Increasing Student Awareness and Knowledge of Plagiarism

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Abstract

Forty-six students enrolled in a rural secondary school in the Midwest participated in this study. The purpose of this study was to determine if high school students’ understanding of plagiarism changed following direct instruction pertaining to plagiarism. The 46 students involved answered survey questions pertaining to plagiarism before direct instruction, in lecture form, about the topic. The same students completed an identical survey following the presentation of the material. Five of these students also met with the researcher before and after the presentation of the material in a group interview. Data was collected from these surveys and interviews to see if a change in understanding of plagiarism and how it can be avoided occurred. The data from the research indicated that students increased their knowledge of what plagiarism was and how it could be avoided. The data did not indicate if this change would lead to a decrease in plagiarism.
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Chapter 1

Introduction

Oh what a tangled web we weave,
When first we practice to deceive!

Sir Walter Scott, *Marmion*

Statement of the Problem

The purpose of this project was to determine if secondary students’ understanding of plagiarism changed following Direct Instruction pertaining to plagiarism.

Research Questions:

1. What was plagiarism?
2. What were the ramifications of plagiarism in a work environment?
3. What is the difference between common knowledge and plagiarism of original ideas?
4. What is direct instruction?
5. Will students understanding of plagiarism and how it could be avoided change following a presentation on what plagiarism is and how it can be avoided?

Justification

The researcher was interested in discovering methods to assist secondary teachers with the reduction of plagiarism. The researcher believed that if students understood plagiarism and its consequences then perhaps this knowledge would lead to a decrease in plagiarism. Academic Integrity is compromised daily in schools across the nation because of plagiarism and other forms of cheating according to Pettress (2003). This study was aimed at helping to reduce this problem by making students aware that their actions are indeed wrong. Making students aware of actions that they perform that are
wrong was also the aim of the Character Education class at the secondary school where the research was conducted. The school felt that it was not truly following its Mission Statement’s goal in instilling a sense of community and good character in its students. It was hoped that this study would provide valuable information to secondary school instructors and administrators on increasing awareness of plagiarism and thereby decreasing the problem.

Definition of Terms

For the purpose of this study only, the following terms were defined as:

- Plagiarism: using the writings or ideas of another person and claiming them as your own original work, or re-using previously submitted work of one's own.
- Adolescent students: for the purpose of this project, these will be students age 14 to 18 in grades 9 to 12.
- Secondary school: High School with grades 9-12, for this study located in a rural community.
- Ramifications: the punishment or actions taken against someone for an illegal or improper act.
- Direct Instruction: model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. (National Institute for Direct Learning)
- Common knowledge: Information that is readily available from a number of sources, namely it is undocumented in at least 5 sources. (Purdue Online Writing Lab (OWL), 2003)
Copyright: law that protects individuals ideas and works as property, giving said person total reproduction/distribution control.

Limitations and Appropriate Use of Results

There were many limiting factors pertaining to this study. One limiting factor was the length of time for the presentation, as it had to be presented in a one time only, 40-minute event. This presentation was presented to a very homogenous sample of students in a mid-sized rural school, which was also a limiting factor. Another limiting factor in this study is that no measurements are done to see if the increase in knowledge concerning plagiarism is retained or is applied to the students’ behaviors. The final limiting factor was the presenter. The presenter was not the students' daily teacher, but an outside speaker who was often a substitute teacher for the students. Due to the listed limitations, the results of this study should not be generalized to other schools.
Chapter II: Review of the Literature

Introduction

The purpose of this project was to determine if high school students’ understanding of plagiarism changed following direct instruction pertaining to plagiarism. The research questions for this project were:

1. How was plagiarism and student writing discussed in the literature?
2. What were the ramifications of plagiarism in a work environment?
3. What is the difference between common knowledge and plagiarism of original ideas?
4. What was direct instruction?
5. Will students understanding of plagiarism and how it could be avoided change following a presentation on what plagiarism is and how it can be avoided?

Research Question #1: How was plagiarism and student writing discussed in the literature?

Taylor (2003) has described plagiarism as the unauthorized use of the language and thoughts of another author and the representation of them as one's own. The definition had also been further defined by Renard (2000) to include cyberplagiarism, and by Royce (2003), who divided it into the categories of plagiarism from published materials and unpublished materials. Plagiarism is a component of cheating on assignments as defined by Cizek (2003). Cizek also stated that in some surveys, student self-reported cheating levels are nearly 90 percent. According to Cizek, plagiarism has
risen from 67 percent to 76 percent among college students between the years of 1969-1989. Cizek also stated that, according to a 1998 study by library and information science specialists of 45 junior level students’ papers, that nearly 50 percent of the student papers contained some type of plagiarism.

Types of Plagiarism:

From Published Materials:

Royce (2003) stated that plagiarism from published materials included a variety of sources. Books, magazines, and newspapers, as well as information found in songs, television shows, web sites or discussion lists were considered varieties of published material by Royce. In addition, he claimed that information from the “Invisible Web”, which included online resources and databases that general search engines could not find because of their limited search capabilities, could be included as published materials.

From Unpublished Materials:

Royce (2003) stated that plagiarism of unpublished materials had some similarities to plagiarism of published materials in that people were presenting other people’s work as their own. Royce (2003) and Renard (2000) agreed that unpublished materials included papers purchased from paper mills, the resubmitting a paper of one’s own or a friend for a grade, or using another’s personal diaries and letters.

Paper mills were found by Kleiner, Lord, and Faber (1999) to be businesses that produce research papers on a topic and then sell these papers to individuals. According to a study conducted by them, these businesses sometimes do properly cite information; while at other times do not. They felt that the issue of plagiarism with papers from paper mills was not the lack of citation on the part of the paper mills, but the dishonesty
associated with the individual turning the paper in as his/her own original writing. Royce (2003) stated that some paper mills did not charge for their work, but posted their materials directly to the Internet, making them published work according to his earlier definition. Cizek (2003) estimated that there are approximately 500 different sites operating on the Internet that provide papers to students for free or for a fee of some type.

Cyberplagiarism

Smith (2003) stated that cyberplagiarism was the use of the Internet to plagiarize materials. Royce (2003) also stated that published and unpublished plagiarism included cyberplagiarism, while at the same time being a separate type of plagiarism. Renard (2000) further explained that cyberplagiarism included a variety of things. According to Renard other forms of cyberplagiarism included copying information directly from online articles, web pages, texts, discussion lists, and paper mills.

Motivation for Plagiarism

According to interviews and experiences with various secondary school age and college students, Willems (2003), Wilhoit (1994), and Laird (2001) found that there were many reasons for students to plagiarize material. These reasons included the lack of proper information on how to cite the information appropriately, as well as the pressures placed upon students to do well on assignments, and lack of time. Cizek (2003) concurred with these reasons for students’ motivation to cheat or plagiarize material.

Preventing Plagiarism in Student Writing

Renard (2000) explained that students and teachers alike are responsible for helping to prevent plagiarism in student writing. Renard further explained that teachers could create unique assignments for students, making it difficult for students to use
papers purchased from a paper mill. According to Wilhoit (1994) another way to help reduce plagiarism was teaching proper note taking skills and requiring multiple drafts of essays. Janowski (2002) extended this idea to include teachers instructing students on the proper methods of citation. This was important, according to Willems (2003), as confusion over what to cite and how to cite was one of the many reasons stated by students for plagiarizing materials. In addition to these methods, Cizek (2003) suggests that teachers could also teach students how to evaluate sources that they wish to use to ensure that it is a credible source. Cizek also suggested incorporating consequences for cheating and plagiarism into school policies and honor codes as one way of deterring students from participating in these types of activities.

Proper Citation Methods

The University of Alberta's Online Writing Resources (2002) explained that citing sources is meant to give credit to another person's work or ideas in your paper. According to Indiana University's Writing Tutorial Services Web (1996), items that should be cited included the following: quotes of an individual; information obtained from an interview; paraphrased information from another's work; any diagrams, facts, statistics, ideas, opinions, or theories that were not your original work. Umbach (as cited in Janowski, 2002) further stated that all citations, regardless of writing style, must include the following information: who wrote/created it, title/what it is called, publisher, where published, and when published.

When citing information there were several different style manuals that could be followed according to Hacker (2003). She further stated that the documentation style chosen should coincide with the style followed by professional writers of that subject.
area. She explained that parenthetical citations were most often used in the sciences, humanities, and social sciences while footnotes or endnotes were most often used in historical writings. For example, she claimed that the field of history used footnotes that were often based upon The Chicago Manual of Style, while the social sciences used the parenthetical citations based upon the American Psychological Association (APA) Style Manual. According to Hacker, each style used the same information that should be included in all citations, such as author, work, and publication information as indicated by Umbach, with each presenting the information in a different manner.

Summary

To answer research question number one, a review of literature was conducted. From this review, the researcher found that plagiarism came in many different forms as stated by Royce (2003). It was agreed by Cizek (2003), Royce (2003), Taylor (2003), and Renard (2000) that plagiarism also included such things as purchasing papers from a paper mill, resubmitting one's own original work for different assignments, and using information from electronic sources without the proper attribution to the original source. According to Willems (2003), by instructing students on the proper style and method to use in citing sources, less confusion would occur as to what to cite and how to cite it.

Research Question #2: What were the ramifications of plagiarism in the real world?

Plagiarism impacted individuals once they have completed their education, as evidenced by the professional lives of Doris Kearns Goodwin, Jayson Blair, Stephen Ambrose, Michael Bellesiles, and Eugene Tobin. According to Auerbach (2002, November/December), biographer Doris Kearns Goodwin and historians Stephen
Ambrose and Michael Bellesiles all have been accused of plagiarism and of having to face the consequences. In the case of Goodwin, her sources were inappropriately cited in her book *The Fitzgeralds and the Kennedys* from a book written by Lynne McTaggart (Fialkoff, 2002). According to Danford (2002), Ambrose insisted that he did not plagiarize because the sources from other authors that he used were cited in his footnotes at the end of the book. Bellesiles, according to Cockburn (2002), went so far as to fabricate statistics and sources for his work *Arming America.* The fates of Goodwin and Ambrose were very similar, both have since faced declining book sales (Danford, 2002). According to Danford (2002), six months after the controversy, Goodwin's book sales fell 50% to 60%, while Ambrose's book sales fell 15% to 20 percent. In addition to lowered book sales, Danford indicated that Goodwin has resigned her position on the Pulitzer Prize board. According to Crader (2002) she has also printed a properly cited edition of her book in 2001, giving proper attribution to Lynne McTaggert's original work.

Journalist Jayson Blair of the New York Times has also been accused of plagiarism and fabricating sources as noted by Mnookin (2003). Blair had a long standing history of making mistakes in his articles, with an error rate ranging between 5% and 16% percent over his career at the New York Times, according to Howell Raines in an interview with Terrence Smith (2002). According to Morse, Thomas, and Novak (2003) Blair resigned from the Times on May 1, 2003 following a scandal involving an article written by another journalist, which he plagiarized.

Professional writers and journalist were not alone in plagiarizing material, as evidenced by the actions of Hamilton College President Eugene Tobin (Isserman, 2003) and Piper High School biology teacher Christine Pelton.
According to Isserman, Eugene Tobin acknowledged and apologized for his numerous occasions of plagiarism in his speeches and addresses before resigning his position as President of Hamilton College in the fall of 2002. According to Pelton in an interview with 48 Hours (CBSNews, 2002), she discovered and punished students for their plagiarism. Due to lack of support from the school board and parents, she felt compelled to resign as a teacher at the school.

Summary

To answer research question number two, a review of literature was conducted. From this review, the researcher found that many things could fall upon an individual who plagiarizes. In the cases of Goodwin and Ambrose, loss of funds due to lowered book sales and reprinted additions (Danford, 2003) is one of the many possible outcomes. In the cases of Eugene Tobin (Isserman, 2003) and Jayson Blair (Mnookin, 2003) plagiarizing material resulted in the loss of their jobs.

Research Question #3: What is the difference between common knowledge and plagiarism of original ideas?

Common knowledge has been described by Hamilton College (2002) as knowledge that is standard information of the discipline, such as material discussed in class or general information readers already know or can locate easily with a general reference source. In addition to being general information readers already know or can locate easily with a general reference source, it was suggested by the Online Writing Lab (OWL) at Purdue University (2003) that the same information should appear
undocumented in at least five other sources. OWL further explained this with examples that included historic events, scientific formulas, or math equations.

In contrast to common knowledge, an original idea was an individual's intellectual property. According to the Library at University of Alberta (2002), intellectual property was any type of creative endeavor that could be legally protected. Copyright, trademark, patent, or industrial design could protect intellectual property under the United States Code Title 17.

Summary

To answer research question number three, a review of literature was conducted. From this review, the researcher found that there were legal implications and procedures associated with an individual's original idea, while there were not with common knowledge as found in the United States Code Title 17. Accordingly, it was also deemed necessary by the Purdue Online Writing Lab to research information adequately to ensure that information was common knowledge and not another individual's intellectual property so that all information was properly attributed.

Research Question #4: What was direct instruction?

According to Joyce, Weil, Calhoun (2000) in their text Models of Teaching, during direct instruction the focus was centered on the instructor because he or she selects and directs all learning tasks by holding the central role in instruction. They indicated that a major goal of direct instruction was the maximization of student learning time. This was achieved by the teacher's control of the selection and direction of the lesson that was taught.
There were five steps to the direct instruction model according to the model promoted by Joyce, Weil, and Calhoun (2000). According to these authors, the five steps included in the direct instruction model were orientation, presentation, structured practice, guided practice, and independent practice of the material, all of which had sub-steps. During the orientation stage, the authors indicated that the teacher develops and establishes the framework for the lesson. They further explained that the teacher explains the new concept and provides examples to the student during the presentation stage. The third stage indicated by Joyce, Weil, and Calhoun, structured practice, allowed the students to practice in a highly structured manner following the teacher's lead. The authors indicated that in stage four, guided practice, students are allowed to practice on their own, but with the teacher still supervising and assessing the students’ abilities. Independent practice, step five as indicated by Joyce, Weil, and Calhoun, occurs after 85 to 90 percent accuracy has occurred in guided practice of the new concept while the teacher provided further reinforcement of the task and helped students develop fluency in the new area.

Summary

To answer research question number four, a review of literature was conducted. From this review, the researcher found that direct instruction included a high level of teacher instruction and direction and little student exploration as depicted by Joyce, Weil, Calhoun (2000). Following the steps to their program for direct instruction allowed the teacher to tell the students what they needed to know and then allowed the students to practice it in a variety of ways prior to completion.
Conclusion

The researcher discovered that plagiarism was a multi-faceted problem. Royce (2003) stated that it included published material, as well as unpublished material, items from the Internet, and other forms of media other than written works. Willems (2003), Wilhoit (1994), and Laird (2001) added that there were also many reasons for students to plagiarize material, such as the desire for high academic marks, pressure to do well from others, or not knowing how to properly cite materials. Plagiarism also has legal implications associated with it through the copyright laws in the United States Code Issue 17. Plagiarism could be avoided if teachers employ tactics to prevent it, such as teaching their students proper citation methods (Renard, 2000).
Chapter III: Methods and Procedures

The purpose of this project was to determine if high school students’ understanding of plagiarism changed following direct instruction pertaining to plagiarism. The research questions for this project were:

1. How was plagiarism pertaining to student writing discussed in the literature?
2. What were the ramifications of plagiarism in a work environment?
3. What is the difference between common knowledge and plagiarism of original ideas?
4. What was direct instruction?
5. Did students’ understanding of plagiarism and how it could be avoided change following a presentation on what plagiarism is and how it can be avoided?

To answer research question number five, will students understanding change following a presentation on what plagiarism is and how it can be avoided, data was collected.

Participants

Thirty-six 15 to 16 year old secondary school students, 19 female and 17 male, participated in the study. These students were enrolled in a small rural secondary school in a Midwest state. The students were chosen to participate based on their enrollment in the Character Building class at the school. Of these 36 students, 5 participated in a group interview in addition to the survey portion of the study, 2 of these being female and 3 being male. These 5 students were chosen on the basis of being enrolled in a study hall period during the time preceding the presentation of the material.
Instruments/Protocols

The instruments used to collect data in order to answer research question number five were group interview questions and surveys, prior to and following an informative lecture. The questions for the interview and the surveys were created by the researcher. These questions were based on information that was found in the review of literature.

Surveys

The surveys were designed to collect information about student knowledge concerning plagiarism and when students needed to use citations to avoid plagiarism. The surveys were composed of two parts. In Part I of each survey, students were asked to mark yes if the statements were an example of plagiarism, and no if the statements were not an example of plagiarism. In Part II of each survey, students were asked to mark yes if the statements were an example of something that would need to be cited in an original work, and no if the statements were not an example of something that would need to be cited in an original work. One statement included in Part I of the survey was “You hire someone else to write a paper for you”. A statement included in Part II of the surveys was “You like a phrase someone else made up, so you use it”. (See Appendices A and B)

The surveys were color-coded so that, following the presentations, the researcher could easily identify which survey occurred before the presentations and which occurred after the presentations. The survey that was completed prior to the presentation was printed on yellow paper, while the survey completed following the presentations was printed on blue paper.
Interviews

The researcher created the questions for the group interviews. The group interviews were conducted so that the researcher could have a better understanding of the students understanding of plagiarism that yes/no survey questions can not reveal. Students met together with the researcher before and after the presentation to answer these questions. The results were recorded and then analyzed to determine if any change in understanding of the topic had occurred. Examples of some questions asked in the group interviews include what do you think plagiarism is and what are the consequences of plagiarism. (See Appendix C)

Presentation

Information was presented to the students by the researcher to explain plagiarism. The material was presented by direct instruction, using a lecture format. This lecture included the following information: description of what plagiarism was, including examples; examples of people who have plagiarized materials and the consequences they faced; consequences of plagiarism; how to avoid plagiarism; and proper citation methods. (See Appendix D)

Procedures

The researcher composed a list of important terms and methods that were necessary for the understanding of plagiarism and how it could be avoided based upon the review of literature. These terms were then developed into a lecture presentation, using aspects of the direct instruction model. The students listened to this lecture as part of this study as well as for the Character Building course that they were enrolled in at the school. Survey and interview questions were created by the researcher based on these
terms and methods. After obtaining permission to proceed with the study from the assistant principal, the researcher organized the layout of the study. The teachers of the Character Education course notified parents at the beginning of the term that speakers were going to be used as part of the course, with student attendance for the speakers being required. The researcher also sent home a letter informing parents that this particular guest speaker was doing a graduate project in conjunction with the lecture so parents had the opportunity to decline their son or daughter’s involvement with this particular event.

The researcher collected data during a four-hour time frame on a school day as part of the Character Building course. The researcher started at the school during the third period class. At this time, the researcher met with a group of five students to conduct a group interview. These students met with the researcher to discuss their understanding of what plagiarism was and how it could be avoided by using the interview questions as a guide, thereby allowing the researcher to obtain a better understanding of the students’ understanding of plagiarism that yes/no answers do not provide. The researcher recorded the students’ responses, as they stated them, on a paper in the project folder.

Following the group interview, the researcher presented 40-minute classroom lectures to the Character Building course students. Their regular classroom teachers split the students into two groups, but both groups received the same presentation on the same day. The first seven to ten minutes of each class were allotted as time for students to complete the survey questions. Each student was first given a yellow survey sheet. The researcher then read the directions aloud to the students’ as to how to complete the
survey, stressing the need for honesty by reiterating the statement that the classroom
teacher would not see the results of these surveys for any one individual so they should
not be afraid to answer truthfully. Upon completion of the survey, students were
instructed to place it in the yellow folder on the table at the front of the room.

The time following the introduction was devoted to the presentation of the
material on plagiarism in lecture format. Points included in this presentation were the
definition of plagiarism and examples of things that were plagiarism. (See Appendix D)
This presentation was interrupted on occasion by student questions and examples. The
five minutes following the presentation was scheduled as a time for students to ask
questions about anything that was not made clear during the lecture of information, as
part of the direct instruction procedures.

Following the presentation, the researcher provided the second survey for students
to complete. The students had approximately seven minutes to complete this survey
before the class was over for the day. This survey was identical to the survey
administered prior to the lecture, except it was on blue paper. The students were
instructed to complete this survey, with the same reading of the directions as in the first
survey, and then place it in the blue folder at the front of the room. At the end of the
period, the researcher moved to another classroom and repeated the process.

At the conclusion of the presentations, the original five students involved in the
group interview returned to the Commons area to discuss the material presented. This
discussion lasted for approximately 20 minutes. The students answered questions asked
by the researcher at this time. All comments and responses were recorded on a paper in
the project folder. At the conclusion of the interview session, the students returned to their assigned classes.

Timeline

In mid-October, the teachers of the Character Education classes at a rural secondary school in a Midwest state were contacted to set up a date and time for the researcher to present information to the classes about plagiarism and how it can be avoided. The teachers scheduled the researcher to come in to discuss plagiarism with the classes while they were discussing honesty. Once the date was established, the researcher cleared this date with the assistant principal and coordinated with him about the locations and times of the group interviews, as well as having the list of students approved to be released from study hall.

The presentations and interviews occurred on one day in late January. The presentations and interviews were completed in a four-hour time period at the school. The data was not analyzed or interpreted until two weeks later to ensure that the researcher could not match any individual survey with the person who submitted it.

Data Analysis

To analyze the data, the researcher first totaled the number of yes and no responses to each question on the surveys handed out prior to the presentation of information and the surveys following the presentation of information about plagiarism. The overall total number of no responses and overall total number of yes responses from the surveys handed out prior to the presentation were compared with the overall total number of no responses and the overall total number of yes responses from the surveys administered after the presentation. The difference between these two numbers would be
the amount of change that occurred. An overall increase in the number of yes responses could indicate that the students understanding of plagiarism had increased, while an overall increase in the number of no responses could indicate that the students understanding had decreased as the questions were worded to obtain yes responses.

To analyze the group interview questions the researcher first read the responses that were recorded earlier. The answers for the group interview questions were categorized into the following groups: Little Understanding, Some Understanding, and Strong Understanding of the question being asked. The categories were based on information pertaining to student plagiarism in the review of literature. A student response marked Little Understanding would contain zero to one piece of information that could be considered plagiarism or a way to avoid it. A student response marked Some Understanding would contain one to two pieces of information that could be considered plagiarism or a way to avoid it. A student response marked Strong Understanding would contain two or more items considered to be plagiarism or a way to avoid it. The definitions and examples used in the lecture for the direct instruction portion of the study was the information used to place each response in the different categories. For example, in interview question number two, the researcher asked the students if plagiarism was a crime and if consequences existed for it. One student stated that plagiarism was possibly a crime, but said that offenders would probably just get an F on the assignment. This response was categorized as Some Understanding because it contains two pieces of information about plagiarism. One piece of information that it contains is that plagiarism is a crime. The second piece of information it contains is that it one of the consequences for it at this school is a zero percent on the assignment. If this
response had stated only a yes, it would have been classified as Little Understanding because of that being only one piece of information about plagiarism. If the response would have been longer and including things such as legal accountability or the need for restitution in addition to the original answer it would have been categorized as Strong Understanding because it contained three or more pieces of information about plagiarism. After totaling the numbers for each category, the researcher compared the results of each category from before the interviews and after the interviews to observe the amount of total change that occurred. Only comments directly related to each question were used to support the results of the survey. Comments reflecting the students’ attitudes were added at various times by the students, but were not used to measure the amount of change in understanding on the parts of the students. These comments were, however, printed in the results.

Summary

To answer research question five, “Did students’ understanding change following a presentation on what plagiarism is and how it can be avoided”, data from interviews and surveys was collected. The researcher distributed surveys and conducted a group interview prior to and following direct instruction on what plagiarism is and how it can be avoided to students in a Character Education course in a secondary school. Survey data collected from 36 students and interview responses from 5 of these same students was analyzed to determine if students’ understanding about plagiarism and how it can be avoided changed following direct instruction over the topic. In Chapter IV, the results of the surveys and the interviews are discussed and clarified.
Chapter IV: Results

The purpose of this project was to determine if high school students’ understanding of plagiarism changed following direct instruction pertaining to plagiarism. The research questions for this project were:

1. How was plagiarism pertaining to student writing discussed in the literature?
2. What were the ramifications of plagiarism in a work environment?
3. What was the difference between common knowledge and plagiarism of original ideas?
4. What was direct instruction?
5. Did students understanding of plagiarism and how it could be avoided change following a presentation on what plagiarism is and how it could be avoided?

In this chapter, the results of the study are presented.

Survey Results

Prior to the presentations pertaining to plagiarism the students enrolled in Character Education classes completed a survey on plagiarism and how it could be avoided. The survey consisted of two parts. In Part I of each survey, students were asked to mark “yes” if the statements were examples of plagiarism, and “no” if the statements were not an example of plagiarism. In Part II of each survey, students were asked to mark “yes” if each statement was an example of something that would need to be cited in an original work, and “no” if the statement was not an example of something that would need to be cited in an original work. Following the presentations on plagiarism, students completed the survey again. The researcher then totaled the number of yes and no responses for each statement in Parts I and II for both surveys. The researcher then
compared the yes and no response totals for each statement to find the amount of change that had occurred.

In Part I of the survey, statement one asked students whether the hiring of someone else to write a paper for you is/is not plagiarism. Before the presentation, 15 out of 36 students indicated that it was plagiarism. After the presentation, 22 indicated that it was plagiarism. This indicated a change of understanding pertaining to that aspect of plagiarism for 7 students.

In Part I of the survey, statement two asked students if submitting a friend’s paper as your own for a class assignment it is/is not plagiarism. Before the presentation, 26 out of 36 students indicated that it was plagiarism. After the presentation, 26 indicated that it was plagiarism. This indicated that there was no change in this area of understanding pertaining to plagiarism for the students.

In Part I of the survey, statement three asked the students whether the copying of an entire page of another person’s writing, without giving them credit for the work is/is not plagiarism. Before the presentation, 29 out of 36 students indicated that it was plagiarism. After the presentation, 33 indicated that it was plagiarism. This indicated a change of understanding pertaining to plagiarism for 4 students.

In Part I of the survey, statement four asked the students whether, when writing a paper, you quote material from an interview without giving credit to the individual interviewed it is/is not plagiarism. Before the presentation, 20 out of 36 students indicated that it was plagiarism. After the presentation, 29 indicated that it was plagiarism. This indicated a change in understanding for 9 students.

In Part I of the survey, statement five asked the students whether the use of dates
(for example: George W. Bush was elected President in 2000) in a paper for a history course and cite the source of your information it is/is not plagiarism. Before the presentation, 10 out of 36 students indicated that it was plagiarism. After the presentation, 11 indicated that it was plagiarism. This indicated a possible change in understanding for 1 student.

In Part I of the survey, statement six asked the students whether the inclusion of a chart written by someone else in a research paper, without saying where the chart came from is/is not plagiarism. Before the presentation, 26 out of 36 students indicated that it was plagiarism. After the presentation, 31 student responses indicated that it was plagiarism. This indicated a change in understanding for 5 students. This question also had one write in response of unsure on the preliminary survey.

In Part I of the survey, statement seven asked the students whether the purchase of a paper from someone is/is not plagiarism. Before the presentation, 17 out of 36 students indicated that it was plagiarism. After the presentation, 24 indicated that it was plagiarism. This indicated a change in understanding for 7 students.

In Part I of the survey, statement eight asked the students whether the writing of a paper about what you did over summer vacation, including citations or a bibliography, is/is not plagiarism. Before the presentation, 11 out of 36 students indicated that it was plagiarism. After the presentation, 8 indicated that it was plagiarism. This indicated a change in understanding for 3 students.

In Part II of the survey, statement one asked students when writing about your own experiences does not require citations it is/is not necessary to cite the information you are using. Before the presentation, 8 out of 36 students indicated that it
was necessary to cite the information. After the presentation, 11 indicated that it was necessary to cite the information. This indicated a change in understanding on how to cite information for 3 students.

In Part II of the survey, statement two asked students whether using an editorial from the school newspaper, with which you disagree, to write another article it is/is not necessary to cite the information you are using. Before the presentation, 20 out of 36 students indicated that it was necessary to cite the information. After the presentation, 16 students indicated that it was necessary to cite the information. This indicated a change in understanding on how to cite information for 4 students.

In Part II of the survey, statement three asked students when using some information from a source, not quoted directly it is/is not necessary to cite the information you are using. Before the presentation, 16 out of 36 students indicated that it was necessary to cite the information. After the presentation, 23 indicated that it was necessary to cite the information. This indicated a change in understanding on how to cite information for 7 students.

In Part II of the survey, statement four asked students whether using an author's exact words, because it is considered the best way to explain the term or situation, it is/is not necessary to cite the information you are using. Before the presentation, 24 out of 36 students indicated that it was necessary to cite the information. After the presentation, 26 indicated that it was necessary to cite the information. This indicated a change in understanding on how to cite information for 2 students.

In Part II of the survey, statement five asked students whether stating that many students participate in a certain group at school according to the group’s leader it is/is not
necessary to cite the information you are using. Before the presentation, 3 out of 36 students indicated that it was necessary to cite the information. After the presentation, 2 indicated that it was necessary to cite the information. This indicated a change in understanding on how to cite information for 1 student.

In Part II of the survey, statement six asked students whether the retelling of a story told to you by a friend about her vacation experiences in Asia in a paper it is/is not necessary to cite the information you are using. Before the presentation, 16 out of 36 students indicated that it was necessary to cite the information. After the presentation, 20 indicated that it was necessary to cite the information. This indicated a change in understanding on how to cite information for 4 students.

In Part II of the survey, statement seven asked students whether the use of a phrase someone else created it is/is not necessary to cite the information you are using. Before the presentation, 17 out of 36 students indicated that it was necessary to cite the information. After the presentation, 19 indicated that it was necessary to cite the information. This indicated a change in understanding on how to cite information for 2 students.

In Part II of the survey, statement eight asked students when an altered quote in included in a work it is/is not necessary to cite the information you are using. Before the presentation, 18 out of 36 students indicated that it was necessary to cite the information. After the presentation, 25 indicated that it was necessary to cite the information. This indicated a change in understanding on how to cite information for 7 students.

Figure 1 shows the total yes and no responses for all statements in Parts I and II for the surveys submitted prior to the presentations as well as those administered
following the presentations.

**Pre-presentation Survey Results**

![Yes and No Survey Responses](image)

**Survey Statements**
- a: Part I of the Survey
- b: Part II of the Survey

**Figure 1:** Yes and no survey responses per question from the surveys prior to the presentation of information about plagiarism.

The data indicated that more students chose the response of no on the Pre-presentation surveys than the response of yes. Of the 576 responses, 299 student responses were indicated as no while 276 student responses were indicated as yes on the statements from before the presentation.

**Figure 2** shows the total yes and no responses for all statements in Part I and Part II for the surveys submitted following the presentations.
Figure 2: Yes and no survey responses per question from the surveys following the presentation of information about plagiarism.

The data indicated that more students chose the response of yes on the Post-presentation surveys than the response of no. Of the 576 responses, 326 student responses were no while 250 student responses were yes on the statements.

Figure 3 shows the total yes responses for all statements in Part I and Part II for the surveys submitted prior to and following the presentations.
The data indicated that student understanding of plagiarism increased on 12 of the survey questions, decreased on 3 survey questions, and remained the same on one of the survey questions. The data also indicated that prior to the presentation 276 student responses were marked yes, while 299 were marked no. Following the presentation, 326 student responses were marked yes and 250 were marked no.

The number of responses per survey involved in these results was 576. The total number of yes responses for the surveys were 276 prior to the presentation of materials.
about what plagiarism was and how it could be avoided. Following the presentation of material, the number of yes responses increased to 326. Figure 4 compares the results of the survey totals.

<table>
<thead>
<tr>
<th></th>
<th>Yes Responses</th>
<th>No Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-Survey</td>
<td>Post-Survey</td>
</tr>
<tr>
<td>Part I Totals</td>
<td>154</td>
<td>184</td>
</tr>
<tr>
<td>Part II Totals</td>
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<td>142</td>
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<tr>
<td>Total</td>
<td>276</td>
<td>326</td>
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<tr>
<td>Total (576 responses)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount of Total Change</td>
<td>increase of 50 responses</td>
<td>decrease of 49 responses</td>
</tr>
</tbody>
</table>

Figure 4: Comparison of total yes and no survey responses from before and after presentations about plagiarism.

The data indicated that the students’ understanding of plagiarism and how it could be avoided did change on 50 responses to the statements.

Figure 5 displays and compares the total yes and no responses for all statements in Part I and Part II for the surveys submitted prior to and following the presentations.

![Comparison of Survey Totals](image)

Figure 5: Total yes and no survey responses from before and after presentations about plagiarism compared.
The data indicated an increase of 50 in the student response of yes statements and a decrease of 49 in the number of no student responses.

The total number of yes responses for the surveys was 276 responses out of 576 total responses prior to the presentation of materials about what plagiarism is and how it could be avoided. Following the presentation of material, the number of yes responses increased to 326. This indicated that the students’ understanding of plagiarism and how it could be avoided did change on 50 of the students’ responses to the statements about plagiarism.

Group Interview Results

The researcher categorized the students’ responses on the group interview questions into three categories: Some Understanding, Little Understanding, and Strong Understanding of plagiarism and how it could be avoided. Responses for each question follow.

Question One: What is plagiarism?

Of the five students interviewed during the group interview, only two accurately stated that they knew what constituted plagiarism. These two students stated that it was copying another person’s work. This answer was categorized into the category of Some Understanding. One of these two students also indicated that he thought it was a crime, which led to his response being upgraded to Strong Understanding. The other students thought that it might be copying, but were unsure if it was a crime because they were not sure if copying was what plagiarizing meant anyway. The lack of commitment for their response led to the responses being classified as Little Understanding.

Question Two: Is plagiarism a crime? Do consequences exist for it if it is a crime?
One student stated that plagiarism was possibly a crime, but said that offenders would probably just get an F on the assignment. This response was categorized as Some Understanding. One student agreed and further explained that this is because they are just kids and don’t know any better than to do it, once again indicating Some Understanding. The researcher then asked the other students if they thought consequences were attached to the act of plagiarism. One student said that it must or you would not be asking, which was classified as a Little Understanding response. Another student said probably, but he had never heard of anyone getting busted, so it probably was not something that was enforced leading the response to be classified as a Little Understanding response. The last student asked if it really mattered because kids were going to do it anyway because they don’t care, which was classified as a Little Understanding response.

Question Three: Is it wrong to copy someone’s work without his or her knowledge?

The two students that indicated that it might be a crime said it must be wrong or it would not be a crime. One of them also said it was against the Golden Rule of not stealing, because that is what it is, thereby indicating a response of Strong Understanding. The other three students felt that it might not necessarily be right, but it was not always wrong to do it, leading to three responses of Little Understanding. One student said that sometimes you just run out of time and have to copy a friend’s homework, or borrow the assignment from somebody in another class. Another student said that it is “fine for a kid in school to cheat like that, nobody really expects stuff to be done by yourself anyway.”

Question Four: What would help students to plagiarize less?

All of the students, even those who indicated that it was wrong, said that the problem
is with the teachers and the amount of homework that they give. The opinion of the students was that if students did not have so much homework, plagiarism would not even be an issue because everyone would have time to do all of their own work. Two of the students indicated that having more time to finish an assignment would help, categorizing the response as Some Understanding. One also added that directions that students can understand would help on some assignments, because directions that they don’t understand and running out of time is what often drives them to copy, the response being categorized as Strong Understanding. Three of the students said that kids should not write so much, there need to be more multiple choice answers instead of so many reports. These statements led to three responses being categorized as Little Understanding.

Question 5: How can students avoid plagiarizing material, if assignments by the teacher remained the same?

One of the students said that avoiding copying a friend’s homework (indicating Some Understanding) while another indicated that he could ask for more help (indicating Some Understanding). Another student said that she would just cite everything so she did not have to worry about it, which indicated Some Understanding. The remaining two students said that they probably would not worry about it, indicating responses of Little Understanding.

Figure 6 illustrates the results, by category of understanding, of the group interview responses prior to the presentation about plagiarism.
Pre-Presentation Group Interview Results

- Little Understanding
- Some Understanding
- Strong Understanding

Figure 6: Number of responses, categorized by level of understanding of plagiarism, on the pre-presentation interview questions.

The data indicated that 14 student responses were categorized as having Little Understanding, 7 student responses were categorized as having Some Understanding, and 4 student responses were categorized as having Strong Understanding.

Following this set of interview questions all of the students returned to class for the presentation of information about plagiarism and completed the surveys with the rest of the students. Following the presentation of information about plagiarism and its consequences, the five group interview students were again asked a series of questions to see if their understanding had increased, decreased, or stayed the same.

Question 1: What is plagiarism?

The students got into a little bit of an argument during the discussion. One student said that it is just copying someone else’s work without giving them credit; the response was categorized as a response of Some Understanding. Another student then said that "copying a friend’s homework was plagiarizing by that definition, it had to be big stuff..."
like books and magazines”, indicating Some Understanding. Two of the students indicated that it was not that simple, you had to copy words, sentences, pictures, or other stuff that was someone else’s and say it was your own work, indicating a Strong Understanding of the topic. One of these students said that to avoid plagiarism, you had to cite where you got the information from, indicating a Strong Understanding. The final student indicated that it was just copying word for word the information and not giving someone else the credit they deserve, indicating some understanding.

Question 2: How can students avoid plagiarizing material?

One of the students indicated that summarizing the material would avoid plagiarism, indicating Some Understanding. Another student agreed with this, but also added that it is still necessary to cite material even if it has been summarized, indicating Strong Understanding. Two of the students suggested that doing your own work and not using any other sources or copying from friends would eliminate plagiarism, indicating Some Understanding. One of these further suggested that not procrastinating would help students avoid plagiarism by not getting caught running out of time. The final student’s response was to just not copy anything, indicating Little Understanding.

Question 3: Is plagiarism illegal?

Three of the students said that it was wrong according to the law, indicating a Strong Understanding of plagiarism. The other two said that it was legally wrong, but it was still all right to plagiarize to a certain extent, indicating Some Understanding.

Question 4: Are there consequences for plagiarism? What are they?

All of the students indicated that failure was a consequence. For two of the students, failure was limited only to school settings, which indicated Little
Another student indicated that, to her, plagiarism would cause failure for the rest of your life. “Once you start plagiarizing, it’s like doing drugs, you just can’t stop. If I work somewhere and plagiarize, I could get fired. Then my reputation would follow me and I would not be able to get a job anywhere”, which indicated a Strong Understanding. The remaining students indicated that it would likely cause some type of a court action. They indicated that you could get sued or just fines and jail, thereby receiving Some Understanding rankings. One of these students also indicated that “you might lose a job if it was really a big thing that you plagiarized, but it would not hurt your reputation to the point of not being able to get another job since most people just don’t care.”

Question 5: Did you change your views of plagiarism?

Two of the students indicated that they did change their views. Prior to this they were not sure what it was, so they did it without knowing it. However these students did indicate that, even though it is a big deal, they would still probably do it on little things. These little things were further explained to the researcher as “daily homework and stuff like that”. These two students did say that they would not plagiarism on something big, “like papers that take all nine-weeks to finish”. These two responses were then coded as Some Understanding. Of the three students who did not change their views, two of the students said that they did not plagiarize before, and now that they know all of the different types of plagiarism they still are not going to, indicating Strong Understanding. One of these students indicated that she was “not going to fall into the same trap as the people in the presentation and jeopardize her future because she ran out of time on an
assignment.” The final student, who indicated that he did not change his view, said that he did it before and he probably still will because the likelihood of getting caught is zero because his teachers are too lazy to even check his work for plagiarism, thereby classifying his response as Little Understanding.

Figure 7 illustrates the results, by category of understanding, of the group interview responses following the presentation about plagiarism.

![Post-Presentation Group Interview Results](image)

**Figure 7:** Number of responses, categorized by level of understanding of plagiarism, on the post-presentation interview questions.

The data indicated that 4 student responses were categorized as Little Understanding, 12 student responses were categorized as Some Understanding, and 9 student responses were categorized as Strong Understanding.

All of the responses for each category were totaled for each set of interview questions. Prior to the presentation, the data indicated that 14 responses by the students indicated Little Understanding, 7 indicated Some Understanding, and 4 indicated Strong Understanding. Following the presentations, the data indicated that 4 responses by the students indicated Little Understanding, 12 indicated Some Understanding, and 9
indicated Strong Understanding. This data indicated that student understanding of plagiarism and how it could be avoided did increase following an informational lecture over the topic. Following the presentation 21 responses indicated Some Understanding or Strong Understanding, while before the presentation 11 responses indicated Some Understanding or Strong Understanding.

Figure 8 shows the category totals of student responses for all interview questions asked prior to and following the presentations.

<table>
<thead>
<tr>
<th>Question</th>
<th>Little Understanding</th>
<th>Some Understanding</th>
<th>Strong Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre- Presentations</td>
<td>Post- Presentations</td>
<td>Pre- Presentations</td>
</tr>
<tr>
<td>1. What is plagiarism?</td>
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<td>1</td>
</tr>
<tr>
<td>2. How can students avoid plagiarizing material?</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. Is plagiarism legally wrong?</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. Are there consequences for plagiarism? What are they?</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Did you change your views of plagiarism?</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Total (25 responses)</td>
<td>14</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

Figure 8: Comparison of interview results, by level of understanding, between results of the interviews prior to and following plagiarism presentation.

The data from the pre-presentation interviews indicated that 14 student responses were categorized as Little Understanding, 7 student responses were categorized as Some Understanding, and 4 student responses were categorized as Strong Understanding. The data from the post-presentation interviews indicated that 4 student responses were
categorized as Little Understanding, 12 student responses were categorized as Some Understanding, and 9 student responses were categorized as Strong Understanding. The data indicated that there was a decrease in the number of responses categorized as Little Understanding of plagiarism and how it could be avoided. Figure 9 compares the category totals for the group interview responses prior to and following the presentation of information about plagiarism. It illustrated the overall change for each category.

![Comparison of Interview Results]

**Figure 9:** Comparison of interview results, by level of understanding for all of the interview responses.

The data illustrated the change in understanding from the student interview responses gathered from before and after the presentation of information about plagiarism from 14 responses that were categorized as Little Understanding to only 4 responses categorized as Little Understanding. The data indicated that 10 student responses changed to a higher level of understanding of plagiarism. This decrease of 10 responses in the Little Understanding category was distributed evenly between the Some Understanding
and Strong Understanding categories with an increase of 5 student responses in each category.

Summary

Data obtained from surveys and group interviews prior to and following an informative lecture were analyzed to determine if student understanding of plagiarism and how it could be avoided changed. The student responses on the surveys and the interview questions did indicate a change in students’ understanding of plagiarism and how it could be avoided. Based upon the data gained from the surveys and the group interview questions, overall student understanding of plagiarism pertaining to student writing increased on 50 student responses on the surveys and in 10 statements made during the group interviews. Broken down further the data indicated that student understanding of plagiarism increased on 12 of the survey questions, decreased on 3 of the survey questions, and remained the same on 1 of the survey questions. For the interview responses, all 5 of the students showed a change in understanding at least for some portions of plagiarism, even though one student refused to believe that the consequences would ever affect him. The data provides evidence that student understanding of plagiarism does change following a presentation of information to the students about what constitutes plagiarism and how they can avoid plagiarizing items.
Chapter V: Discussion

The purpose of this project was to determine if high school students’ understanding of plagiarism changed following direct instruction pertaining to plagiarism. The research questions for this project were:

1. How was plagiarism and student writing discussed in the literature?
2. What were the ramifications of plagiarism in a work environment?
3. What was the difference between common knowledge and plagiarism of original ideas?
4. What was direct instruction?
5. Did students’ understanding of plagiarism and how it could be avoided change following a presentation on what plagiarism was and how it could be avoided?

Meaning of Findings

Based on the data from the surveys and interviews, students’ understanding of plagiarism and how it could be avoided changed. This change in understanding did not however indicate whether or not students would continue to plagiarize material. Based on the data collected during the interview questions with some of the students, some indicated no change in their views of plagiarism and that they will still continue to plagiarize. As one student stated, “Until I get caught, it doesn’t matter. When I do (get caught), I will stop doing it. It’s not like I do it on anything important, it is just school stuff.” However, as another student stated her view, “If I had known you could get in so much trouble, I would never have done it. Since habits form real easy, I could get to used to it and do it forever.” These students exhibit the extreme ends of what the data might indicate about how much students will still plagiarize. The indicated that many more
students had the following opinion that was shared by the students in the interview group: “As long as it isn’t something big, like a nine week long project, and is just a little busy work from a class, I probably will still do it. I’m not really hurting anyone anyway. And I won’t do it when I get older. It’s not like it’s something I gotta do, cause I know the stuff, all the teachers just assign to much stuff to do.” The researcher interpreted the statement made by the majority of the students as the students stating that they are still going to plagiarize material because they do not feel that they will be caught or punished.

During the group interviews a prevalent attitude among secondary school students was discovered. During the interviews four of the five students interviewed stated that the teachers are the ones responsible for plagiarism, not the students. The students commented that if teachers did not give so much work to the students, fewer of them would be tempted to cheat or plagiarize. This statement led the researcher to believe that students do not want to take responsibility for their own actions and behaviors, but would rather place the blame on someone else for not completing their assigned tasks.

Summary

Thirty-six students enrolled in a rural secondary school in the Midwest participated in this study. The purpose of this study was to determine if high school students’ understanding of plagiarism changed following direct instruction pertaining to plagiarism. Thirty-six students involved in the study answered survey questions pertaining to plagiarism before direct instruction, in lecture form, about the topic. The same students completed an identical survey following the presentation of the material. Five of these students also met with the researcher before and after the presentation of the material in a group interview. Data was collected from these surveys and interviews to
see if a change in understanding of what plagiarism was and how it could be avoided occurred. The data from the research indicated that the students’ understanding of plagiarism and how it could be avoided did increase. The data did not indicate if this change would lead to a decrease in plagiarism.

Recommendations

The survey questions in this study could be improved by providing clearer examples to the students. One example of this would be question number 6 on Part I of the pre-presentation survey. On this survey question a student wrote in the answer of unsure. Without additional comment from the student, the researcher was unsure if it was the question or the topic of the material that made the student write in unsure. It was also recommended, to increase retention of information presented in the study, to conduct the study in connection with an assignment where plagiarism could occur. The group interviews could also be enhanced through the use of tape recording the students’ responses. Another area for improvement would be to present this material in connection with an assignment for all students enrolled in a ninth grade English course. This would aide in the retention of the information on how plagiarism could be prevented when the students could actively apply the information while it was being presented.

It is unclear whether or not it would have been more beneficial for the researcher to be the students’ daily teacher, or if the students were more able to be more honest without the fear of lower grades if the classroom teacher were the one asking the questions. It might be possible, depending on the students, that a daily classroom teacher would have obtained more honest results.
This study could be extended by investigating the rates of plagiarism in student writing of students who belong to a certain group, such as National Honor Society or the Basketball Team. This would enable educators to start to target groups of students who are more prone to plagiarizing materials and provide more instruction on what it is so that these students can stop plagiarizing another individual’s work.

This study could also be expanded in different ways. The amount of plagiarism that occurs by students could be measured to see if a decrease, following direct instruction about what constitutes plagiarism and how it could be avoided, occurs. This could be accomplished by comparing the amount of plagiarism that occurred in student writings in a secondary classroom before the presentation with the occurrences of plagiarism in student writings after the presentation on plagiarism and how it can be avoided. Information regarding plagiarism and how it could be avoided in student writing could also be a lesson for all ninth grade English students. This would instruct the students early in their secondary school careers about plagiarism and how to avoid plagiarizing materials before it becomes a habit that is hard to break.

Another way to expand this study would be to meet and discuss the problem with classroom teachers. Statements made by the students in the group interview suggest that teachers are unaware of student plagiarism and do not take the time to stop it. Teachers need to be aware of the many ways students can plagiarize material as well as how plagiarism could be detected and prevented. An in-service for teachers could be held on preventing and detecting plagiarism in student writing to help decrease the amount of plagiarism and the number of students who get away with plagiarizing materials.
Conclusion

This project, involving 36 secondary students, was aimed at increasing student awareness of what plagiarism is and how it can be avoided through direct instruction. The researcher hoped that this increased awareness would lead to a decrease in plagiarism by students. The results obtained from surveys and group interviews, indicated that students increased their awareness of what constitutes plagiarism and ways to avoid it. Providing information about what constitutes plagiarism and practices students can use to avoid plagiarizing material increased the students awareness of the topic. However, further studies would need to be done to see if this increased awareness does decrease student plagiarism.
References


Appendix A

**Pre-Presentation Student Survey Questions**

Pre-Presentation Survey: Plagiarism

This survey is being conducted as part of a Master's research project through The Defiance College. Please answer truthfully on this survey as you will not be graded on it. Your help is greatly appreciated in this project. Upon completion of this survey, please place it in the folder at the front of the room.

To answer each statement, place a check mark in the YES column if you believe the answer is yes. If you believe the answer is no, place a check mark in the NO column.

Part I: This section will identify what activities you believe to be plagiarism.

For the following statements: Check YES if you believe that the activity is an example of plagiarism; check NO if you do not think that it is an example of plagiarism.

<table>
<thead>
<tr>
<th>Part I</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You hire someone else to write a paper for you</td>
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<td>5. You use dates (for example: George W. Bush was elected President in 2000) in a paper for a history course and cite the source of your information</td>
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<td>6. You include in a research paper a chart written by someone else, without saying where the chart came from</td>
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<td>7. You purchase a paper from someone</td>
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<tr>
<td>8. You write a paper about what you did over summer vacation, creating citations or a bibliography</td>
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(Over)
Part II: This section will identify when you believe it is necessary to cite information.

For the following statements: Check YES if you believe that the activity is a situation where information would need to be cited in a paper so that plagiarism would not occur; check NO if you do not think that it is an example of when you need to use citation to avoid plagiarism.

<table>
<thead>
<tr>
<th>Part II</th>
<th>YES</th>
<th>NO</th>
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<td>1. Writing about your own experiences does not require citations</td>
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THANK YOU!
Appendix B

Post-Presentation Student Survey Questions

Post-Presentation Survey: Plagiarism

This survey is being conducted as part of a Master’s research project through The Defiance College. Please answer truthfully on this survey as you will not be graded on it. Your help is greatly appreciated in this project. Upon completion of this survey, please place it in the folder at the front of the room.

To answer each statement, place a check mark in the YES column if you believe the answer is yes. If you believe the answer is no, place a check mark in the NO column.

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Appendix C

**Interview Questions for Group Interviews**

Interview Questions for Group Interviews: Pre-Plagiarism Presentation

1. How many of you know what plagiarism is?

2. What do you think plagiarism is?

3. Do you think plagiarism is okay, or do you think it is wrong? WHY?

4. What do you think that would help students plagiarize less?

5. How do you properly avoid plagiarizing material?

6. Are there any consequences to plagiarizing material?

Interview Questions for Group Interviews: Post-Plagiarism Presentation

1. After listening to the presentation of plagiarism, the consequences of plagiarism, how it can be avoided, did you change your views at all? If so how?

2. How did your views about plagiarism change following the presentation? Example: Would you still plagiarize, are you more aware of what it is and how you can avoid it----things like that.

3. What is plagiarism?

4. Do you think plagiarism is okay, or do you think it is wrong?

5. How do you properly avoid plagiarizing material?

6. Did you know that there are punishments for plagiarizing material? What are they?
Appendix D

Presentation Notes

Items to cover during Plagiarism Presentation

Discuss with students: HONESTY: word of the week---what does it mean with plagiarism?

Plagiarism: What is it?

The unauthorized use of the language and thoughts of another as one’s own

Includes different things:

Published materials:
Books, magazines, newspapers, songs, TV shows, movies, web sites, discussion lists, and “Invisible Web” of databases and online resources

Unpublished materials:
Papers purchased from paper mills, using another person’s diaries or letters, recycling your paper or a friend’s

Cyberplagiarism:
Any use of the Internet to plagiarize materials mentioned above.

Examples:
Online paper mills, copying information directly from online texts/articles/webpages/discussion lists

Why do you Plagiarize? (ask, then provide these examples)

Lack of time, pressure placed on students to perform, and confusion over what plagiarism is and how it can be avoided through properly citing sources.

How do you prevent plagiarizing material? (ask, then provide these examples)

LEARN HOW TO PROPERLY CITE MATERIALS

Citing Materials: giving credit to another person’s work or ideas in your paper

Times to cite materials:
1. quoting someone
2. information obtained from interviews
3. paraphrased information in papers from other sources
4. when using any diagrams, statistics, theories, opinions, or ideas that aren’t your own

There are several formats that can be used to cite materials:
   American Psychological Association: parenthetical citations used in Social Sciences
   Chicago Manual of Style: footnotes/endnotes used in historical writing

ALL formats however include the same information:
   Author, title of work, publisher, date and place of publication

Why is it important to cite this information or give credit to another person’s ideas?

   Because these things are considered individual’s intellectual property, and they
   are legally protected by the US government through copyright, trademarks,
   patent, or industrial designs.

   Things that you don’t need to cite from references are called common knowledge.
   This does not mean everyone will know this information, but it can be found
   undocumented in at least 5 other sources.

What can happen to you if you plagiarize?

   At PHS: possible zero on assignment

   In professional life/college: Loss of job, income, retractions, etc. suspended from
   college

Examples:
   Eugene Tobin: President of Hamilton College
   Jayson Blair: NY Times
   Doris Kearns Goodwin: Historic author
   Stephen Ambrose: Military/History author