Plagiarism in 21st Century

Published on December 13, 2018

Dr Kaymarie Tyrell-Ferguson | + Follow
Western Governors University Faculty
4 articles

INSTRUCTIONAL STRATEGIES THAT CAN IMPACT PLAGIARISM: A CASE STUDY OF INSTRUCTIONAL DESIGNERS' EXPERIENCES

The invention of the Internet triggered a vast increase in online schools that
significant growth in online learners. With this increase, the problem of onli
resulted. The purpose of this qualitative multi-case study was to identify co
instructional design strategies that could be used to counter plagiarism in th
environment. The research study consisted of in-depth interviews, expert re
notes. The five participants were located in various states across the United
all professional instructional designers holding doctoral degrees and workin
institutions across the US. A five-step framework for consideration resulted
analysis of the interviews to assist instructional designers in designing plagi
courses. Recommendations for further research included replication of stud
designers with master degrees or instructional designers who are designers
assignment. This would improve the richness of the research result and poss
discovery of additional constructivist instructional strategies to counter plag
findings indicated that many of the instructional designers were also the cla
educators. Hence, further research is recommended to include instructors w
by assignment since they too are involved in the designing of instruction fo
environment.

Table of Contents

List of Tables

List of Figures

CHAPTER 1. INTRODUCTION

A seventeen-year-old male high school senior sits at the computer de
mind racing, wondering, "What shall I write about the French Revolution?"
thought appears, "Why not Google it?" A search of the French Revolution r
tremendous amount of information. With one click of the mouse, the studen
a complete essay about the French Revolution. With no knowledge of the ru
citation, this student is about to commit plagiarism.

Academic and journalistic plagiarism used to be the dominant forms
prior to the emergence of the Internet (Howard & Davies, 2009; Robinson,
the widespread use of the Internet has resulted in online plagiarism (Blum,
literature defines online plagiarism as copying other people's words or ideas
Internet without giving credit (Stefani & Carroll, 2006). Concerns over acad
through use of the Internet raise a number of questions, primarily, to determ
students are most likely to plagiarize.

This study focuses on three types of plagiarizers, which, according to Renard (2000) are (a) the unintentional, (b) the sneaky, and (c) the blatant plagiarizer. Renard described the unintentional plagiarizer as one who has never learned about citing others' work or giving credit. The sneaky plagiarizer knows what plagiarism is and how to avoid being caught by using a portion of copied text instead of copying an entire paper from the Internet. The blatant plagiarizer is a student who, "[waits] too long to complete a paper… or students who know in advance that they can find a suitable paper to download and turn in" (Renard, p. 38). This study aims to use qualitative methods to identify what constructivist instructional strategies such as, problem-based learning, scaffolding, collaboration, assessment, and cognitive apprenticeship (Richey, Tracy, & Klein,2011), instructors who are also instructional designers, find useful in discouraging unintentional, sneaky, and blatant plagiarizers.

As electronic text has become more popular, its popularity has resulted in increased plagiarism among students. Harris (2007) stated that, "The availability of textual material in the electronic format has made plagiarism easier than ever" (¶ 1). Robinson (2009) agreed that the easy access to limitless written materials is driving plagiarism. Other authors (Blum, 2009; Harris, 2007; Howard & Davies, 2009; Ma, Wan, & Lu 2008; Sileo & Sileo, 2008) also agree with Harris's and Robinson's observations. There are additional factors that are contributing to the increase in plagiarism.

According to Olt (2007), instructors are unable to assess the true learning potential of students who commit plagiarism. This is a serious problem as a review of the literature shows that teachers use students' writing to assess their learning potential. This means that teachers may be unaware that students turning in plagiarized papers as their

skills. One university reported that almost 70% of high school seniors who
writing entrance exam will have to be enrolled in remedial writing courses
scores (Laudato, 2008). Colleges and universities are facing a problem of h
staff in their writing centers to address the issue of poor writing skills, whic
uncorrected could possibly lead to plagiarism.

The issue of plagiarism is fast rising and some instructors feel powerless to
growing problem. In a research study conducted by Rutgers University, res
80% of all college students admitted to plagiarizing at least once (Laudato,
for the Center of Academic Integrity found that 80% of all students cheat (
2008). In addition, 55% of instructors reported that they feel powerless to s
they ignore it (Laudato, 2008).

Instructors are responsible for the entire construction and maintenance of th
and as a result, plagiarism cannot be their first priority. Catching Internet pl
further burden them as it could take up a large majority of their time that co
other activities. Furthermore, when evaluating student writing samples, som
not wish to spend hours surfing the Internet looking for plagiarized papers
timeframe they have in which to review student's work (Lathrop & Foss, 2000; Olt, 2007).

The increased utilization of written assessments by instructors has become more prevalent, necessitating action to combat and discourage plagiarism. Simply, instructors rely heavily on written assessments to test their students on a daily basis. As a result, Olt (2007) expressed that the real danger of plagiarism is that the content of the written work assumed to be the student's, and assessed as such, originates with someone else. Consequently, instructors have a difficult time determining whether students' evaluations are a correct evaluation of their true writing potential.

One must realize that the problem will not disappear by ignoring it or by forbidding students to use the Internet for research, or by threats (Blum, 2009). Many colleges and universities are turning to plagiarism detection software such as Turnitin and SafeAssign. Some schools focus on cheating in general but Laudato (2008) insisted that the issue of plagiarism should be more about preventing it, and less about punishing those who are guilty.

Millions of students in both high schools and colleges across the United States are uneducated about the consequences of plagiarism and about how it can be avoided. Mullen (2001) explained that many students go through high school and even college, never really learning how to write a research paper properly because the subject was never taught. These uneducated students are quite evident in colleges today. One only needs to see the statistics of freshman students who fail the basic writing exams, and see the increase in students visiting the writing center seeking help.

Richey, et a.(2011) discussed the concept of using constructivist design theory when designing instruction. The constructivist design theory is explained as a the

constructivist design theory 1) “Personal interpretation of experience, activ
relevant context, 3) exploration of multiple perspectives” (p. 135). The cons
designer will focus on identifying learners' prerequisite knowledge, skills, a
attitudes. These constructivist instructional designers choose instructional s
on their beliefs about how people learn and construct knowledge (Richey, e
2011). Possible constructivist instructional strategies such as, collaboration,
assessment, cognitive apprenticeships, and problem-based learning (PBL),
implemented in the syllabus (Richey, et al.,2010) to discourage plagiarism.
instructional strategies are defined as “A sequence of planned activities desi
a given learning goal” (Richey, et al.,2011, p. 190). Other authors defined in
strategies as a plan for helping learners achieve performance objectives (Ga
Wagner, 1992). The purpose of the strategy is to outline each instructional a
relate to accomplishing the objectives. This objective is to decrease plagiar
classroom. Plagiarism is a growing problem in education and is a continuin
educators, despite the fact that there is little research done on the actual pra
plagiarism (Olt, 2007). The purpose of this study was to explore the possibi
instructional strategies as a means of discouraging plagiarism. This was acc
through a multi-case study to identify which instructional strategies instruct
find successful in preventing plagiarism.

Statement of the Problem

Today, the Internet has facilitated the increase of plagiarism (Howard & Davies, 2009; Ma, Wan, & Lu 2008; Sileo & Sileo, 2008). The National Center for Education Statistics shows that by 2016, 18 million students will be taking online courses (Basmat & Lewis, 2008). This means that more students will be enrolling in online courses and acquiring online degrees. This increase in online courses, according to Howard and Davis (2009), is increasing plagiarism. Instructors are finding it difficult to assess students’ true learning potentials because of the increased usage of plagiarism (Olt, 2007). Olt (2007) correctly identified that many assessments and evaluations of students’ learning abilities are collected via written formats. The creators of Turnitin plagiarism detection software report that they have seen significant increase in the number of schools soliciting their services; as a result, it would seem that the problem of plagiarism is still affecting universities (Turnitin, 2010).

There is a lack of research that describes the instructional strategies instructional designers use to prevent plagiarism in courses they design. This qualitative multi-case study identified what instructional strategies instructional designers who adhere to constructivist design theory believe can prevent plagiarism.

Background of the Study

Plagiarism is a serious concern for Instructional Designers because of the increase in written assessment usage involved in student evaluation (Lathrop & Foss, 2000; Olt, 2007; Royce, 2003). Olt (2007) mentioned that not only does plagiarism affect the

because chances are the data being recorded does not accurately represents
learning outcome of our students (p. 18). If the constructivist design theory
implemented in the online classroom, students would need to be involved in
and Richey, et al. (2011) postulate, to accomplish active learning; instructio
need to be able to identify instructional strategies that will help to understar
learn. When this task is accomplished successfully, instructors should be ab
the threat of false positive learning in the classroom via written assessment.

Written assessment is the primary tool used in the online environment to ev
success in various disciplines. Currently, most schools rely on plagiarism de
such as Turnitin and Safe Assign to determine whether a submitted docume
has been copied from the Internet. The company that created the largest pla
software, Turnitin, reported that they process over 200,000 papers daily. Ov
period, universities can record up to a 45% reduction in the rate of plagiaris
(Turnitin, 2010). Plagiarism software like Turnitin does not actually detect
instead, it simply finds matching phrases (Royce, 2003). Software of this ki
should not be called plagiarism detection software, but rather "text-matchin
2). Royce believed that the solution for reducing the actual plagiarism pract
design of the course itself. For years, online education has been criticized and student's
assessment questioned because of plagiarism (Feenberg, 1999). Online education was
criticized because some potential employers felt that the opportunity for cheating online was
too great.

Despite the acceptance and popularity of online learning today, a review of literature shows that online schools are still experiencing problems with plagiarism (Laudato, 2008; Olt, 2007; Royce, 2003). This report is strengthened by the vast number of universities employing the services of plagiarism detection companies like Turnitin and Safe Assign. The National Center for Education Statistics predicts an increase of college enrollment of up to 9% by 2018. Although this may be desirable, many of these new enrollees will be terminated from completing their degree because plagiarism detection software has deemed their work a suspect of plagiarism. At least 10% of all work turned in by university students might need scrutiny because of plagiarism issues (Carroll, 2004). One of the remedies instituted by universities to deal with plagiarizers is to terminate student enrollment.

Additionally, increasing budget cuts have led many universities to start accepting large amount of fees paying overseas students. The result is an increase in plagiarism because of language and cultural barriers in both traditional and online classrooms (Susskind, 2006). Not only that, but budget cuts have led many universities to increase their class size resulting in increased pressure for instructors with more written assignments to grade and more students to monitor. Increased written assessments may result in overworked instructors who try to save time by skimming instead of reading written assessments for quality (Olt, 2009). Instructors might start focusing on quantity instead of the quality of the written work. These factors are identified by research as some causes that p

instructors expected them to complete in a short timeframe (Roberts, 2007).

At one online university, several students shared their complaints about the
expected of them. After reviewing the course syllabus, it turned out that ins
students to study five chapters, prepare for a quiz about the chapters, and th
page Life Learning paper, all due within the same week. One student was s
with the quantity of work to the point where that student withdrew from the
communication, July 12, 2011). This is just one of the possible ways studen
academic pressure. Mullen (2001) revealed that many students resort to pla
they feel overwhelmed with the quantity of work expected of them. In actua
students are not engaged in active learning as is promoted using the constru
theory. Instructional strategies do not seem to play a useful role in this exan

Nightingale (1991) and Levin (2006) shared some of their findings as to wh
commit unethical practices. Many of the responses revealed that students fe
overwhelmed with work, while some students argued that the topic was nev
so cheating was an easy way to complete the work. Based on the readings s
appear that instructional design does affect or contribute in some form to pl
practice. Students are overwhelmed by the syllabus and unable to complete
the timeframe allotted to them and instructors are unable to complete their syllabus because of time constraints (Mullen, 2001; Nightingale, 1991). Of course, it can be said that students will still plagiarize even if the curriculum is reasonable, however, regardless; there remains a significant amount of students who do not want to plagiarize.

Purpose of the Study

The purpose of conducting this study is to identify which constructivist instructional strategies experienced professionals who are instructional designers may find useful in deterring plagiarism. Deterring the incident of plagiarism will allow instructors to be able to validate students' written assessment with little fear of plagiarism practice. The goal is to minimize plagiarism using instructional strategies and thereby improve the quality of written assessment validation used to test students' learning outcomes.

Research Questions

The questions this study addressed are:

1. What specific constructivist instructional strategies do instructional designers who design online courses in higher education institutions find useful based on their experience, in discouraging plagiarism?

2. How do these instructional designers integrate these strategies into their course design?

Significance of the Study

easier than ever" (¶ 1). Lathrop and Foss (2000) stated that cheating has bec
epidemic, especially with the increase in technology. Because written asses
component in students' evaluation, it is necessary that students portray thei
capabilities so that they can be evaluated accurately. The increased practice
seriously prohibiting the accurate measurement of students' true writing po
2001; Olt, 2007). This in turn affects the instructional design feedback proc
purpose of course improvement. Some authors (Blum, 2009; Harris, 2009;
Olt, 2007) believed that failure to address this issue could result in continue
evaluation of students in both online and traditional classrooms, as well as
instructors who continue to ignore the problem because they are not equipp

It is important for instructional designers and teachers who are designers by
design content and assessments for students that encourage them to analyze
critical thinking skills instead of assignments that promote copying and pas
2009). Research shows that Constructivism theory, which encourages activ
classroom and promotes cognitive thinking, is a good framework on which
instruction (Burner, 1996; Egan & Gibb, 1997; Richey, et al., 2011). Comba
is a critical task for instructional designers to address, and should not be lef
alone (Blum, 2009). Olt (2007) said instructors are too overwhelmed trying to complete
coursework in the required timeframe to have to worry about policing students for
plagiarism.

A review of literature shows that there are numerous suggestions regarding possible best practices for combating plagiarism. Authors such as Harris (2009), Lathrop and Foss (2000), Olt (2007), Young (2001), and Zatz (2009) share similar ideas as to how to combat plagiarism, while Burner (1996) and Egan and Gibb (1997) believed combating plagiarism should be centered on the constructivism theory. Turnitin on the other hand, believes that their software is the best answer to combating plagiarism. However, despite this abundance of suggestions, the issue of plagiarism continues to grow, and plagiarism is becoming more accepted by instructors in the classroom (Blum, 2009; Lathrop & Foss, 2000; Olt, 2007). Despite schools having plagiarism detection software, students are still tempted to plagiarize because of the ease of doing so (Harris, 2007).

Schools can lose accreditation status because of plagiarism. Too often problems are addressed after they occur. Instead of fixing, problems should be prevented. Plagiarism detection software is a fix for a growing problem; instructional strategies could lead to possible solution(s) to prevent the practice from occurring so freely (Badge & Scott 2009; Olt, 2009). Notwithstanding, the statistics posted on the websites of plagiarism software companies, the fact remains that detection software can only detect what is in their databases (Dahl, 2007). The digital age cheaters have found ways, says Blum (2009), to create perfectly plagiarized papers that go undetected by plagiarism software. Students are copying pieces from different articles, combining them into paragraphs that go undetected (Blum, 2009). This therefore means that combating plagiarism does not start in the classroom, nor

instruction for implementation in the classroom (Blum, 2009; Olt, 2007).

Olt (2007) and Lathrop and Foss (2000) have already revealed that instructo
stop plagiarism by acting as "plagiarism police". However, if strategies to c
were directly designed into courses, it could make it easier for instructional
design plagiarism free instructions around these instructional strategies (Olt
would take the pressure off instructors needing to act as plagiarism police a
attention on ensuring meaningful learning takes place in their classroom (O
justification for this study goes in line with the experts Richey and Klein.

Richey and Klein (2007) stated that research on instructional strategies assc
constructivism have focused on cognitive apprenticeship, problem-based le
scaffolding, and collaboration. None of these studies, however, focused on
deterring plagiarism. The proposed study aims to provide a description of h
instructional strategies are used by instructional designers to deter plagiaris

Definition of Terms

- Academia: For the purpose of this study, higher education institutions
- Blatant plagiarizers: Students who procrastinate until the last minute and then plagiarize because they run out of time to complete their papers (Renard, 2000).
- Case: For the purpose of this study, an individual (Olt, 2009).
- Cut-and-paste: A term used in the literature that relates to copying text from electronic sources and placing it on the clipboard and then placing it in part or whole in a word processing document (Renard, 2000).
- Instructional design: A systematic and creative process regarding the execution or development of course material (Smith & Regan, 1999).
- Digital cheater: Students who commit plagiarism using the Internet (Blum, 2009).
- Higher education: For the purpose of this study, universities, and colleges (Dlevin & Gray, 2007).
- Instructor by assignment: A professional instructor who has been assigned the task of designing instruction by their employer despite having little or no training as an instructional designer (Merrill, 2007).
- Instructional designers: For the purpose of this study, any person(s) directly involved with the creation of academic instruction, which includes, in most cases, instructors. (Reigeluth, 1983).
- Literacy theft: Stealing by copying the words, or ideas of someone else, and passing it off as your own (Park, 2003).

creating instruction (Ott, 2007).

- Plagiarism police: Referred to by the literature as instructors who use detection software and other means to identified students who have com plagiarism (Blum, 2009).
- Sneaky plagiarizer: A student who knows what plagiarism is and hov chooses to plagiarize in hopes of getting away with it (Renard, 2000).
- Unintentional plagiarizer: A student who has never been taught wha plagiarism and how to give credit to the authors whose ideas you have u (Renard, 2000).

Assumptions

The following assumptions were made about this study:

1. Participants will respond to the questions appropriately, honestly, and p
2. Instructional designers have an earned terminal degree and have experie instruction for online learning.

Limitations

This study has the following limitations:

1. The in-depth interview questions asked might not accurately answer the research questions as expected; to minimize this possibility, there was a field test conducted with two instructional design experts.
2. Bias may occur in this study because there might be preconceived ideas that the only way to stop plagiarism is to change the mindset of students, which may not be an easy task. However, the goal is to utilize instructional strategies to see if by changing the way that instruction is presented, it will change the mindset of students helping them not to plagiarize.

Nature of the Study

The methodology for this study was a qualitative instrumental multi-case study (Glaser & Strauss, 1967). Case study methodology represents an empirical inquiry used when (a) "Attempting to answer “how” and “why” questions; (b) you cannot influence the behavior of those involved in the study; (c) you want to cover contextual conditions because you believe they are relevant to the phenomenon under study; or (d) the boundaries are not clear between the phenomenon and context (Yin, 2003). Another author defined qualitative case study, as “A qualitative case study is an intensive, holistic description and analysis of a single instance, phenomenon or social unit” (Merriam, 1998, p. 21). Case studies

information from the viewpoint from the participants (Tellis, 1997). Researc
Stake (1995), Simons (2009), and Yin (2003) have all successfully used cas
research. A key strength of the case study method involves the use of multi
techniques in the data gathering stage. The goal of this research is to use a r
to understand what constructivist instructional strategies instructors who are
instructional designers find useful in deterring plagiarism. As stated by Reig
(1999), the purpose of this study is "Not to tell educators what is education,
inform them or guide them on "how to do education" (p. 634).

The constructivist instructional strategies discussed in this study were adapt
et al. (2011). Professional online instructors who are also instructional desig
to identify which strategies they find useful in combating plagiarism. Five p
online instructional designers were interviewed to get their feedback on spe
constructivist instructional strategies that they find useful in discouraging pl
actual study was divided into three phases, Phase 1 was the design phase, P
data collection phase, and Phase 3 was the analysis and summation phase. T
included the selection of cases to determine five to six participants for the st
of the in-depth interview questions, field test experts review of the interview
creation of a demographic pre-interview data collection form. For the purpose of this study,
each case represented an individual. The data collection phase includes interviews of five or
six participants selected for the multi-case study, and evaluation of collected data from
participants. Also included in the data collection were field notes collected from each
participant during the interview process using Microsoft OneNote. The field notes included
notes about behaviors, external materials shared by participants, and features of the
setting. The final phase involved analysis of the collected data, summation, and presentation
of recommendation (See Figure 1).

Figure 1. Formative Three-Phase Design

The data that is collected in this study was used to identify specific constructivist
instructional strategies used by instructional designers to combat plagiarism in their course
design. These instructional designers were selected from a pool of professional instructional
designers with three or more years of design experience. These instructional designers were
selected from a Yahoo group hosted by a popular online author who also specializes in
online teaching as well as a LinkedIn educational technology and instructional design
group. To join these groups, one has to receive permission from the moderator who assessed
the instructor's qualifications before granting permission. These participants all have
received terminal degrees in instructional design or a related field with at least 18 course
hours in instructional design and work for an American University or College. The
instructional strategies identified by these professionals would be very beneficial to those
involved in the study, as well as to fellow researchers in the instructional design sector.

Analysis Method

for patterns, matching themes, completeness, and usability during the data r
process. The NVivo software was used to identify codes predicted based on
followed by new codes that were stated in the participants' own words, or e
terminology (Creswell, 2008). For example, Miles and Huberman (1994) ac
preliminary list of start codes be created first, after which new codes were a
emerged from the data. Next, the data was sorted and sifted to reveal simila
phrases, and identify relationship between variables, patterns, and common
reduction continued until all fieldwork is completed (Miles & Huberman, 1
achieved, the final data was displayed in table format and presented in Chap

Organization of the Remainder of the Study

This study is composed of five chapters. The remaining four chapter
based on the steps in the research process. Chapter 2 comprises of instructio
models and instructional theories. This includes models such as ASSURE, I
Kemp, and ICARE models and theories, such as Constructivism, Cognitivis
Behaviorism. Discussion included a detailed literature review regarding wh
researchers are saying regarding the topic of plagiarism, as well as the strate
suggestions others in the field have provided in helping to decrease plagiaris
practice. Chapter 3 includes detail discussion relative to the methods used in collecting data for the study. Chapter 4 presents the findings collected from the research study. Chapter 5 includes discussion relative to what the findings from Chapter 4 mean for academia, and suggests recommendations for further research. It also includes the conclusion of the study.

REFERENCES

Badge, J, & Scott, J. (2009). Dealing with plagiarism in the digital age. raw data, School of Biological Sciences, University of Leicester, Leicester, Kingdom. Retrieved from https://files.pbworks.com/download/AuQBPLKi evidencenet/19383547/Badge_Scott_plagiarism.pdf

Basmat, B, & Lewis, L., National Center for Education Statistics, U.S. Dep Education Institute of Education Sciences. (2008). Distance education at granting postsecondary institutions: 2006-07. Retrieved from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=200904

Blum, S. (2009). My word!: Plagiarism and college culture. New York: Cornell University Press.

Carroll, J. (2004). Institutional issues in deterring, detecting and dealing with student plagiarism Retrieved from http://www.jisc.ac.uk/uploaded_ documents/plagfinal.pdf

Creswell, J. W. (2008). Collecting qualitative data. In A. C. Benson, & C. Robb (Eds.), Educational research: Planning, conducting and evaluating qualitative and quantitative research (3rd ed., pp. 212-242). Upper Saddle River, NJ: Prentice.

Dahl, S. (2007). Turnitin: The student perspective on using plagiarism detection software. Active Learning in Higher Education, 8(2), 173-191.

Devlin, M., & Gray, K. (2007). In their own words: a qualitative study of the reasons Australian university students plagiarize. Higher Education Research & Development, 26(2), 181-198. doi:10.1080/07294360701310805

Egan, M. W, & Gibb, G. S. (1997). Student-centered instruction for design of tele-courses. In T. E. Cyrs (Ed.), Teaching and learning at a distance: New Directions for Teaching and Learning, 71, 33-39.

Gagne, R.M. (1987). Instructional technology: Foundations. Hillside, N

Harris, R. (2007). Evaluating Internet research sources. VirtualSalt. Retrie
http://www.virtualsalt.com/evalu8it.htm

Howard, R., & Davies, L. (2009). Plagiarism in the Internet age. Educatio
66(6), 64-67. Retrieved July 14, 2009, from Academic Search Premier Data

Lathrop, A. & Foss, K. (2000). Student cheating and plagiarism in the I
Wake-Up call. Santa Barbara, CA: Libraries Unlimited.

Laudato, N. (2008). Instructional technology update: technology to co
plagiarism. Unpublished manuscript, University of Pittsburg, Pittsburg, PA
http://www.cidde.pitt.edu/ teachingtimes/2003_oct/turnitin.htm

Landau, J. D., Druen, P. B ., & Arcuri, J. A. (2002). Methods for helping stu
plagiarism. Teaching Psychology, 29(2), 112-115.

Ma, H., Wan, G., & Lu, E. (2008). Digital cheating and plagiarism in schools. Theory into Practice, 47(3), 197-203, doi:10.1080/00405840802153809

Merriam, S. B. (1998). Qualitative research and case study applications in education. San Francisco: Jossey-Bass.

Merrill, M.D. (1992). Constructivism and instructional design. Constructivism and the Technology of Instruction. Ed. Duffy, T.M. and Jonassen, D.H. Hillsdale, NJ: Erlbaum.

Mullen, C. (2001). The need for a curricular writing model for graduate students. Journal of further & Higher Education, 25(1), 117-126. doi:10.1080/03098770020030551

Nightingale, P. (1991). Speaking of student writing. Journal of Geography in Higher Education, 15(1), 3. Retrieved from http://search.ebscohost.com.library.capella.edu/login.aspx?direct=true&db=aph&AN=9707202917&site=ehost-live&scope=site

Olt, M. R. (2002). Ethics and distance education: Strategies for minimizing academic dishonesty in online assessment. Online Journal of Distance Learning Administration, 5(3).

Olt, M. (2007). A new design on plagiarism: Developing an instructional design model to deter plagiarism in online courses. (Ph.D., Capella University) , 186. Retrieved from http://proquest.umi.com.library.capella.edu/PQQdweb?did=1397916241&Fmt=7&clientId=62763&RQT=309&VName=PQQD

reflection. Educational Technology, 3(1), 42-47.

Reigeluth, C. M. (1999). Instructional-design Instructional Theories ar
new paradigm of instructional theory. Hillsdale, NJ: Erlbaum.

Reigeluth, C. M., & Frick, T. W. (1999). Formative research: A methodolog
and improving design theories. In C. M. Reigeluth (Ed.), Instructional-de
and models, Volume II, A new paradigm of instructional theory (pp. 6
Mahwah, NJ: Erlbaum.

Renard, L. (2000). Cut and paste 101: Plagiarism and the net. Educational
EBSCO Publishing. Retrieved from http://nhs.needham.k12.ma.us/ Pages/S
R/Docs/Website%20Articles/Cheating/Renard%20-%20Cheating.pdf

Richey, R. C., & Klein, J. D. (2007). Design and development research.
Erlbaum.

Richey, R. C., Tracy, W.M., & Klein, J. D. (2010). The instructional desig
base: Theory, research, and practice. New York: Routledge.

Richey, R. C., Tracy, W.M., & Klein, J. D. (2011). The instructional design knowledge Base: Theory, research, and practice. New York: Routledge.

Roberts, T. S. (2007). Student plagiarism in an online world: Problems and solutions. Hershey, PA: IGI Global.

Robinson, A. J. (2009). Designing assignments to discourage plagiarism. Retrieved on December 2, 2009 from http://mendota.english.wisc.edu/~WAC/page.jsp?id =141&c_type=category&c_id=24

Royce, J. (2003). Has Turnitin.com got it all wrapped up? Teacher Librarian, 30(4), 26-30.

Schiffman S. S. (1991) Instructional systems design: Five views of the field, in Anglin, G.J. (Ed.), Instructional Technology: Past Present and Future, 2nd Ed., Englewood, Colorado.

Sileo, J., & Sileo, T. (2008). Academic dishonesty and online classes: A rural education perspective. Rural Special Education Quarterly, 27(1/2), 55-60. Retrieved from Academic Search Premier Database.

Simons, H. (2009). Case study research in practice. Thousand Oaks, CA: Sage.

Stake, R. E. (1995). The art of case study research. Thousand Oaks, CA:

Teaching Support Network.

Susskind, A. (2006, November, 23). Plagiarism rises amid funding cuts. Sy
Herald.

Tellis, W. (1997, September). Application of a case study methodology [81
Qualitative Report [On-line serial], 3(3). Available: http://www.nova.edu/
3/tellis2.html Tsui, C. (2004, December). Plagiarism —What shall we do ab
Teaching and Learning 2(3). Retrieved from http://chi-yan.net/TLD_vol2

Turnitin. (2010). Retrieved from http://turnitin.com/resources/documentatio
company/Turnitin_Summary_of_Effectiveness_hires.pdf

Yin, R. K. (1994). Case study research: Design and method (2nd ed.). T
CA: Sage.

Yin, R. K. (2003). Case study research: Design and methods (3rd ed.).

CA: Sage.

Zatz, D. (2009). Tips for building a valid survey. Retrieved
fromhttp://www.toolpack.info/how- to/valid-surveys.html

The New Generation of Learners

Dr Kaymarie Tyrell-Ferguson on LinkedIn

Sharing your Educational Insight

Dr Kaymarie Tyrell-Ferguson on LinkedIn

Udemy Refund Po

Dr Kaymarie Tyrell-Fer