractions as accidental, absent-minded, based on practices found acceptable by all their previous teachers, or simply as the result of confusion. Often they offer the substantial help they received in writing the paper from authority figures such as parents or highly-educated friends as proof of the legitimacy of their submissions.

Continued on page 4... Plagiarism at Wayne State

One Person's Opinion: Cheating & Plagiarism

In the essay, "Cheating and Plagiarism" in The Office for Teaching and Learning Newsletter (Fall, 2004, Vol. 9, no. 1), Donna Green says that, "Plagiarism is passing another's work off as one's own. This includes the intentional and unintentional use of uncredited passages, rewording of another's original works, inadequate attribution of direct quotes and ideas, or omitted references." She also says that, "Cheating and plagiarism are similar in that they both involve the use of someone else's work as one's own." This definition of "plagiarism" is too broad. I might pass off another's painting, or the house he built, as my

own, but that would not be plagiarism. WSU's Policy on Academic Dishonesty defines "to plagiarize" as "to take and use another's words or ideas as one's own." It thereby correctly restricts plagiarism to words and ideas, not allowing other sorts of "work" to qualify. Of course, even "taking and using another's words or ideas as one's own" need not involve plagiarism. If I take your words or ideas as my own by incorporating them into a diary that I never intend to show to others, I do not plagiarize you. My

Continued on page 4...One Person's Opinion

Director's Corner...



Changes are happening all across campus, including at the OTL and the TLTR. I'd like to share some of these with you and let you know that more are coming.

First, it is with pleasure that I'd like to announce that the OTL has hired an additional staff member, Annette Feravich. Annette is a graduate student in the Department of Psychology specializing in Social Psychology. Because of her varied background, Annette brings many assets to OTL. Annette has taught at WSU, has experience using technology in teaching, and has designed and delivered teaching pedagogy workshops elsewhere. Annette is joining us as a graduate student assistant and will be available twenty hours each week.

My "One Person's Opinion" on cheating and plagiarism in the last newsletter issue generated two responses which are included in this newsletter. On page 1, you will find a submission by Dr. Bruce Russell providing his view on what constitutes cheating and plagiarism. Also, two faculty members from the English Department sent me this link: <http://www.homestar.com/sbemail64.html> to a funny (and depressing!) video cartoon which provides an example of both cheating and plagiarism. To respond to either of these, to our feature story on plagiarism at Wayne State, or to take the

discussion in another direction, please write me so we can include your opinion in an upcoming issue. As Dr. Russell told me in an e-mail: "I think there is an answer to what plagiarism and cheating are and that we will find it through argument and counterargument." Your input is not only welcome—it is needed.

The OTL has also set up a Blackboard site for sharing information on issues related to cheating and plagiarism. Currently, the site is open to those in the newly formed working group on controlling cheating and plagiarism at WSU. The site contains policies on cheating and plagiarism from across campus, links for faculty to electronic sources for plagiarism detection, links to sites used by students for downloading or purchasing papers, information on procedures for both faculty and students to follow when cheating or plagiarism is suspected, and a link to the video mentioned above. There is also a discussion board for faculty to discuss plagiarism issues and to share resources. If you would like to participate in this site or if you would like to join the working group, please contact me at donna.green@wayne.edu.

On another topic of interest, several faculty have asked me about submitting proposals for the annual Teaching and Learning with Technology Roundtable (TLTR) conference held each March for the last five years. As I am a member of the TLTR, I wanted to let you know that the traditional TLTR conference with submissions from across the WSU campus is not being held this spring. Instead, there are plans to invite the Innovative Instructional Technology Award winners to present in March—so keep an eye out for an announcement early Winter Term.

If you have any questions about this, please contact Geoff Nathan at 577-1259.

If you had wanted to submit a proposal to TLTR on an innovation in your own teaching or in your teaching with technology, please contact Laurie Evans in the OTL at 577-9669, as OTL is planning to revive the monthly faculty presentation series and welcome your proposals.

Many of you may have seen the announcement about an upcoming technology center for faculty in Purdy Library. I want to assure you that everything that the OTL currently provides: our drop-in technology lab, the library of books and videos on teaching and learning in higher education, digital camera and video camera loans, and the entire OTL staff will be relocated to the East Wing of Purdy. As a part of this transition, many OTL technology workshops are already offered at Purdy in a second floor lab being outfitted for instruction. The move is expected late spring or early summer 2005.

Finally, as you may already know, OTL offers on-the-road workshops where we come to any department or college with one of our regular workshops or with a customized workshop to meet your needs. In the past, due to constraints of lab accessibility, on-the-roads have often been limited to pedagogy workshops and technology demonstrations. However, we recently purchased a laptop cart that we can wheel to any college or department on main campus to provide full on-site technology workshops if a local lab is not available. If you'd like any workshop brought to your department, please call Laurie Evans at 577-9669 to make arrangements. ■

OTL and Graduate School Honor GTAs

Prior to the beginning of each academic year, OTL and the Graduate School coordinate an orientation for new graduate teaching assistants (GTAs). All new GTAs are required to attend this two-day (three-day for international GTAs) conference style event designed to help prepare new instructors for the classroom. This year's orientation included four plenary sessions and several concurrent sessions which covered a variety of topics, ranging from the first day of class to interactive lecturing. These sessions were developed and facilitated by sixty-one members of the WSU community.

Since 2001, GTAs have also been offered the opportunity to earn a Certificate of Teaching Development. To earn the certificate, GTAs must



Dr. Hilary Ratner, Dean of the Graduate School, engages GTA student CeCe Loua, from the Department of Language Arts and Literature, at the recent GTA awards ceremony.

attend four required sessions (Diversity in the Classroom, Managing the Classroom, Ethical Issues in Teaching, and Microteaching) and

four elective sessions chosen from the concurrent sessions.

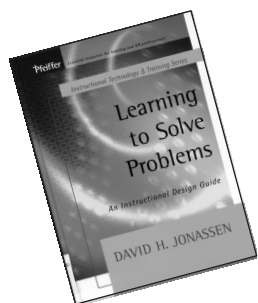
This year, 115 GTAs earned a Certificate of Teaching Development. In honor of their accomplishments, OTL and the Graduate School hosted a ceremony on November 18th. Dr. Hilary Ratner, Dean of the Graduate School, presented the certificates as well as a copies of Wilbert McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers (2001) to the recipients. Several graduate advisors and faculty members were also in attendance to honor the GTAs. ■

For more information about the GTA Orientation and a copy of the programs listing all participants and certificate holders visit: http://www.otl.wayne.edu/GTA_Orientation

It's Worth Reading

This month, the bookshelf spotlight falls on—

Learning to Solve Problems



David Jonassen sets forth the controversial proposition that “the only legitimate goal of education...is problem solving.” Whether one agrees or disagrees with this assertion, problem-solving is undeniably an important part of instruction. This book focuses on how to teach problem-solving in the classroom by using technology-based tools. It presents methods to create interactive learning environments to support problem-solving skills, focusing on three scenarios: story problems, troubleshooting, and case and policy analysis problems. Jonassen also discusses how best to present problems to students, tools to help learners represent problems, ways in which to associate solutions with problems, methods to support students in their search for solutions, and methods to help students reflect on the problem-solving process. He concludes with an examination of ways to assess problem solutions and learning. ■

References:

Jonassen, D. (2004). *Learning to Solve Problems*. San Francisco: Pfeiffer Publishing. Location: OTL, LB 1028.38 .J645 2004



Integrating Teaching & Technology

WSU Innovative Instructional Technology Awards for Faculty

In Fall 2003, the Provost's Office initiated a grant program to fund innovative instructional technology projects as a part of WSU's commitment to support faculty making the transition to a high-tech instructional environment.

The Innovative Instructional Technology Faculty Grants are awarded in the Fall and Winter semesters for projects that advance the development of leading-edge, innovative approaches to instruction and that will serve as models for other innovations. Proposals to develop single or multi-section courses within a single discipline or to develop multidisciplinary materials are all considered. Awardees are asked to present their projects to the WSU community so there is an opportunity for all to benefit from the wide range of work being done on campus.

The following is a list of the Fall 2003 and Winter 2004 Innovative Instructional Technology Faculty Grants awards. Full abstracts for each project will be available on the new OTL Web site soon. Also, watch for upcoming announcements regarding the dates on which award winners will be presenting their work.

Mahmoud Abdalla
Arabic Web Site Exposes Students to Arabic Culture

Maryfran Barber
Increasing Participation in Large Lectures Using the Classroom Performance System (CPS)

James Brown
Capturing Images via SMART Board for Interactive Use in the Classroom

Ann Cavallo
SMART Board to Enhance Science Laboratory and Classroom Instruction

David Cinabro
Electronic Whiteboards to Improve Lecture Hall Instruction

Ann Marie Collins
Nursing Process Jeopardy Game

Marta O. Dmytrenko-Ahrabian
Recording Lectures Using Visual Communicator

Susan P. Fino
Creating Multimedia CD-ROMs for Use with Distance Learning

Sue Garr
Video-Streamed Vignettes Made Available through Blackboard

Mohamad H. Hassoun
LEGO Programmable Robots Introduce Students to Engineering Design

Marion E. Jackson
Digitizing Art Images

Marion E. Jackson
Continued Support for Digitizing Images for Use in Any Course

Kathryne V. Lindberg
Chronicling and Digitizing Media Resources to Expand Knowledge of African-American Culture

Carol J. Miller
Interactive Web Site Development Using Examples from Metropolitan Detroit

Aaron B. Retish,
Andrew Port and Elizabeth Dorn
Historical Media Resources Incorporated into One Database

Denise Rhoney & Dennis Parker
Promoting Active Learning using Crossword Compiler and Video Recorded Games

Mukasa E. Ssemakula
Economic Analysis Using Interactive Simulations on Blackboard

Edmond van Hees
Improving Dedicated Server Speeds Up Testing

Sherali Zeadally
An Introductory Computer Course that Improves Basic Computer Literacy

Regina Zibuk
Webpage Improves Online Course and Lab Demonstrations

Fall 2004 Awards
will be listed in the next newsletter.

Faculty Presentations!

Tried something?

Learned something?

Want to share?

Contact Laurie Evans
577-9669

Though students seem to have difficulties understanding ethical academic practice, we can't attribute the wave of cheating to mere ignorance. At Wayne State the issue of academic integrity is addressed early on in general education courses, such as UGE 1000 and required composition courses. Students need to learn the lessons taught in these classes regarding appropriate research and citation methods. At the same time, instructors need to create opportunities for students to positively apply the lessons on academic integrity learned in these and other courses across campus. ■

Future issues of this newsletter will address the issues introduced here regarding assignment design, prevention and detection of plagiarism, and policies that are being developed across campus to address these issues.

References:

1. Garza, J., Marback, R., Scott, C., Sklar, E., & Smith, R. (2004 March). Turning the Tables on Plagiarism: A Case for Online Detection and Prevention. Paper presented at the TLTR Conference, Wayne State University.
2. McCabe, D. CAI Research. The Center for Academic Integrity.
http://www.academicintegrity.org/cai_research.asp

plagiarizing someone involves representing someone else's words or ideas as my own, that is, intentionally using those words or ideas in a way that I can foresee will lead others to believe they are mine.

Because plagiarism necessarily involves using someone else's words or ideas, I cannot plagiarize by submitting a paper I wrote for one class to a different class, contrary to what the Guidelines for Dealing with Plagiarism of the Department of Interdisciplinary Studies say. The resubmission of work where it is prohibited is wrong because it is an attempt to receive a grade without doing the necessary work, but it is not plagiarism.

Further, contrary to what Donna Green says, plagiarism cannot be unintentional. Suppose I take notes on cards, do not distinguish cards that contain the words or ideas of others from cards that contain my own thoughts, and the cards accidentally get mixed up. I then type into my paper the material from a card with another's words or ideas on it, thinking it was something I wrote myself. I have not plagiarized, even if I can be charged with scholarly negligence. I owe this example to my colleague, Robert Yanal!

Cheating need not involve using someone else's work. I might cheat by taking my notes into a closed book exam. Whether in poker or in the classroom, to cheat is to take unfair advantage, though not all instances of taking unfair advantage are instances of cheating (e.g., exploitation and cutting in line may involve taking unfair advantage but need not be cases of cheating). It is hard to say what the additional element is that distinguishes cheating from other kinds of taking unfair advantage.

Cheating and plagiarism are different, though in an academic setting they are both instances of academic dishonesty. WSU's Policy on Academic Dishonesty recognizes this when it includes cheating, plagiarism, fabrication, and five other types of student misconduct under the general heading of academic dishonesty.

Bruce Russell
Chair of Philosophy
WSU

Send your opinion, experience, or ideas to be included in future newsletter editions on cheating and plagiarism to donna.green@wayne.edu ■



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Teaching



is published throughout the academic year.
[Dec 2004]

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