



Spring Hill Education Association Newsletter

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Promoting Quality Public Schools

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Thoughts on Plagiarism

By Charlene Novakovich,
SHEA Vice President

In today's generation, students have access to many technologies which they did not have had access to ten years ago.

Copy Box



"I made a copy box because I often found myself in the copy room needing something such as a pencil, white out, or a ruler. I found a small box with a handle on it and included in the box a small stapler, ruler, pencil, pen, glue stick, white out, paperclips, staple remover, stickie notes and an eraser. I take this box with me whenever I go to the copy room, and I never have to run back to my classroom for anything. I give new teachers their own copy box as a welcome gift."

From Christy Eller (ellerchr@reg8.k12.ct.us), a math teacher at RHAM Middle School in Hebron, Connecticut

This works well for conferences in the gym and hall duty--or when you are covering someone else's class, or when you are "displaced" from your room during your plan period--anytime you have work to do and you are not at your desk. I would include scotch tape, a highlighter and a sharpie in that little kit. Georann Whitmann, Spring Hill Education Association President.

Creating Group Definitions

From James Clay Hendrix (chendrix@lincoln.k12.ar.us), a science teacher at Lincoln High School in Lincoln, Arizona:

"I use the Two for Two System to introduce new definitions or concepts such as the atom or physical change. I have students define the term in their own words, working in groups of two for two minutes. The rules are that the definition must be in words they understand and must be correct.

Next, combine two groups so that four students work together; students should vote on the best definition or put their two definitions together. Then two groups of four combine to make a group of eight. As before, they create one definition. Then two groups of eight become one group of sixteen. Finally, all students come together, and as a class they must decide on the classroom definition of that word.

They then have some ownership of that definition. At each level they must vote on the best or combine the two into one. They love it. It is competitive. They debate, explain, make connections, and reflect the whole time."

The majority of these technological advances have served to further engage students in a variety of activities such as computer games, Instant Messaging, electronic plagiarism, pirating, and copyright fraud.

The latter three activities can simply be called STEALING. However, students do not necessarily view borrowing wording from an Internet site for a report or copying a friend's work from last year (both known as plagiarism) as really stealing, let alone as committing a crime (Leman-Langlois, 2004).

Perhaps it is not that students are unaware they are committing a crime when plagiarizing, but they believe the likelihood of being singled out and caught for such an activity is unlikely (Shaw, 2003).

All students need to learn about plagiarism, but the expectations may be a little different depending on the student's age. Here are some questions to get students to think about plagiarism. Use them as a springboard and modify as you see fit to match your students age-appropriate readiness for the issue.



True or False?

A springboard for Plagiarism discussions

Choose True or False for each statement.

1. I have 'lifted' sentences for papers from Internet resources without citation.
2. Everyone I know plagiarizes a little bit.
3. Fear of being caught plagiarizing material keeps me from doing a little bit of it.
4. My teacher can not possibly check all websites regarding my assignment.
5. I only cite sources in my papers when they are direct quotes.
6. Citing my sources and providing a reference page is a waste of my time
7. It makes me angry when I make an effort to do my own work and my peers plagiarize and get away with it.
8. I have heard of TurnitInn, an antiplagiarism software, to which my teachers can compare my papers for plagiarism issues.
9. I would support the use of anti-plagiarism software by our school district.
10. What's the big deal, everybody cheats now and then.
11. There is so much information on the Internet; the source from which I am retrieving the information probably got it from another source anyway.

To encourage honesty, do not collect questions, but use as a topical discussion forum.

Governor Sebelius Sends a Special Message to Kansas Teachers



KNEA Recommended Candidates for November 7 election:

Gov – Sebelius

AG – Morrison
(over incumbent Phill Kline)

State Board of Ed:
DON WEISS
(over incumbent John Bacon)

Representative
Dist. 43:

LEE URBAN
(over incumbent M. Kiegerl)

The following article was originally printed in the United Teachers of Wichita Newsletter, September 2006:

Growing up, I gained a special appreciation for teachers and the work they do. Both of my parents and two of my grandparents were teachers, and I married into a family of teachers when I married Gary Sebelius.

They, like most teachers, viewed teaching as a calling and devoted their lives to educating children. Both of my sons, Ned and John, had special teachers along the way—teachers who saw potential in them and encouraged them to reach it. Those teachers are among the reasons my sons are productive, well rounded and successful individuals.

I want to thank the over twenty-one thousand teachers and administrators who responded to the 2006 Kansas Teacher Working Condition Survey last April. This information provided data for nearly 1,000 schools in more than 200 districts across the state. Initial findings from the survey show that most teachers view their school as a good place to work and learn. They see their faculty as being dedicated and committed to helping every student. They believe their schools are safe places where they want to remain.

There were of course, areas that need to be addressed, and we must work together to solve those. Only 39 percent of those who responded felt that their non-instructional time was sufficient. Almost half of those who responded were satisfied with class size and also felt that there needed to be additional support in areas of special education and at-risk students. Shortly after that survey was taken, I signed the largest investment in public schools in the history of our state. Additional resources are being made available to address these concerns, and Kansas has made this multi-year commitment to allow for planning, pacing, and preparing for the educational needs of every child. Though we cannot spend our way to excellence, making the tools for success available is the first step in achieving change. Another tool I believe strongly in is accountability, and we must work to ensure our schools are accountable to the children, parents and taxpayers of this state.

I look forward to seeing our already incredible schools reach new heights of excellence, and I am grateful to all who have answered the call to teach, lead, and leave a lasting imprint on kids today and for years to come.

Some thoughts about WebQuests

by Bernie Dodge, San Diego State University

Basic Definition:

A WebQuest is an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the internet.

I have never seen a WebQuest. How Do I Learn More?

Try this resource:

<http://webquest.sdsu.edu>
It provides over 2500 WebQuests for students of all ages and all curricula.

OR

Try one for yourself. On the following page is a WebQuest about WebQuests: The example is one for Middle and High School students, but there are choices for all grade levels. See page 5 for details.

Critical Attributes of WebQuests

WebQuests are deliberately designed to make the best use of a learner's time. There is questionable educational benefit in having learners surfing the net without a clear task in mind, and most schools must ration student connect time severely. To achieve that efficiency and clarity of purpose, WebQuests should contain at least the following parts:

1. An **introduction** that sets the stage and provides some background information.
2. A **task** that is doable and interesting.
3. A set of **information sources** needed to complete the task. Many (though not necessarily all) of the resources are embedded in the WebQuest document itself as anchors pointing to information on the World Wide Web. Information sources might include web documents, searchable databases on the net, and books and other documents physically available in the learner's setting. Because pointers to resources are included, the learner is not left to wander through webspace completely adrift.
4. A description of the **process** the learners should go through in accomplishing the task. The process should be broken out into clearly described steps.
5. Some **guidance** on how to organize the information acquired. This can take the form of guiding questions, or directions to complete organizational frameworks such as timelines.
6. A **conclusion** that brings closure to the quest, reminds the learners about what they've learned, and perhaps encourages them to extend the experience into other domains.

Some other non-critical attributes of a WebQuest include these:

1. WebQuests are most likely to be **group activities**, although one could imagine solo quests that might be applicable in distance education or library settings.
2. WebQuests might be enhanced by wrapping **motivational elements** around the basic structure by giving the learners a role to play (e.g., scientist, detective, reporter), simulated personae to interact with via e-mail, and a scenario to work within (e.g., you've been asked by the Secretary General of the UN to brief him on what's happening in sub-Saharan Africa this week.)
3. WebQuests can be designed within a **single discipline** or they can be **interdisciplinary**. Given that designing effective interdisciplinary instruction is more of a challenge than designing for a single content area, WebQuest creators should probably start with a single discipline until they are comfortable with the format.

A WebQuest about WebQuests

An exercise that's useful for introducing the concept to educators. Working in teams they examine five WebQuests from four different points of view. There are several versions:

- elementary
- grades 3-4
- middle school
- middle and high school
- humanities 7-12

Pull up the website listed at the top of page 5 just before the WebQuest and you can experience this WebQuest for yourself with live links.

To access the following WebQuest about WebQuests, go to:
<http://webquest.sdsu.edu/webquestwebquest-hs.html>

A WebQuest About WebQuests

Middle School / High School Version

by Bernie Dodge
Ed Tech Department, San Diego State University



Introduction

Since early in 1995, teachers everywhere have learned how to use the web well by adopting the WebQuest format to create inquiry-oriented lessons. But what exactly *is* a WebQuest? What does it feel like to do one? How do you know a good one when you see it? In the space of 90 minutes, you're going to grapple with these questions and more.

The Task

To develop great WebQuests, you need to develop a thorough understanding of the different possibilities open to you as you create web-based lessons. One way for you to get there is to critically analyze a number of WebQuest examples and discuss them from multiple perspectives. That's your task in this exercise.

By the end of this lesson, you and your group will answer these questions:

1. Which two of example WebQuests listed below are the *best* ones? Why?
2. Which two are the *worst*? Why?
3. What do *best* and *worst* mean to you?

THE WEBQUEST PAGE

The WebQuest site is hosted by the Educational Technology Department at San Diego State University. Updated continuously by Bernie Dodge.

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Leman-Langlois, S. (2004). Theft in the information age.

Shaw, M. H., & Shaw, B. B. (2003). Copyright in the age of photocopies, word processors, and the Internet.

The United Voice, A Publication of United Teachers of Wichita

The Process

1. First, each participant will have a hard copy of [the worksheet](#). To answer the questions given above, you'll break into groups of four. Within the group, each of you will take on one of the following roles:

 The Efficiency Expert: To you, a good WebQuest is one that delivers the most learning bang for the buck. If it's a short, unambitious activity that teaches a small thing well, then you like it. If it's a longterm activity, it had better deliver a deep understanding of the topic it covers, in your view.	 The Affiliator: To you, the best learning activities are those in which students learn to work together. WebQuests that force collaboration and create a need for discussion and consensus are the best in your view.
 The Altitudinist: The only for using a WebQuest is if it opens up the possibility that students will have to analyze information, synthesize multiple perspectives, and take a stance on the merits of something.	 The Technophile: To you, the best WebQuest is one that makes the best use of the technology of the Web with attractive colors, animated gifs, and lots of links to interesting sites. If it makes minimal use of the Web, then use a worksheet

2. Individually, you'll examine each of the sites below and use the worksheet to jot down your opinions of each from the perspective of your role. You'll need to examine each site fairly quickly. Don't spend more than 7 minutes on any one site.

Here are the sites you'll be analyzing:

Who Wants to Be a Millionaire?	Analyze several paths to success
Gallery of Art-i-Facts	Design and fill an art museum wing
Conflict Yellowstone Wolves	Take a stand on the reintroduction of wolves
The Gilded Age	Create a documentary on this historical period
Extra, Extra	Analyze the world of the Great Gatsby

1. When everyone in the group has seen all the sites, it's time to get together to answer the questions. One way to proceed would be to go around and poll each team member for the best two and worst two from their perspective. Pay attention to each of the other perspectives, even if at first you think you might disagree with them.

2. Pool your perspectives and see if you can agree on what's best for the learner. **DO NOT JUST TALLY UP THE VOTES AND DECLARE A WINNER.** Instead, begin to put aside your individual perspective and come to an agreement that takes into account all four perspectives.

3. When debriefing time is called, report your results to the whole class. Do you think the other groups will agree with your conclusions?

CONCLUSION: Ideally, this exercise will provide you with a larger pool of ideas to work with as you develop your WebQuest-making skills. The best WebQuest is yet to be written. It might be yours!