Critical Legal Thinking and Scholarship

- Short skills course – online and on campus versions

- Between 50-150 students (depending on intake)

- Diverse learning community

- Range of academic skills covered – including plagiarism education

- Challenges surrounding appropriate use of sources *eg* when writing in another language; from a cultural/educational background with "different assumptions about the correct use of sources" (Chanock, 2003, p.23)

525 years

Informal "Traffic Light System" Test

- Number of examples of different uses of the same text

- Traffic light system: appropriate use (**green**); poor technique (**amber**); plagiarism (**red**)

- Complete alone then discuss answer / explanation

Why?

- Demonstrates expectations in terms of university values and standards about plagiarism

- Provides concrete examples

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Course Assessment

Course assessment put through text similarity detection software

Chance to discuss and resubmit

Software used formatively (HEA, 2014)

Why?

- Using a student's own work helps them internalise plagiarism instruction as it becomes directly applicable to them (Barrett & Malcolm, 2006)

- Can lead to a "Eureka moment" (Davis & Carroll, 2009)

Has led to a significant reduction in incidences of plagiarism in resubmissions

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Reflections…

- Understanding the different challenges faced

- Clarifying standards

- An opportunity for a "trial run"

525 years

References

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