

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

The 5 Common Teaching Standards

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

The 5 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

Resources

AUTC 2003, 'Assessing Learning in Australian Universities Ideas, strategies and resources for quality in student assessment', viewed 2 May 2011,

<http://www.cshe.unimelb.edu.au/assessinglearning/03/plagMain.html>

CSU Avoiding plagiarism quiz:

<https://online.csu.edu.au/cgi-bin/surveys/plagiarism/quiz.pl>

CSU Guide to avoiding plagiarism:

http://www.csu.edu.au/__data/assets/pdf_file/0008/82808/Plagiarism-Brochure-Jan-2008.pdf

CSU Student Services Avoiding Plagiarism site:

<http://www.csu.edu.au/division/studserv/my-studies/learning/guides/plagiarism/home>

Where do I go to further assistance?

Assistance is available from your School Based Educational Designer. Contact (02) 6933 4274 or internal 34274 to find out the name and phone number of your School-based Educational Designer.



How to minimise plagiarism in your students' work... in 5 steps





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?



CSU 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 5 steps that can help...



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 'The Guide to Avoiding Plagiarism' which is located at: <http://www.csu.edu.au/division/studserv/learning/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. Brief getting started help is located at: <http://www.csu.edu.au/division/studserv/learning/plagiarism/strategies/checking/index.htm>
- 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



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



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)



Actively look for plagiarism

- Let students know you will be monitoring plagiarism and taking action if it is identified
- Become familiar with common sources for plagiarised material
- Use technology such as Turnitin to test for plagiarism



Take appropriate action if plagiarism is identified

- Respond to identified cases of plagiarism according to CSU Policy. *The Student Academic Misconduct Policy - Action Kit* which is located at: http://www.csu.edu.au/acad_sec/misc/, has been developed to assist members of staff with the administration of allegations of misconduct. The kit contains step-by-step procedures, and a link to the Student Misconduct Policy (http://www.csu.edu.au/acad_sec/academic-manual/docs/g6.rtf)