ONLINE INTERACTIVE LEARNING TUTORIALS: ADDRESSING ACADEMIC INTEGRITY AND REFERENCING

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Abstract

Academic integrity and good practice are central to student learning, and student success requires flexible delivery of critical concepts in interesting and interactive formats. Two online tutorials were developed and successfully implemented in the planning program at The University of Queensland, Australia. The Academic Integrity tutorial clarifies aspects of good academic practice, including why it is necessary to cite sources and how to acknowledge them, explains the difference between collaboration and collusion, examines the seriousness of misconduct and demonstrates good habits for avoiding plagiarism. The Academic Referencing tutorial addresses the concepts of referencing and why it is important and clarifies the key elements of citations using the Harvard and Chicago styles. Planning students require basic information on institutional and workplace expectations in relation to plagiarism and referencing to enable them to effectively assess information, work within teams, and communicate in an age of expanding technologies and information.

The seamless design of the tutorials incorporates linear navigation, meaningful contexts, learning by doing and a thorough testing of concepts. Students interact with a series of real world scenarios and respond to case studies and questions which test their understanding. Learning is promoted by extensive feedback and multiple attempts, and users' progress and outcomes are recorded in a database. The needs of diverse learners were considered, by incorporating a range of cultural backgrounds in the examples, ensuring all visual information represented in text was suitable for visually impaired users, incorporating the use of screen readers, and designing the flash demonstrations to reduce cognitive overload. Extensive evaluation has indicated a significant improvement in student knowledge of what constitutes plagiarism and an enhanced understanding of the seriousness of plagiarism and its consequences. Students and staff focus groups indicated that the key strengths of the tutorials are their clear and relevant information on referencing styles, collusion, collaboration and plagiarism, their good design, relevant language, ease of operation and the sense of relief that students now understood how and when to reference and what is and is not good academic practice. The Academic Integrity tutorial has won international acclaim for its high quality design and effectiveness.

Keywords: plagiarism, online learning, academic integrity, referencing

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1. Introduction

There is no doubt that some students plagiarise (James et al., 2002; Park, 2003; Sutherland-Smith, 2008; AUQA, 2009; Curtis and Popal, 2011) and that some professionals in the workplace plagiarise (Roberts, 2008; Shrimsher et al., 2011). These findings have relevance for both planning educators and employers. Our research team in the School of Geography, Planning and Environmental Management (GPEM) at The University of Queensland (UQ), Australia began a proactive approach to move from a regime of punishing students who were found guilty of academic misconduct to one of providing relevant information in an engaging and interactive manner. In response we developed a range of tutorials. In this paper we examine the key features and effectiveness of the *Academic Integrity* and the *Academic Referencing* online tutorials. The former has been in place within GPEM since 2006 and was later redeveloped and deployed university wide in 2010, while the latter was completed in 2012.

We begin with a review of the recent research addressing academic integrity, then an overview of the two online tutorials, followed by a brief explanation of the technical and pedagogical principles that underpin them, how they are delivered, and finally brief evaluation results. Our research indicated a significant improvement in students' level of understanding of academic integrity and referencing and very positive student and staff responses to the design and delivery of the tutorials.

2. The nature of the educational problem

Plagiarism is the act of misrepresenting as one's own original work, the ideas, interpretation, words, images, designs, or creative works of another (UQ, 2008). Examples of plagiarism include: direct copying of paragraphs, sentences, a single sentence or significant parts of a sentence without appropriate acknowledgement; a 'cut and paste' of statements from multiple sources; and simply rearranging another person's words or ideas without changing the basic structure and/or meaning of the text and without appropriate acknowledgement (Warren et al., 2012).

The literature cites many reasons for academic misconduct among students, including: time pressures; inexperience; immaturity; personality; cultural practices; the pursuit of good marks and the associated belief that this will assist in gaining employment in harsh economic times (Harding et al., 2004); increasing class sizes, with reduced access to staff; staff setting similar assessment tasks and student's increased reliance on past student work (James et al., 2008). Students also are learning from their peers through group work, online discussions, and interactive activities (McLoughlin and Lee, 2011), and some may not fully understand the complexities of collusive activities. For professional planners this can be potentially problematic as many will work in interdisciplinary teams. In addition, students may view information on the internet as public knowledge and thus free from intellectual property rights (Schrimsher et al., 2011) and some will download academic papers for free or for a small price (Evans, 2000; Thompson et al., 2002). Faced with an

explosion of information, issues of plagiarism and collusion are problematic in many educational institutions and professional workplaces.

Academic misconduct is a problem that seems to be on the rise in most countries (Larkham et al., 2002; Carroll, 2004; Park, 2004; Roberts, 2008). The Australian Universities Teaching Committee (AUTC) (2008) indicated that while it is impossible to determine trends in the incidence of plagiarism in higher education institutions, it appears to be widespread, and occurs across a range of disciplines (Peterson et al., 2009a,b). The incidence of plagiarism and the perception among students that poor academic practice and plagiarism are tolerated in universities has been an issue raised by the Australian Universities Quality Agency (AUQA) in a number of its audits of Australian universities. In the 2009 audit of UQ the agency observed that the university needed "to address a concern held by students in some schools that plagiarism or copying is tolerated" (AUQA, 2009). Other research (AUTC, 2008) indicated that many cases of alleged misconduct could be attributed to misunderstanding and ignorance among students about why they should avoid plagiarism and how they can do so. Hence it is evident that students, particularly beginning students, may not have the necessary academic skills (O'Donnell et al., 2009) to perform well and avoid academic misconduct. In fact they may have to unlearn certain practices (Johnson and Watson, 2004). However, to complicate this situation, staff may overestimate students' abilities in key areas (Tobell et al., 2008) and thus fail to provide the necessary information and guidance.

Instances of students, including planning students, in GPEM demonstrating poor academic practice were long recognised by our research team. The reporting of suspected plagiarism cases increased following the introduction of plagiarism detection software and in response the School introduced procedures to identify and categorise the seriousness of the alleged plagiarism, and to process allegations of misconduct. This was efficient, but not totally effective. A frequent student defence was, "… I didn't know this was plagiarism". In 2006 we changed direction and decided it was necessary to increase out students' awareness of the meaning of academic integrity and how to avoid it.

In GPEM, 472 students, including students in a large first year planning course, were invited to participate in an online survey addressing student understanding and attitudes to academic integrity. Thirty-three percent (157) responded. Most students agreed that plagiarism included paraphrasing or summarising someone else's work and not citing them as the source. However, 21% believed that it was acceptable to use someone else's ideas, to express them differently, and not acknowledge the source (4% didn't know). When asked about using elements of a design from a third party and incorporating these into their work, 85% did not consider this to be plagiarism. Almost 50% believed that it was acceptable to submit, without acknowledgement, an assignment for assessment that was previously submitted in another course. Almost 30% were neutral on the issue of copying information because of time demands and 10% disagreed or did not know that this was plagiarism. Over 30% believed that it was acceptable to be a member of a group

undertaking a group project, to work less than other members in the group and to claim equal contribution to the project. About 10% of students could not correctly identify examples of collusion. In terms of seriousness: plagiarism was viewed as moderately serious by 19% of students (81% very serious or serious); collusion as moderately serious by 27%, (44% very serious or serious); and 20% believed that cheating on an exam was not very serious. In an age of easy availability of information from the internet, students were asked if the use of text that was cut and pasted from websites was a serious plagiarism issue and 27% did not consider this to be serious, with a further 13% not knowing.

When examining the causes of plagiarism, almost 20% of students believed that they could 'get away' with plagiarism in their courses and that their peers thought it was 'OK' to plagiarise. Almost 40% believed it was easier to plagiarise than spend time undertaking the work properly; and over 10% believed it was appropriate to 'make up' information in a bibliography. In relation to referencing skills, most students were unable to correctly reference information using a recognised referencing style, and. Students also showed little understanding of the consequences of plagiarism. However, nearly 80% believed that plagiarism detection software encouraged them to correctly cite information.

Our results provided clear evidence that universities and their component programs (including planning programs) must ensure that their students are adequately skilled in the concepts of academic integrity and referencing to ensure that collusion and plagiarism are avoided. Pecorari (2003, p.317) agrees stating that "the focus on preventing plagiarism [should] be shifted from post facto punishment to proactive teaching" and a Stanford University student survey also indicated that students "wished faculty would clarify their expectations for academic integrity" (Schrimsher et al., 2011, p.10). Curtis and Popal's (2011, p.30) longitudinal research about the perceived seriousness of plagiarism and its causes indicated that "plagiarism may be reduced by means of educational programs that promote the perception of plagiarism as a serious academic integrity issue".

In order to narrow the gap between student expectations and course, program or institutional expectations, we developed and implemented an online tutorial about academic integrity (including referencing). Our need for a new approach took us on journey to evaluate what was currently being used in other universities and workplaces, both in Australia and internationally. Nothing suited our needs as most instruments focused on repeating institutional policy and instituting punishment regimes. In 2006 we developed our first tutorial about academic integrity and referencing. The final product was piloted and implemented with first year undergraduate and postgraduate students in GPEM. Our three year evaluation of the tool highlighted its effectiveness (refer section 4). At this time, the findings of the AUQA (2009) audit in relation to UQ were released, highlighting the misconceptions of students as to the nature of what constitutes plagiarism, and this resulted in new institutional policies and procedures in relation to academic misconduct, based on increasing staff and student awareness of the key issues. One of the decisions of the

university was to invite our research team in 2010 to re-develop our existing tutorial for university wide deployment. This resulted in the *Academic Integrity*: *referencing and avoiding plagiarism* online tutorial and the excision of information about specific styles of referencing into a new tutorial called the *Academic Referencing* tutorial.

3. Design elements

The Academic Integrity tutorial aims to ensure that students develop a sound understanding of key issues so that they can apply and demonstrate academic integrity and good practice. It encompasses four sections: S1 "Academic Integrity" clarifies aspects of good academic practice; S2 "Working Together" explains the difference between collaboration and collusion; S3 "Misconduct and Consequences" examines the seriousness of misconduct; and S4 "Good Writing Habits" demonstrates good study habits for avoiding plagiarism, including time management and note-taking. From 2011, the tutorial must be completed successfully by all commencing UQ students. A university-wide evaluation of the effectiveness of the tutorial began in 2012 and will be completed by the end of 2013.

While issues related to referencing were included in the original tutorial, its redesign for institution-wide deployment resulted in the removal of information specifically addressing referencing styles. In response, we developed a separate tutorial to complement the Academic Integrity tutorial and its focus is when and how to reference. It has four sections: S1 "Introduction to Referencing" addresses core concepts of referencing and why it is important; S2 "Elements of Referencing" clarifies the key elements of citations and provides detailed instruction for a range of sources (e.g. books, book chapters, journals, web sites, government reports, personal communication etc.); S3 "Harvard" referencing; and S4 "Chicago" referencing provide information on how to format elements of referencing for bibliographic and in-text referencing for an author-date and footnote systems of citation. It was piloted in 2012 and will be implemented fully within our School in the latter half of 2012.

The technical and pedagogical design issues are explained in this section, including information on the administration of the tutorial. The target audience for both tutorials is undergraduate and postgraduate students at UQ. The Academic Integrity tutorial is compulsory for all students at the university (about 45,000 students), while the Academic Referencing tutorial is implemented in GPEM (about 2,000 students). The tutorials are completed by both domestic and international students.

3.1 Technical design

The tutorials interface seamlessly, although ideally the Academic Integrity tutorial would be completed first. They have a similar clear and refreshing design, with appeal primarily to university students, due to the images and contexts that are used (Figure 1). For example, the tutorials are personalised with images of young adult students, who have been selected to reflect the age range and cultural diversity of the

students within our institution. The layout is uncluttered with interesting text to engage the reader and yet maintain a serious tone reflective of the issues being presented.

Figure 1. Example of the Academic Integrity tutorial design encompassing interesting layout, colour and style

Information is presented mainly by means of a two-part screen, with stimulus material (e.g. information and demonstrations) on the left, and instructions and interactive activities on the right (Figure 2). Thus different sections of the screen are assigned to specific purposes (Alessi and Trollip, 2001) and this remains consistent in both of the tutorials to facilitate student interaction and ease of use. The screen separation also assists sight-impaired users.

Figure 2. Screen layout, incorporating resource information (left) and instructional and interactive exercises (right)

The content of the tutorials is identified on the log in page and they each have four self-contained sections. These sections also are clearly identified at the top of the

screen, with a 'mouse over' facility to identify the key content areas in each section (Figure 3). The Academic Referencing tutorial incorporated a progress line at the bottom of the screen for ease of navigation, allowing students to slide the bar to highlight relevant parts of the particular section (Figure 4).

Figure 3. Incorporation of a 'mouse over' facility enables the detailed content of each section to be identified.

Figure 4. The slide bar at the bottom of the screen enables students to quickly manoeuvre between various components of each section of the tutorial.

The tutorials' content incorporates visually stimulating images, and the examples used for instructional purposes reflect the cultural diversity within the university. There is sufficient, but not excessive, instructional text and clearly indicated transitions between sections and screens. For example, navigation within the tutorial is by consistently placed icons, indicating the 'next' and 'previous' screens (Figure 4). The language is geared to appeal to university students from a variety of discipline areas.

The tutorials' linear navigation allows students to complete each exercise, receive immediate feedback with a learning focus, and have multiple attempts at the exercises until the correct response is achieved. Students must successfully answer

each question in order to proceed and hence a 100% success rate is required to complete the tutorials.

The tutorials are self-paced, allowing students to enter and exit at any time. An underlying database records and saves users' progress, meaning that students can continue the tutorial from the location they left. Once questions have been answered correctly a 'skip' button appears (upon return to the particular question). This enables students to review questions and move quickly between questions that have been correctly answered on a previous occasion. The pedagogical purpose of this linear navigation is to build on the concept taught, apply concepts, and test concepts.

The web advantages of the online tutorials allow users secure access, any time and any place. A lightweight html based design minimises download size, improving the speed and experience of all users particularly students accessing the tutorial on low-bandwidth connections. Tutorial content is stored in database tables separating the content from the presentation level. This separation enables additions and modifications to the tutorial without the requirement of technical expertise and upgrades and modifications to the presentation level without the requirement to re-enter or change the content.

Each response provided by students is logged with a timestamp. Analysis of these logs enables reviewers to consider which questions take students longer to answer, are more likely to have students leave the tutorial, or are more likely to have students choose incorrect options. The total time and number of logins is stored per student providing an overview of how students use this system. A report of student competitions is generated on request for administrative systems to track compliance with university requirements. Student data is stored for 12 months and to manage data storage and student privacy, official completion details are transferred and stored in administrative systems.

3.2 Pedagogical design

The tutorials employ two key categories of affordances of e-learning, namely static/instructive learning opportunities (e.g. definitions and explanations), and productive learning (e.g. "learning by doing") (Bower, 2008). Several key principles of effective instructional design (Carrol, 2002; Anderson and Elloumi, 2004), which facilitate learning, are reflected in the design of the tutorials including the following (Peterson, Jordan and Neil, 2010; Peterson et al., 2010, 2011):

a) Relevant contexts to help learners construct new knowledge from existing knowledge
   The authentic/real world contexts (e.g. exemplars from student work and their practices) employed in the tutorials, link the current student experience with future real-world work experiences and activate learners' schema – the "structures that permit us to recognise objects and other entities" (Sweller, 1999, p.10), thus reducing cognitive, working load stress. Due to the diversity of students at our institution, broad themes are used in the examples (e.g. environment,

sustainability, climate change), along with common student contexts (e.g. related to assessment and group work).

b) New knowledge is demonstrated to the learner
In general all key concepts are defined and illustrated through examples and/or animations to minimise confusion (Klausman, 1999). For instance, learners are provided with information about the conventions of referencing, they read the specific requirements (e.g. use of author names, or how to reference a quote), and then view it in a stimulus text, where it is highlighted, often using flash technology.

c) Learning is enhanced by doing
The principle of 'learning by doing' is based on the notion that active learners learn best and thus reinforce their learning (Dewald et al., 2000). Students are compelled to think and in practical terms, the learners must demonstrate knowledge or understanding by choosing the correct response to questions. They then receive feedback for both correct and incorrect responses.

d) Self-paced learning
The students are able to work through the on-line tutorials at their own pace and in their own time, thus more appropriately matching the learning style of the student. The tutorial can be used as an on-going resource for students to refer to as the need arises. Hence, its flexible delivery enhances student engagement, as does its good design, layout and ease of use.

e) Students are required to apply the new knowledge
Learners are required to demonstrate their new understandings in their assessment tasks and other activities. For example, GPEM course profiles, which outline student obligations and assessment tasks, include reference to the need for students to undertake and pass the tutorials. All staff (including tutors and markers) are trained in the tutorials and reinforce the standards and expectations established in the tutorials. The tutorials' on-going availability to students also assists in embedding the key concepts.

4. Evaluation

To date, only the Academic Integrity tutorial has been comprehensively evaluated and this has centred on assessing the effectiveness of the tutorial in raising awareness of academic integrity, its key components and the serious of academic misconduct.

There were several components to the evaluation of the tutorial:

a) A three year evaluation within GPEM (2007-2010) involving 157 students. This included a pre- and post-survey (i.e. about 6-8 months after completion of the tutorial) and in-depth focus groups.

b) Observations of how 25 students manipulated and navigated through the tutorial within a controlled computer laboratory prior to the university-wide roll out of this tutorial (2010). The evaluators observed student progression through the tutorial, noting whether students were reading the text or merely clicking buttons, and how long the tutorial took to complete. Students also were

interviewed to assess the relevance, interest, effectiveness and user interface of the tutorial.

c) All UQ academic staff were informed of the tutorial and invited to provide comments and feedback to the project team.
d) Pre- and post-surveying of all UQ students who undertake the tutorial. To date approximately 600 students have completed the pre-survey (data has not yet been analysed).

The online survey canvassed student responses to several issues including:

a) why it is important to engage in good academic practices;
b) what constitutes plagiarism;
c) the seriousness of several practices (e.g. copying information from the internet/books/journals/designs, failure to correctly reference, unintentional copying, cheating on exams, collusion, and auto-plagiarism);
d) factors influencing plagiarism (e.g. time commitments, lecturer inaction, real-world pressures, peer pressure, difficulty in detection);
e) sourcing information, which addressed author-date in-text referencing and constructing a bibliography, and when to reference (e.g. use of common knowledge, quotes);
f) differences between collusion and cooperation; and
g) penalties in relation to the seriousness of plagiarism.

Qualitative responses were analysed using Leximancer to identify key themes, and relational responses were analysed using Nvivo software.

5. Results and discussion

The results indicated improved student knowledge of what constitutes plagiarism, when and how to cite sources (Peterson et al., 2009a), the seriousness of plagiarism and its consequences. They also had an enhanced understanding of collusion.

a) Importance of citing sources
Students were asked to indicate three reasons why it is important to correctly cite information. About 25% of students said that it was necessary to acknowledge the work of the author or demonstrate respect for the author (6%) (Figure 5). Enhancing the credibility of the student/writer's work was also important (16%), as were a range of value-based responses, particularly that of fairness (11%). Other criteria included abiding by rules (either to ensure compliance or through fear of censure) as well as this being a sign of good practice, enabling the tracing of cited information.
b) Meaning of plagiarism
Following completion of the tutorial, students displayed improved understanding of plagiarism and considered that it included the following: failing to correctly cite information; 'copying and pasting' information from the internet without acknowledgment; and auto-plagiarism. They also had raised awareness of the

need to acknowledge the work of designers (e.g. planners). Students generally understood, both before and after completing the tutorial, that the failure to correctly reference images, maps or diagrams, and paraphrasing without acknowledging the authorship constituted plagiarism.

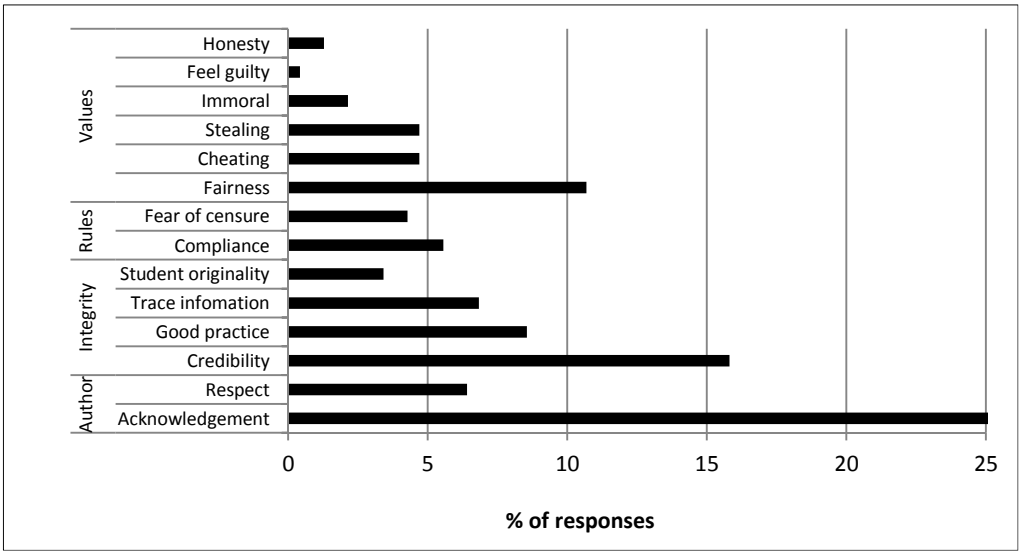

Figure 5. Student responses to why it is important to correctly cite information

c) Referencing skills

The ability of students to correctly in-text reference and create a bibliography significantly improved following completion of the tutorial (Figure 6). The greatest change was in relation to a basic in-text Harvard referencing style where students were asked to consider the author/date order, and in this instance, success improved from 46% to 81%. Students were generally much better able to cite quotes and to detect inaccuracies in-text referencing of information obtained from the internet and in understanding bibliographic referencing.

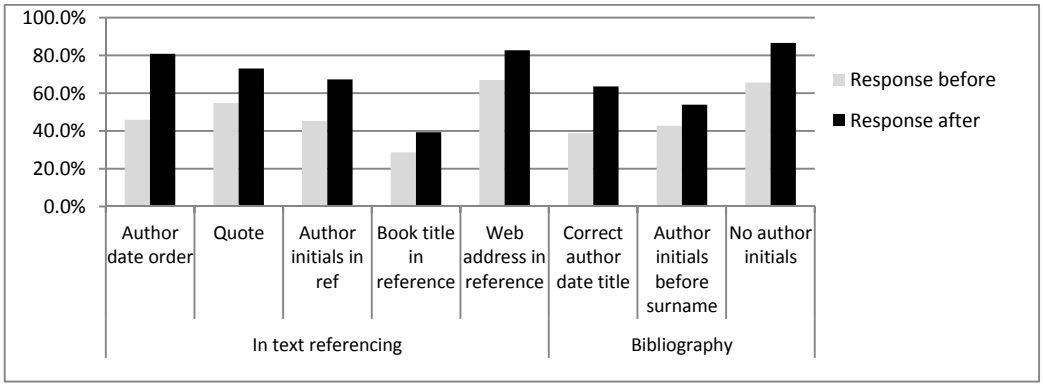

Figure 6. Percentage of correct student responses to in-text and bibliographic referencing questions, before and after completion of the Academic Integrity tutorial

d) Seriousness of plagiarism

Almost all students (97%) viewed cheating on exams and plagiarism as either serious or very serious, both before and after the tutorial (Figure 7). The greatest percentage change in awareness (14%) was in relation to copying images from the internet (from 71% - 85% of students perceiving this to be serious or very serious). There was a 14% improvement in relation to auto-plagiarism (78%-92%), 11% for copying text from the internet (85%-96%), 10% for collusion (69%-79%), and 8% for copying a design (86%-94%). There was a 3% change in relation to copying from a journal (78%-81%).

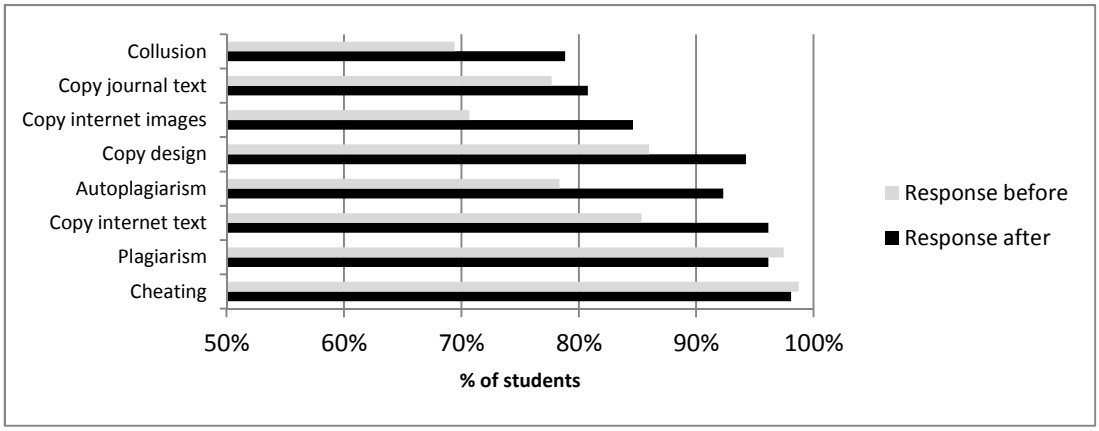

Figure 7. Percentage change in student perceptions of the seriousness (both very serious and serious) of various aspects of plagiarism before and after completion of the Academic Integrity tutorial

e) Causes of plagiarism

Several researchers have identified a range of factors that contribute to poor academic practices (refer section 1). Our results indicated that the highest positive changes in student perceptions of plagiarism, following completion of the tutorial, were in relation to: the opinions of peers, with students believing that their peers did not think it was acceptable to plagiarise; that plagiarised information is not better than the work the student can produce; plagiarism detection software is a disincentive to plagiarise; plagiarised information does not provide a competitive advantage; information is not freely available on the internet without acknowledgement; the pressures of course demands, and time limitations should not be used as an excuse to plagiarise; and that it is not easy to 'get away' with plagiarism (Figure 8). Hence the tutorial was effective in positively changing students' perceptions particularly in relation to the social norms affecting behaviour.

Both before and after the tutorial, students generally did not believe that: plagiarism was acceptable, merely because you could get away with it (89%-92% overall disagreement); cheating was acceptable and that plagiarism was not looked on unkindly in the 'real world' (92%-94% overall disagreement); others' expectations placed pressure on students to plagiarise (91%-89% overall

disagreement); it was acceptable to contract and pay someone else to research and write their assessment (94%-100% overall disagreement); they would purchase an assignment from the internet and change it slightly (94%-94% overall disagreement); and the benefits of cheating outweighed the consequences of not cheating (92%-92% overall disagreement).

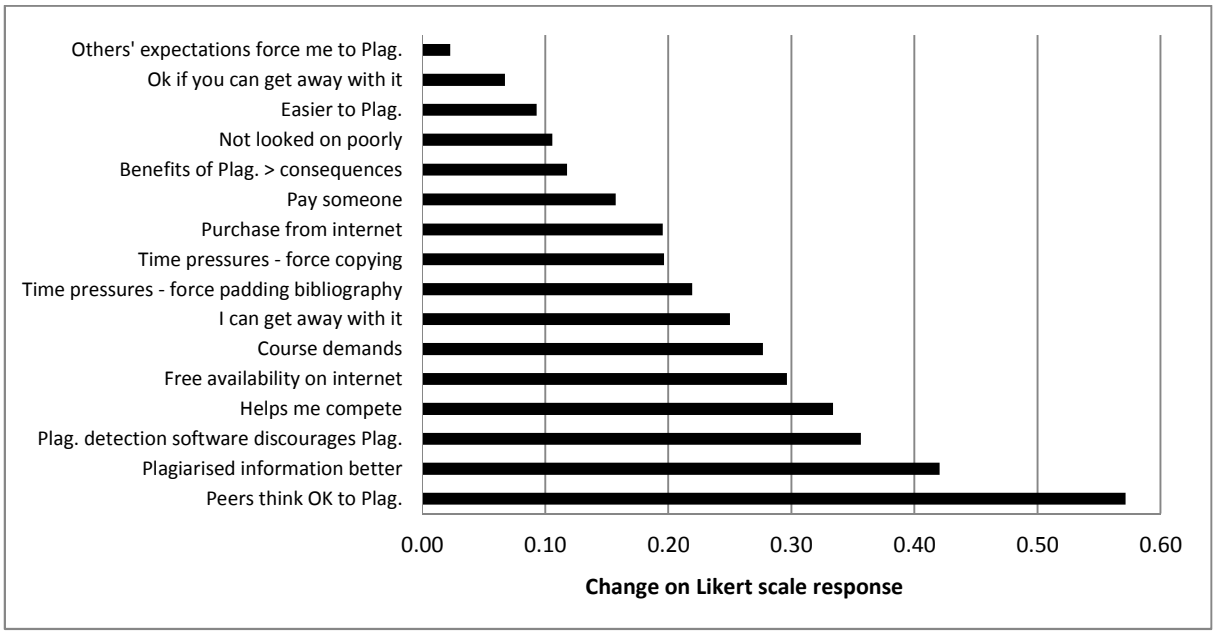

Figure 8. Changes in students' perceptions of what constitutes plagiarism following completion of the on-line tutorial (based on a 1-5 Likert scale response)

Following completion of the tutorial, more than 60% of students indicated that cheating, plagiarism, auto-plagiarism and copying text from the internet were very serious. Issues perceived as being less than very serious were copying designs and images, copying text from a journal and collusion. There were also marked improvements in their understanding of the implications of poor academic practices, although the relatively poor results in relation to collusion indicate an area to be addressed in subsequent versions of the tutorial.

Student Focus Groups identified the key strengths of the tutorial as its clear and relevant information on referencing styles, collusion, collaboration and plagiarism, its good design, relevant language, ease of operation and their sense of relief in now understanding how and when to reference and what constitutes good academic practice.

Academic staff from UQ also were invited to test and comment on the tutorial. Comments from staff included:

> ".. I think it's great, especially the section dealing with collusion over group work – an issue that is not well understood by many students. Also

fantastic that it points students at the resources that will help them if they are under assessment pressure and tempted to plagiarise. It will help me a great deal that there is such a tutorial in place and that it is compulsory for students to complete ...".

"I have just worked through the new academic integrity tutorial and it is great … it will really help to emphasise ethical practice… I … understand how confusion about plagiarism is both widespread and currently difficult to overcome without use of significant class time - which of course cuts into tuition of other issues. The tutorial's design allows students to really think through and engage with authentic problems, which we all know is the most effective means of teaching, so it will make an impact. I sense among many students a real desire to understand these issues more deeply and also a strong commitment to ethical practice. So, this is fantastic…".

6. Conclusion

The widespread and rising incidence of plagiarism were the stimulus for our team to develop the Academic Integrity and Academic Referencing online, interactive tutorials. These are central to student learning and provide a sound foundation for professional practice, particularly regional and town planning. The tutorials are designed to support student learning in several contexts: new information is presented in meaningful ways through the use of real scenarios and real academic texts, which help to construct and build learners' understanding; interactive exercises are provided, which require active user engagement with the learning material; an assessment process is applied whereby learners are able to re-try exercises, after responding to extensive feedback until they submit a correct response; and once the tutorials have been completed, users can access them as an information resource.

The tutorials have successfully raised awareness of the meaning of plagiarism (including collusion) and its seriousness, and enhanced students' skills in referencing, including the citation of written material, images, and maps, and how to correctly reference in-text material and to develop bibliographies. These skills provide life-long advantages for our students, many of whom will move into professional practices as planners, and the tutorials set a consistent standard for all students and hence greater equity in relation to assessment procedures. Additional efforts are needed at the institutional level to embed good practice, ensure equitable processes in the detection and processing of students alleged to have plagiarised and thus to demonstrate to students that plagiarism is not something that they can easily 'get away with'.

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