

**Title of Session:** Cyberethics, Cybersafety and Cybersecurity

**Moderator:** Davina Pruitt-Mentle

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Room: After School Online

**DavinaP:** Hello all and welcome to ---plagiarism-in the 21st century. How many find this a topic of interest?

**PollyCh:** I definitely do...I often catch my students copying stuff off the internet and passing it off as their own

**JeffC:** In a roundabout way... yes.

**DavinaP:** Jeff in a roundabout way?

**RebeccaGK:** yes, I have students that turn in papers with the web address still on the bottom of the page.

**JeffC:** Yes... what leads kids to plagiarize... lack of motivation to do assignments... ways to get kids engaged in their own learning... in other words... productive and proactive solutions rather than security measures.

**DavinaP:** do you feel that "cheating" has increased via technology applicatios?

**JeffC:** sure

**DavinaP:** Here's a quote of interest--Cheating in school "has been around as long as organized education" (Chidley, 1997).

**RebeccaGK:** yes

**PollyCh:** absolutely

**RebeccaGK:** cheating has been around forever, but the ways in which they cheat- having information on ipod's etc. has become more advanced

**DavinaP:** so what can be defined as plagiarism?

**PollyCh:** passing off someone else's work as your own

**DavinaP:** any others?

**DavinaP:** Stephen Wilhoit lists the following types of plagiarism:

**DavinaP:** Buying a paper from a research service or term paper mill.

**DavinaP:** Turning in another student's work.

**DavinaP:** Turning in a paper a peer has written for the student.

**DavinaP:** Copying a paper from a source text without proper acknowledgment.

**DavinaP:** Copying materials from a source text, supplying proper documentation, but leaving out quotation marks.

**DavinaP:** Paraphrasing materials from a source text without appropriate documentation.

**DavinaP:** Wilhoit, Stephen. "Helping Students Avoid Plagiarism." College Teaching 42 (Fall 1994): 161-164. In Hinchliffe, Lisa. "Cut-and-Paste Plagiarism: Preventing, Detecting, and Tracking Online Plagiarism."  
<http://alexia.lis.uiuc.edu/~janicke/plagiary.htm>. 25 Feb. 1999.

**DavinaP:** any one else have others --Rebecca mentioned ipods

**PollyCh:** I found a website where a student can type an essay and this website will translate it into Spanish for them and then they turn in the Spanish version into their Spanish class

**RebeccaGK:** Aren't there websites now where you can buy term papers?

**DavinaP:** hundreds

**PollyCh:** students also use text messaging to message their friends answers to questions

**DavinaP:** what is more interesting is that many of the websites are owned by the same company who brand the image as different (different market) yet the papers you get are the same

**JeffC:** Was it here a couple of weeks ago where I read that a journalist put a "bad essay" into Wikipedia knowing that it would be edited... with the goal of getting others to write your paper?

**DavinaP:** interesting --seems like it might take some time

**DavinaP:** look at this site and share why you think that these states would have a higher rate of "cheating" <http://www.plagiarism.org/problem.html>

**SusanR** joined the room.

**DavinaP:** According to a 1998 survey by Who's Who Among American High School Students, four out of five college-bound high school students admit to cheating on schoolwork (~80%)

**SusanR** listens attentively

**DavinaP:** same study in 2002 revealed 84%

**PollyCh:** the stats on the site as astonishing...I never realized how much cheating was going on

**DavinaP:** Center for Academic Integrity study by Donald McCabe from Rutgers University, reports that 80 percent of college students admit to cheating at least once

**DavinaP:** Survey conducted by Donald L. McCabe-Rutgers University Almost 4500 high school students completed a written survey in the 2000-2001 school year. These students represented 25 schools around the country - 14 public, 11 private

**DavinaP:** In class survey - 92% of students receiving surveys provided a useable response

**DavinaP:** 52% of respondents were in the 11th grade - 17% in 9th, 16% in 10th & 15% in 12th

**RebeccaGK:** I don't doubt it. Kids can't be kids anymore. There is so much competition to get into a "good" college that I can see kids crack and start cheating

**DavinaP:** Cheating is widespread Students find it easy to rationalize cheating

**DavinaP:** The Internet is raising new questions

**DavinaP:** Students cheat for a variety of reasons

**DavinaP:** I agree--most are trying to figure out how to "do well"

**DavinaP:** within the same study 97% report at least one questionable activity (from copying homework to test copying)

**DavinaP:** More than 30% of respondents admit to repetitive, serious cheating on tests/exams

**PollyCh:** cheating for many students is so easy because there's so many ways to do it and unless we know all the ways, they often don't get caught

**DavinaP:** yes--you mentioned before the Spanish version...

**PollyCh:** at my school, we've had students cheat by putting answers/formulas inside the labels on water bottles

**JeffC:** The educational system has become completely results oriented through NCLB mandated standards, rather than process oriented and student-centered in its approach to learning. Students are expected to know "stuff." So... the system itself can be blamed for pressuring students to copy/paste answers rather than engage in meaningful process. Answer? Focus on process in your classroom... make rough drafts a part of what gets turned in... use Webquests (hard to cheat on those)... get kids to collaborate with others... work in groups...

**DavidWe** . o O ( Wow! 6 lines of text )

**DavinaP:** many students use the internet to grab a paper from one of the paper mills....plug it into a translator, translate to a different language translate it back to English and the words are scrambled enough that many detectors do not pick up on it

**JeffC:** I copy/pasted it from some website.

**DavidWe** smiles

**JeffC:** English to Spanish back to English is going to get you one ugly looking paper.

**RebeccaGK:** I can see this working in everyday classroom activities, but since we are so standards based I would find it hard to believe that students could cheat on the STAR tests, the high school exit exam, etc.

**DavinaP:** so taking a more proactive approach is what many (Jeff included) see as a way to help eliminate or decrease the sensation

**JeffC:** I definitely agree with a proactive rather than a reactive (i.e. turnitin.com) approach.

**DavinaP:** Jeff yes--yet they turn around then an edit which allows makes me wonder why all that work when you semi write it at the end anyway why not spend that time writing to begin with

**DavinaP:** yes especially since....90% of the students using the Internet to plagiarize have also plagiarized from written sources. (The Web has 'created' few new cheaters - 6% of all students.)

**DavinaP:** (from the earlier study)

**DavinaP:** so before we get to some of the proactive approaches why do you think students cheat to begin with?

**JeffC:** because the assignments aren't relevant or challenging to them... they don't see the point.

**RebeccaGK:** lazy, pressure from parents to do well, competition with peers

**JeffC:** or because they are perhaps \*too\* challenging for them.

**PollyCh:** they either don't want to do the work, don't see the point of it, are lazy, or want so badly to succeed and get into their choice of colleges

**DavinaP:** on another large scale study these were some of the findings...Lazy/don't study/didn't prepare (32%)

**DavinaP:** To pass/get good grades (29%)

**DavinaP:** Pressures to succeed (12%)

**DavinaP:** Don't know answers/understand (9%)

**DavinaP:** Time pressure - too much work, etc. (5%)

**DavinaP:** Other (13%)

**DavinaP:** so with that in the background what are some procedures to put into place to help eliminate the chances (some other studies have indicated that 30 % of the population will always cheat but let's focus on the other portion who we can help

**DavinaP:** what are some things you have heard have worked or that you have tried

**RebeccaGK:** honestly, most of my students don't know what cheating is. They will give their friends the answers out loud and when I call them on it, their response is I was just helping them.

**PollyCh:** since I teach math, cheating occurs when copying homework or copying other people's tests

**PollyCh:** I don't know how to get around the homework issue but for tests, I've started creating multiple versions

**RebeccaGK:** One thing I have tried is to make different forms of a test, but for homework I have no idea how to stop the cheating

**DavinaP:** starting in the beginning are there policies or student conduct phrases that the schools go over at the beginning of the year (and perhaps throughout the year)?

**DavinaP:** are there cheating and plagiarism policies in your school system/university? in your school? classroom?

**PollyCh:** yes there are...they get an office referral and a zero on the assignment/test

**RebeccaGK:** There are cheating and plagiarism policies in the student handbook at my school. I also have a policy in my classroom. The problem is when some teachers enforce the policy and others don't.

**RebeccaGK:** Students then think they can get away with cheating in all classes.

**PollyCh:** and also, students still think they can get away with it

**DavinaP:** ah yes...and that is one of the big issues that MANY educators do not follow through--time as well as even if they do there are usually loop holes

**JeffC:** I still return to the thought that students cheat because they're not seeing any relevancy in what is being taught to them. Constructivism is all well and good in university masters' classes, but when you return to the classroom... with a didactic approach... students get turned off to learning "stuff." I think ChrisA with his "Problem Based Learning" meeting (last hour) is spot on with his approach. From day one the will to learn gets sapped out of students... that is why they're cheating.

**DavinaP:** what we recommend is to start with some basics first--Define what plagiarism is and isn't...over and over remind and remind for each assignment etc...

**DavinaP:** Jeff this would be helpful but some students have even cheated when this is utilized--mainly due to time constraints even when something is fun an assessment us used and that means work which turns some students off (no matter how fun it is"

**JeffC:** student-centered isn't a matter of being "fun"... although enjoying learning is indeed part of the process.

**JeffC:** the fact that they're cheating shows that they have a lack of buy-in into the system.

**JeffC:** or that they see the system as completely ends-oriented... which is what it tends to be... don't you think?

**DavinaP:** or problem based--student based there is usually still an assessment somewhere that turns some kids off--if we could get around that that would be ok but the US system (actually few schools systems are set up that way

**DavinaP:** another approach is to Discuss plagiarism as a moral and ethical issue Make students aware of what constitutes plagiarism, polices about the unethical behavior, and how you handle it.

**DavinaP:** and to make a point to Discuss as a legal issue of fair use and intellectual property. Students need to know and understand copyright and intellectual property laws rather than – “Don’t do it because I told you not to do it”.

**JeffC:** if they're just there for the grade... so that they can go on to something else... it's something inherently wrong within the system itself. Assessments based on numbers or grades... those are easier to cheat with than portfolio assessments, or rubrics... something that has something to do with the process.

**RebeccaGK:** I can understand that but when has a student been hit with a copy-right or plagiarism fine or lawsuit. I think until that happens even the consequences they face in school aren't "real" to them.

**DavinaP:** but we still see plagiarism in portfolios

**JeffC:** I agree with you Davina... very few schools are set up in a way where process rather than end-product is emphasized. I see that as a problem with the system. The students are simply exploiting that by cheating. Indeed... the system \*encourages\* cheating when results-oriented curriculum is the norm.

**DavinaP:** Rebecca that is an issue although there are a few cases and certainly many in the higher education --but even a few in K-12 but most are handled internally and that does make it easier for things to just keep going

**JeffC:** If portfolios were part of a process (I'm thinking more of a language arts portfolio... or something through webquests, etc.)... it's not something that is easily copy/pasted. Again... if the students are cheating... they're opting out. They've dropped out mentally. We can pass the blame all around (students, parents, teachers, system, administrators, society). I \*do\* know that the Net is much more inspirational as a teaching tool than being given a workbook and being told to go from page 1 through 490.

**DavinaP:** for example using a paper mill site to do a term paper which you might only get a zero on--what do you think the "penalty should be"?

**JeffC:** make the student write a paper on a topic they choose.

**JeffC:** make the parent get involved with it... even grade it (if they're literate enough).

**RebeccaGK:** But then what have they really learned- that if they cheat they get to do a paper on what they want? Where is the lesson there? I think that would only encourage more cheating because then the students always get to choose what they want to do.

**DavinaP:** what has worked well is to also ask for drafts along the way--to also ask that portions of the paper must include notes from class, discussion from class--that's hard to "copy"--although not impossible

**RebeccaGK:** I think the consequence should be doing the assignment in a detention in front of you ( the teacher).

**DavinaP:** but then the teacher also has to sit through it

**JeffC:** Drafts along the way are certainly part of it. I think students should be encouraged to choose their own topics from the beginning... punishment? Is punishment going to make them a better student?

**JeffC:** I've seen students who are so bad at plagiarism that they take the paper straight off the net... urls and all.

**DavinaP:** also Include how many pages for each section of a paper--having a student choose a topic related to a possible broad domain would work

**DavinaP:** Yes, another exercise I strongly recommend is sharing with students samples of copied work--have them "detect" I have excellent examples from my high school chemistry classes--including url's and date/time at the bottom, links different font color and style in the text dates old the list goes on

**RebeccaGK:** I don't know if punishment is going to make them a better student, but allowing them to pick their own topic doesn't help either when we are mandated by the state to teach certain topics. Now maybe it would be helpful to brainstorm with students first to find out what their interests are and incorporate that into the assignment, but even when doing that there is no guarantee that students will do their own work. It is also hard to do with such subjects as math and science

**DavinaP:** I also recommend having students either go on their own or print out a sample paper from a papermill and together walk through the quality of the papers--most do not realize that most of these papermills (free or cheap ones) are a low cost because of the exchange process--you get one if you submit one--so image the quality

**DavinaP:** Rebecca it is tough--and as I mentioned some will continue no matter what but perhaps we can help motivate others to try on their own

**DavinaP:** having extra time also helps and more importantly Have different sections due at different times and provide feedback along the way.

**JeffC:** I think if you made assignments more relevant, you could incorporate standards, make it more difficult (if not impossible) to plagiarize, and get more motivated students in the process. Case in point, the other day a teacher here was asking for advice on how to teach students to learn about Ancient Mayan and Aztec artifacts. I suggested that she have the students compare artifacts from then to today (musical instruments via ipods, etc.). Also compare the ancients and how they lived to the living conditions of those today (using a site <http://www.nabuur.com>).

**DavinaP:** but Jeff what was the assessment for this? a paper? worksheet? even if it were a poster presentation what if they cut and pasted items from the website

**RebeccaGK:** thank you for an interesting topic. Bye

**DavinaP:** oh I did not realize how late it was Jeff this has been most interesting

**BJB2:** Davina, did you get my email asking if you are interested in continuing cybersafety once a month after October?

**DavinaP:** and a topic I am sure will continue to be important

**BJB2** agrees.

**BJB2:** did you choose a topic for next week?

**DavinaP:** If there was interest I would love to continue perhaps once a month

**DavinaP:** Jeff is the only one left any ideas for next week Jeff?

**DavinaP:** or BJ

**JeffC:** hmmm

**JeffC:** well... I'm game to continue to make feisty comments on the same topic...

**DavinaP:** I agree

**JeffC:** btw... rubrics are my assessment answer for the above (and just about any) project.

**DavinaP:** so we will begin with rubrics as a method to decrease "cheating"

**JeffC:** especially if students can generate them... I think so.

**JeffC:** use rubistar... easy as pie.

**JeffC:** If the students are part of the assessment process...

**DavinaP:** next week then goodnight--thanks everyone