

DIP group on plagiarism:

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Discussion summary:

(\* indicates the points we intend to share at the retreat)

- preventing versus stopping
- must use both
  
- socio-economic background, different cultures means definition of "plagiarism" is not uniform
- education for foreign students
- show examples of plagiarism
- plagiarism and research?
- (stopping) use Google
  
- how and when do you set boundaries when you let students collaborate?
- if answers are not exact, it's probably ok...because they are still learning
- balancing plagiarism with collaboration
- policy put in syllabus
- defining clearly is difficult because there are always loopholes
  
- plagiarism in research: acknowledgment of other people's work/research
- scientific data: educate students (mainly grad students??)
  
- \* on the homework have a "did you have collaborators? if so, who?" question that they have to write and sign...and the homework will get a 0 if that question is not answered
  
- plagiarism in practical work/ clinical setting:
  - make projects due at the end of the class period, no take-home
  - students doing other people's work for money
  - too much work?
  - reduce work?
  - ethics
  
- hard-to-catch plagiarism: when it is original work but not your own
  - e.g. pay your friend to do it
  - clinical work
  - some really hard/time consuming thing

- setting precedent: if you catch someone cheating, what do you do?
  - if you don't set a precedent, the cheating goes on
  - if you do, the instructors get fired etc. many times
    - lawsuits
    - hard to prove
    - pain for instructors
  - need punishment to be timely
  - liaison at the dean level who can help/protect profs
  - maybe handle it on your own:
    - give zero for the first instance
    - talk to student
  - \* departmental database of students who cheated...they have one chance, but on second instance go through proper channel
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- electronic devices (calculators with cellphones, PDAs, text messages):
    - can be abused during tests
    - must be specified