



*In This Issue....*

*One Step Ahead of the Palm Pilots: Creating a Culture of Academic Honesty at the U of S*

*Academic Integrity*

*Why Do Students Cheat and What Can Teachers Do?*

*How Can Teachers Prevent Plagiarism?*

*Anti-Plagiarism Tips From the Author of "The Plagiarism Handbook"*

*The Risk of Integrity: An Ethical Contradiction?*

*The Internet and Integrity*

*Thinking Critically About Online Resources*

*Ten Principles of Academic Integrity*



*Reflecting the Scholarship of Teaching and Learning at the University of Saskatchewan*

# CREATING A CULTURE OF **Academic Integrity** AT THE U OF S

by Eileen Herteis, Bridges Editor

The University of Saskatchewan, like universities across North America, is grappling with academic integrity: plagiarism, cheating, and other forms of dishonesty. Advances in technology have increased the choices for those who want to cheat or plagiarize; now many university teachers and administrators are turning to that same technology to detect dishonesty, using software such as turnitin.com or search engines like Google. But academic integrity is about more than just catching cheaters, and thereby encouraging (even unintentionally) an atmosphere of suspicion and distrust by overemphasizing detection tools.

Academic integrity involves creating an ethos or culture of trust, responsibility, and honesty. This special issue of "Bridges" looks forward to the kind of campus culture we want to create at the U of S. I have chosen articles from elsewhere in Canada, from Britain, and from the U.S. to show that integrity is an international concern.

## pla·gia·rize:

**Function: verb**

**transitive senses: to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source**

**intransitive senses: to commit literary theft: present as new and original an idea or product derived from an existing source**

**Etymology: Latin *plagiarius*, literally, kidnapper, from *plagium* netting of game, kidnapping, from *plaga* net, trap**

**Merriam Webster's Collegiate Dictionary, consulted online, September 24, 2002**

January 2003  
Vol. 1 No. 3

The Gwenna Moss Teaching  
& Learning Centre  
University of Saskatchewan  
Room 37 Murray Building  
3 Campus Drive  
Saskatoon, SK S7N 5A4  
Phone (306) 966-2231  
Fax (306) 966-2242  
e-mail : corinne.f@usask.ca  
Web site : www.usask.ca/tlc

Bridges is distributed to every teacher at the University of Saskatchewan and to all the Instructional Development Offices in Canada, and some beyond. It is freely available on the world wide web through the TLC web site. Your contributions to Bridges will reach a wide local, national, and international audience. Please consider submitting an article or opinion piece to Bridges.

Contact any one of the following people; we'd be delighted to hear from you!

**Ron Marken**

TLC Director  
Phone (306) 966-5532  
Ron.Marken@usask.ca

**Eileen Herteis**

TLC Programme Director & Bridges  
Editor  
Phone (306) 966-2238  
Fax (306) 966-2242  
eileen.herteis@usask.ca

**Christine Anderson Obach**

Programme Coordinator  
Phone (306) 966-1950  
Christine.Anderson@usask.ca

**Corinne Fasthuber**

Assistant  
Phone (306) 966-2231  
corinne.f@usask.ca

**Joel Deshaye**

Instructional Technology Consultant  
(306) 966-2245  
email: joel.deshaye@usask.ca  
ISSN 1703-1222

## ONE STEP AHEAD OF THE PALM PILOTS: CREATING A CULTURE OF ACADEMIC HONESTY AT THE U OF S



Gordon Barnhart

On Friday September 27<sup>th</sup>, Dr. Gordon Barnhart, University Secretary, joined Joan Bobyn, Pharmacy, and Susan McDonald, English, to co-present the first session in the TLC's Academic Integrity series.

The three presenters examined the responsibilities of both students and teachers in avoiding and dealing with plagiarism and other forms of academic dishonesty. Is the seductiveness of the internet the reason for increased examples of dishonesty and "cut and paste" plagiarism?

Or is it the mounting pressure on students, many of whom are working full-time outside school, to get good grades rather than actually acquire knowledge?

Whatever the causes, the presenters agreed that teachers who do not act to create a culture of honesty in their classrooms, and who do not enforce ethical standards, lack integrity as much their students who cheat and plagiarize.

Two more Academic Integrity sessions were very successful. On October 24<sup>th</sup>, Susan McDonald related her experiences with detecting plagiarism using the search engine Google. On November 1<sup>st</sup>, Alec Couros and James McNinch from the University of Regina examined the factors—internal, external, and even cultural—that lead students to plagiarize. The presenters asked, "How can we educate students and design assignments to ensure that our culture of integrity is more about prevention than detection?"

Other Integrity sessions are coming. Watch for details about a special Integrity videoconference in April, 2003, and planning has already begun for a campus-wide Academic Honesty week in Fall, 2003.

The TLC is grateful for the support we received from the Technology Enhanced Learning Fund (TEL) for our Academic Integrity programming. For more information about TEL, visit [www.usask.ca/vpacademic/tel/](http://www.usask.ca/vpacademic/tel/).

For details about the University of Saskatchewan's policies on academic honesty and useful information and links for students and teachers alike, visit the honesty web site [www.usask.ca/honesty](http://www.usask.ca/honesty).



# ACADEMIC INTEGRITY



*The University of Saskatchewan is not alone in its focus on integrity. Julia Christensen Hughes, University of Guelph, provides some facts and figures in the following article.*

Integrity is at the heart—the core value—of the academic enterprise. Achieving it requires an ongoing commitment by all levels of the university community—students, staff, faculty, and administrators. Unfortunately, recent articles in academic journals and the popular press have brought into question our collective success in living this value.

## Some figures

- 84 percent of university students engage in some form of academic dishonesty (McCabe & Trevino, 1996).
- 80 percent of “high-achieving, college-bound students have cheated...think cheating is commonplace and ... more than half do not consider cheating a serious transgression” (Keohane, 1999, p. 2).
- Websites offering free term papers receive as many as 80,000 hits a day (Keohane, 1999).
- 32 percent of faculty who are aware of cheating in their courses do nothing in response (Mullens, 2000).

## Some facts

- Cheating is higher among students who perceive that their peers cheat and are not penalized for doing so (McCabe & Trevino, 1993, 1997).
- Students with lower grade point averages cheat more than students with higher grade point averages (McCabe & Trevino, 1997).
- Students in business and engineering self-report cheating more than other student populations (Mullens, 2000).
- Younger students cheat more than older students (McCabe & Trevino, 1997).
- Males cheat more than females (McCabe & Trevino, 1997).

These findings are troubling, as academic dishonesty undermines the values and credibility of institutions of higher learning. In response, many universities are examining academic misconduct and reviewing their approaches for dealing with it.

*Excerpted with permission from Christensen Hughes, J. (Fall, 2001). Academic Integrity. Reflections and Directions: Teaching and Learning at the University of Guelph. 3 (1), 1-3.*

## References

- Dalton, J. (1998). Creating a campus climate for academic integrity. In D. Burnett, L. Rudolph, & K. Clifford. *Academic Integrity Matters*. NASPA Monograph Series. Washington, DC: NASPA.
- Keohane, N. (1999). In *The Fundamental Values of Academic Integrity*, Durham, NC: The Center for Academic Integrity, Duke University, 1-2.
- McCabe, D., & Trevino, L. (1993). Academic dishonesty: Honor codes and other contextual influences. *Journal of Higher Education*, 64, 522-538.
- McCabe, D., Trevino, L. (1996). What we know about cheating in college. *Change*. 28 (1), 29-33.
- McCabe, D., Trevino, L. (1997). Individual and contextual influences on academic dishonesty: A multi-campus investigation. *Research in Higher Education*, 38 (3), 379-396.
- Melendez, B. (1985). *Honor Code Study*. Cambridge, MA: Harvard University.
- Mullens, A. (2000). Cheating to win. *University Affairs*, 41 (10), 22-28.



Dr. Joan Halmo, Department of Music, a contributor to the proceedings, with Dr. Ron Marken, Director, The Gwenna Moss Teaching & Learning Centre.

What does the “Teacher-Scholar Model” mean? What is a scholar? What is scholarship? On November 9 and 10, 2001, University of Saskatchewan teachers, librarians, extension specialists, graduate and undergraduate students, and administrators attended a two-day Symposium to try to answer these questions.

The Symposium included 16 concurrent sessions, featuring 26 presenters from the Universities of Saskatchewan, Regina, and Calgary. Many presenters grappled with the definition of scholarship; some discussed how to document and reward scholarship; others presented examples of it from their teaching, research, service, creative performance, and professional practice.

What Is A Teacher-Scholar? Symposium Proceedings are now available from the University of Saskatchewan Bookstore in Marquis Hall for \$12 (CDN). Mail order please call 888-214-8888 (in Canada only) or call 306-966-4476, fax 306-966-4492. The ISBN number for orders is 0-88880-459-8.

# WHY DO STUDENTS CHEAT AND WHAT CAN TEACHERS DO?



The literature provides many reasons for cheating including (Gross Davis, 1993; Maramark & Maline, 1993; Dalton, 1998; McCabe, Trevino & Butterfield, 1999):

- devaluing the intrinsic worth of higher education (i.e., a means to an end)
- societal/family/academic expectations
- desire to excel
- pressure of getting high grades
- pressure of getting a good job or getting into graduate school
- high levels of stress
- highly competitive environments
- pressure to support a team member or friend
- laziness/apathy/lack of preparation

Other reasons include immaturity (Haines, Diekhoff, LaBeff & Clark, 1986), alienation (Newhouse, 1982); all of which help explain the greater incidents of cheating amongst first-year students. In addition, not all students who cheat are necessarily aware that they are doing so. Some students are uncertain about the differences between complicity and appropriate collaboration, and between plagiarism and properly acknowledged paraphrases.

## Strategies for Promoting a Culture of Academic Integrity

What can teachers do?

When it comes to promoting academic integrity, teachers and teaching assistants are instrumental. Below are a number of tips and approaches.

- Discuss standards of academic scholarship, intellectual property, and copyright – refer students to the Undergraduate Calendar (online or hardcopy) as appropriate
- Model ethical behaviour and adherence to University policies in the classroom – set an example (e.g., obtain public viewing rights to show videos, reference and obtain permission to use cartoons and pictures from books on transparencies and for PowerPoint presentations; talk about the ethical protocols associated with your own research)
- Educate students about plagiarism, paraphrasing and proper referencing – take them through the process of referencing and putting text in their own words (in groups or as a class)
- Discuss the benefits of citing sources (Harris, 2001)
- Teach students how to assess the validity/reliability of electronic resources
- Acknowledge that you are aware of electronic sources that sell or make research papers available online (become familiar with these sources as they pertain to your own subject area and assignments)

## Strategies for Designing Written Assignments

- Be clear about what you expect of students for each assignment; explain orally in class and again in writing
- Create meaningful assignments (Baldwin, 2001)
- Require students to write a paragraph describing why they chose their specific topic
- Require specific formatting guidelines and documenting of research pathways (e.g., how students located electronic sources) (Johnson & Ury, 1999)
- Change topics and the nature of assignments each year
- Require specific elements be included in the paper (e.g., 2 books, 1 internet source, 4 primary sources, or a specific referencing format such as APA, CBE, MLA)
- Require students to submit a select number of journal articles (or photocopy of first page) identified in their bibliography; to provide an annotated bibliography of an identified number of references; and/or to limit their research sources to those published within a set number of years (e.g., last five years)
- Build in intermediate steps (with due dates) for which students have to submit work for comment or grade (e.g., draft outline of a paper) and require them to demonstrate how feedback has been incorporated in their final version
- Provide in-class time for students to share drafts of papers and receive feedback from their peers
- Be absolutely clear about when and where collaboration is acceptable and not acceptable



The literature on teaching and learning shows that making it less likely that students plagiarize will also make it more likely they will learn. (Stefani & Carroll: *A Briefing on Plagiarism*)

- If students are allowed to collaborate with peers on all or part of an assignment, require them to acknowledge their peers as a legitimate source of information and as a check mechanism between papers and reports

- Incorporate oral presentations of students papers in which students have to discuss both the process and outcome of developing their paper

- Require students to submit electronic versions of their papers and use an Internet tool to check for plagiarism

### Strategies for Detecting Plagiarism

- Look for inconsistencies in writing styles within and between papers; signs of datedness; mixed citation styles; a lack of references or quotations (Harris, 2001)

- Watch for obvious blunders where students have failed to remove fax numbers, notes (e.g., Thank You for Using TermPaperMania) or web addresses in the margins (Harris, 2001)

- Run student papers through available software or Internet programs that check for plagiarism (e.g., TurnItIn.com or EVE2.com)

- Use a search engine (e.g., Google) to find a student's paper if you suspect "cut and paste" plagiarism

- Where a paper is suspect, compare the student's work to previous writing assignments

*Excerpted with permission from Christensen Hughes, J. (Fall, 2001). Why so students cheat? Reflections and Directions: Teaching and Learning at the University of Guelph. 3 (1), 8-9.*

### References

Baldwin, A. (2001). Practical plagiarism prevention. *The Teaching Professor*, 15(5), 1,3.

Dalton, J. (1998). Creating a campus climate for academic integrity. In D. Burnett, L. Rudolph, & K. Clifford.

*Academic Integrity Matters*. NASPA Monograph Series. Washington, DC: NASPA.

Gross Davis, B. (1993). *Tools for Teaching*. San Francisco: Jossey-Bass.

Haines, V., Diekhoff, G., LaBeth, E., & Clark, R. (1986). College cheating: Immaturity, lack of commitment, and the neutralizing attitude. *Research in Higher Education*, 60, 190 - 198.

Harris, R. (2001). *Anti-Plagiarism Strategies for Research Papers*. <http://www.virtualsalt.com/antiplag.htm> [available: 9/27/01].

Johnson, C. and Ury, C. (1999). Preventing Internet plagiarism. *The National Teaching and Learning Forum*, 8 (5), 5-6.

Maramuk, S. & Maline, M. (1993). Academic dishonesty among college students. *Issues in Education* (monograph). Washington, DC: Department of Education, Office of Research. ED360903.

McCabe, D., Trevino, L., & Butterfield, K. (1999, March/April). Academic integrity in honor code and non-honor code environments: A qualitative investigation. *Journal of Higher Education*, 70(2), 211-234.

Newhouse, R. (1982). Alienation and cheating behavior in the school environment. *Psychology in the Schools*, 19, 234-237.

*Academic integrity is the quintessential moral value of the academic community . . . . When students or faculty violate this moral standard, they jeopardize the core integrity of the learning enterprise. No college or university can tolerate the loss of its fundamental ethical credibility."*

Dalton, J. (1998). *Creating a Campus Climate for Academic Integrity*. P. 1.



## How Can Teachers Prevent Plagiarism?

### Four Practical Tips

1. Emphasize the processes involved in doing research and writing papers. Ways to do so include requiring topic proposals, idea outlines, multiple drafts, interim working bibliographies and photocopies of sources.

2. Require students to engage and apply ideas, not just describe them.

3. Require students to reflect personally on the topic or the processes of research and writing, either in the paper or as an additional writing assignment.

4. Discuss plagiarism with students, both what it is and your policies about it.

*Lisa Hinchliffe, University of Illinois at Urbana Champaign. Cut-and-Paste Plagiarism: Preventing, Detecting and Tracking Online Plagiarism <http://alexia.lis.uiuc.edu/~janicke/plagiarism.htm>*

### Connect With Your Students . . . Says Gerdeman in a recent ERIC Digest:

The classroom environment established by the instructor can have significant impact on integrity. Students who are actively involved in the learning process and who perceive instructors to be concerned about them are much less likely to engage in dishonest behaviour. If, on the other hand, a professor seems indifferent or if the subject matter seems unimportant or uninteresting, students feel less moral obligation to behave honestly.

Gerdeman, R.D. 2000. *Academic Dishonesty and the Community College*. ERIC Digest.

[http://www.ed.gov/databases/ERIC\\_Digests/ed447840.html](http://www.ed.gov/databases/ERIC_Digests/ed447840.html)

# ANTI-PLAGIARISM TIPS FROM THE AUTHOR OF "THE PLAGIARISM HANDBOOK"

## Top Three Strategies for Preventing Plagiarism

1. Require specific components for the paper. Develop a set of requirements that allow flexibility but that also prevent a canned or downloaded paper from fitting the assignment:

- At least two sources must be less than a year old.
- Include a table of data collected by the student in a survey or experiment.
- Include a discussion or analysis of a specific book or article named by the instructor.
- Make use of at least two books, three articles, two Web articles, and an interview.

2. Require process steps. To prevent a student from handing in a paper downloaded or borrowed the night before the assignment is due, require that you see evidence of ongoing construction of the paper. Points should be given to each piece of the process, so that a student who hands in a paper without turning in the pieces will not pass the assignment. Consider requiring some of these steps, spread out over the time allotted for creating the paper:

- Explanation of topic chosen
- Research plan
- Preliminary bibliography
- Annotated preliminary bibliography
- Prospectus (the problem, possible approaches or solutions, writer's proposed approach)
- Outline

- Rough draft (on which you make suggestions for additional sources or rearrangement)

- Final draft

3. Require copies of sources. Have students attach printouts of articles or Web pages cited and photocopies of printed articles and book pages used. Have them highlight the words they have quoted or otherwise cited.

Comparing the sources to the paper will enable you to determine how effectively the students use source material. You may also find uncited material in the paper that is plagiarized from one of the sources. When students know that their sources are attached, they may be more careful in using them.

## Top Three Strategies for Detecting Plagiarism

A large percentage of student plagiarism appears to be coming from the Web because searching, copying, and pasting are so easy. These strategies focus on finding information taken from the Web.

1. Use the Google-Plus-Four method. Google ([www.google.com](http://www.google.com)) is a search engine with a very large database, and it is one of the best places to begin. Find a four-word phrase that appears to be unique to the paper or paragraph you suspect. For example, in a paper about Dickens' *Great Expectations*, the phrase "Pip still snobbishly thought" was chosen because "Pip" is an unusual word and the phrase "snobbishly thought" is unusual as well. The two items together are probably close to being unique. Next, take the phrase to Google and perform an exact phrase search by typing the phrase into the search window, and surrounding it with quotation marks. In the case of the Dickens paper, Google returned two

Web sites containing the stolen paper. Using other search engines may also be useful, as well as a metasearch tool such as Dogpile ([www.dogpile.com](http://www.dogpile.com)).

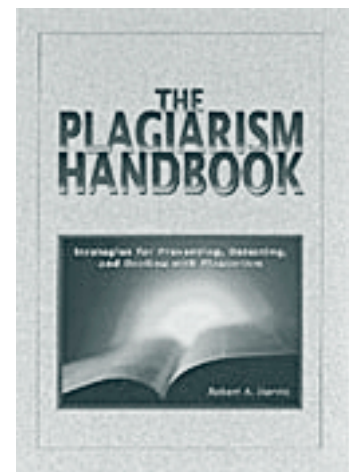
2. Look at online paper mills. Go to Google and type in "free term papers" and you will find many sites. The sites are often linked with each other (some even plagiarize each other's papers), so you can visit several. Search by subject or title. For paper mills that sell papers, try Essay Finder ([www.essayfinder.com](http://www.essayfinder.com)). Search by subject. Compare the description of the paper (including length and number of citations) with your suspect paper.

3. Try a software approach. Visit [www.plagiarism.phys.virginia.edu](http://www.plagiarism.phys.virginia.edu) for information.

## Final Advice to Instructors

In my experience, other than the whole-paper or paragraph-after-paragraph type of plagiarism, much plagiarism occurs through the student's lack of understanding about how to quote, paraphrase, and cite sources. Many students simply do not know what they are doing. Providing them with clear instruction about plagiarism and how to avoid it will help reduce the amount you see.

—Robert A. Harris (2001). *The Plagiarism Handbook: Strategies for Preventing, Detecting, and Dealing with Plagiarism*, Pyczak Publishing. [www.antiplagiarism.com](http://www.antiplagiarism.com)



# THE RISK OF INTEGRITY: AN ETHICAL CONTRADICTION?



*The University of Manitoba's annual Academic Integrity Week features a variety of speakers, events and activities. The Week underscores the fact that the entire university community, from teachers to administrators to students, shares the responsibility for establishing and maintaining an ethos of honesty on campus. The following article summarizes one of the keynote presentations, by Dr. John Stackhouse, Department of Religion. It appears here with permission from University Teaching Services at Manitoba.*

John Stackhouse's nine fundamental elements of academic integrity grew from the definition that academic integrity refers to the consistent and coherent dedication to the ideals of the university. Academic integrity is more than simply "not cheating"; it encompasses positive elements that inform and underpin academic life. These nine principles apply to teachers and students alike, but there are some risks for both groups in adhering to these ideals.

## John Stackhouse's Nine Elements of Integrity

**I discover:** refers to the devotion to inquiry and risk of imaginative exploration in the face of seeking more comfortable verification of existing beliefs

**I declare:** places an emphasis on speaking with one's own voice to present discoveries, informed opinions, existing biases, and opposing viewpoints

**I document:** raises the constant question, "How do I know that?" and so leads to credit being given to all sources of knowledge

**I doubt:** encourages us to be our own worst critics and then put our ideas in the public forum to face the skepticism of our peers

**I disagree:** refers to the challenges to others' opinions or findings that drive further inquiry

**I don't know:** clarifies when students or colleagues can trust your statements on a particular topic

**I did/didn't do that:** taking proper credit for accomplishments not only clarifies one's level of authority or knowledge in a field but also creates a legitimate, shorthand method of defining position, status, authority

**I defer:** emphasizes giving way to others' opinions in certain circumstances and also a willingness to suspend judgment on an issue until sufficient has been done

**I delight:** the academic ideal, described in part by actions described above, requires devotion to the process and excitement about the work.

What risks are inherent in following these nine principles? For teachers, disagreement—even over esoteric issues of a field—can lead to ill-will; self-doubt can be paralyzing; and delight in academia can be seen as a strange eccentricity. For students, documentation of sources may reduce the apparent amount of "original" thought; declaring a viewpoint may open the student to criticism from peers; and delight in academia may turn an undergraduate student into—of all things—a graduate student.

*This article first appeared as "The Risk of Integrity" (Mark Lawall, ed.). The UTS Newsletter. 6 (2), 1997.*



# THE INTERNET AND INTEGRITY

Lawrence Hinman, Director of the Values Institute, University of San Diego, says that opportunities for Internet plagiarism are rampant. More troubling for him, however, is the broader effect of online teaching on academic integrity:

“ The Internet is quickly transforming what happens—and doesn’t happen—in the traditional classroom, and this presents a much greater challenge. . . .

Classroom education has always had a dual element. On the one hand, information gets transmitted. On the other hand, there is an engagement that occurs between teacher and students. It is in this process that student academic integrity is formed, not just in some minimalist sense of academic honesty, but also in a much fuller sense of integrity. Students develop an intellectual identity, to see themselves as thinkers who take responsibility for themselves and their ideas. They develop responsibility for their own intellectual quest. This is academic integrity in its most fundamental sense.

As the Internet plays an increasingly prominent role in traditional undergraduate education, two paths are open to us. We can move in a direction that will make classrooms increasingly irrelevant. Insofar as we see education simply as the transmission of information, we will move naturally in this direction.

Or the Internet can be used to free classroom time for more effective interaction among professor, students and the ideas being considered in the course—an interaction that cannot happen on the Web. The momentum of the technology, the apparent economic benefits won by cost-conscious administrators and the lack of appreciation for the central formative process of liberal education all conspire to push us toward the first path. To follow this path to its inevitable destination would be the ultimate violation of academic integrity.”

*Excerpted from Download Your Workload, Offload Your Integrity, Los Angeles Times, Nov 15, 1999. Available at Lawrence Hinman’s web site, Ethics Updates: <http://ethics.sandiego.edu/index.html>*



## English Professor Wins First U of S Distinguished Supervisor Award

On October 8, 2002, Professor Peter Stoicheff won the first annual University of Saskatchewan Distinguished Supervisor Award. The award honours faculty members who supervise graduate student projects.

Fifteen faculty members from several colleges at the U of S were nominated. Stoicheff was chosen because of his record of having supervised 11 Master’s and Doctoral theses and because of his collaborative work with graduate students. In humanities research, collaboration between graduate students and faculty is unusual, but Stoicheff thought it would be a mutually beneficial experience and hired several graduate students to work with him.

During the course of the last four years, several students have helped Stoicheff design hypertext editions of some literary texts. Two of the sites have garnered widespread attention from scholars and students who use the Internet for research. The sites have also been proving useful as classroom teaching aids.

One of the first projects, The Prufrock Papers, provides a fully linked version of T.S. Eliot’s 1917 poem “The Love Song of J. Alfred Prufrock.” The text’s many allusions are explained through the linked poem. Since its uploading in March, 1999, the site has attracted over 250,000 visitors.

Stoicheff’s hypertext edition of William Faulkner’s 1929 novel, The Sound and the Fury, has been even more popular. The site, which provides an automated way of re-ordering and sorting Faulkner’s often chaotic narrative chronology, will likely have exceeded half a million visitors by the time of this printing in the New Year.

These hypertext projects, which are consistently rated in the top 50 most popular U of S sites, are available on the Internet through the U of S English Department site at <http://www.usask.ca/english>.



# THINKING CRITICALLY ABOUT ONLINE RESOURCES

Linda Fritz, Head of Research Services,  
U of S Library

*While encouraging students not to copy material from the web is a crucial part of academic honesty, a corollary is having them think critically about the integrity, honesty, and dependability of what they find on the web.*

There are no guarantees on the web.

Among the things I tell students is that evaluating the web is no different from evaluating print information. All the old questions apply:

- Who wrote the article?
- What is it really about?
- When was it written?
- Where was it written?
- Why was it written?

The problem is that finding the answers to these questions for online information isn't always easy.

Let me give you an example of what can happen if a web user doesn't ask these questions.

A few years ago, an article appeared on the web co-authored by U of S Pharmacy and Nutrition Professor Gordon Zello. The printed version, which appeared in a peer-reviewed scholarly journal, described an amino acid that was required in the human diet. The article found that the current

dietary recommendation estimate for the amino acid was too low. It was also made clear that individuals eating a normal/healthy diet were not at any risk for an inadequacy of the amino acid as it is found in abundance in most foods. The web version of the article had all of the attributes of scholarship: full references, information about the authors, etc. Unfortunately it left out the conclusion that normal dietary practices would not result in a deficiency of the amino acid. This version of the article had been "published" by a firm that makes dietary supplements. It existed on the web to sell supplements, especially the amino acid in the research article. This happens far too often with the free web.

## **Some concrete ways to evaluate a web site**

Understanding the structure of the URL is a good way to begin. Geographical domains are useful: .ca points to a Canadian server; .nz to one in New Zealand. Three letter domain types usually indicate that the server is in the United States. The exception, and it's a big one, is .com.

The domain type .edu indicates a 4-year college in the United States. While all the .edu sites are not necessarily scholarly, they are a good place to start.

U of S instructors may want to tell their students that the Library subscribes to over 7,000 electronic journals through licensed database subscriptions. Many of these journals are peer-reviewed, scholarly works. They are not available on the open web through search engines such as Google, but through the Library's web site <http://library.usask.ca>. All students, faculty and staff who have valid and up-to-date university ID are entitled to use them.

Finally, library staff are always happy to assist teachers and students to access reliable online information.

## CALL FOR PROPOSALS

### **Teaching & Learning First: Does technology enrich student learning?**



**University of  
Saskatchewan,  
May 12-14, 2003**

The Gwenna Moss Teaching & Learning Centre invites proposals for the second Symposium on technology-enhanced pedagogy. Our theme, "Teaching & Learning First," encourages reflection on and demonstration of the ways in which technology has affected what teachers can do and what students can learn both inside and outside the classroom. We welcome proposals from university teachers, teaching assistants, and graduate and undergraduate students.

For more complete Symposium details, proposal guidelines, suggested topics, and a proposal submission form, visit the TLC web site at [www.usask.ca/tlc](http://www.usask.ca/tlc)

**Deadline for proposals:  
March 17, 2003**

# TEN PRINCIPLES OF ACADEMIC INTEGRITY



By Donald L. Mc Cabe and Gary Pavela

1. **Affirm the importance of academic integrity.** Institutions of higher education are dedicated to the pursuit of truth: affirm that the pursuit of truth is grounded in certain core values, including diligence, civility, and honesty.

2. **Foster a love of learning.** A commitment to academic integrity is reinforced by high academic standards. Most students will thrive in an atmosphere where academic work is seen as challenging, relevant, useful, and fair.

3. **Treat students as ends in themselves.** Students deserve individual attention and consideration. They will generally reciprocate by respecting the best values of their teachers, including a commitment to academic integrity.

4. **Promote an environment of trust in the classroom.** Most students are mature adults; they value an environment free of arbitrary rules and trivial assignments, where trust is earned, and given.

5. **Encourage student responsibility for academic integrity.** With proper guidance, students can be given significant responsibility to help protect and promote the highest standards of academic integrity. Students want to work in communities where competition is fair, integrity is respected, and cheating is punished. They understand that one of the greatest inducements to engaging in academic dishonesty is the perception that academic dishonesty is rampant.

6. **Clarify expectations for students.** Teachers have primary responsibility for designing and cultivating the educational environment and experience. They must clarify their expectations in advance regarding honesty in academic work, including the nature and scope of student collaboration. Most students want such guidance, and welcome it in course syllabi, carefully reviewed by their teachers in class.

7. **Develop fair and relevant forms of assessment.** Students expect their academic work to be fairly and fully assessed. Teachers should use—and continuously revise—forms of assessment that require active and creative thought, and promote learning opportunities for students

8. **Reduce opportunities to engage in academic dishonesty.** Prevention is a critical line of defense against academic dishonesty. Students should not be tempted or induced to engage in acts of academic dishonesty by ambiguous policies, undefined or unrealistic standards for collaboration, inadequate classroom management, or poor examination security.

9. **Challenge academic dishonesty when it occurs.** Students observe how teachers behave, and what values they embrace. Teachers who ignore or trivialize academic dishonesty send the message that the core values of academic life, and community life in general, are not worth any significant effort to enforce.

10. **Help define and support campus-wide academic integrity standards.** Acts of academic dishonesty by individual students can occur across artificial divisions of departments and schools. Although teachers should be the prime role models for academic integrity, responsibility for defining, promoting, and protecting academic integrity must be a community-wide concern—not only to identify repeat offenders, and apply consistent due process procedures, but to affirm the shared values that make colleges and universities true communities.

Excerpted from Ten Principles of Academic Integrity (College Administration Publications, available online at <http://www.collegepubs.com/ref/10PrinAcaInteg.shtml>)

## What's the Point by Telfer



For this issue's "academic honesty" theme, you are invited to fill in the captions on this cartoon. What is being said between these two people? The most creative and appropriate entry will win.... A TRIP TO HAWAII!

(In the interest of academic integrity, that last bit about Hawaii should probably be ignored.) Deadline is January 25, 2003. Send to Eileen at the TLC. Winner will be announced in the Feb. 2003 Bridges.

# BRIDGING THE GAPS



By Eileen Herteis, TLC

**THE PLAGIARISM HANDBOOK:**  
Strategies for Preventing, Detecting,  
and Dealing with Plagiarism  
by Robert A. Harris (Copyright 2001  
by Pycszak Publishing)

"Do you need this book?" asks its  
author, English Professor Robert Harris.  
The question is rhetorical, it seems.

Here are some of the facts he cites:

- A free term-paper site run by a 16-year-old gets 13,000 hits a day.
- A former tutor at the University of Minnesota admitted to writing 400 academic papers for the men's basketball team.
- A librarian went "undercover" to order a paper from a paper mill; it could not be delivered on time as the site was flooded with over 800 orders a day. (Harris: vi)

In six chapters that contain lively cartoons, *The Plagiarism Handbook* addresses topics such as educating yourself and your students about plagiarism; constructing assignments that deter plagiarism; detecting and dealing with plagiarism; administrative and institutional considerations. The extensive appendices provide lists, tools, definitions, and examples of policies.

This book is new on the reference shelf in the TLC Library.

## On-Line Resources

University of Saskatchewan Academic  
Honesty Web Site  
<http://www.usask.ca/honesty>

From the University Secretary's Office,  
this excellent web site contains  
information for university teachers and

students alike. With definitions of honesty and dishonesty, links to the university's guidelines for academic conduct, and practical, no-nonsense advice for students it is a must to bookmark and refer to again and again. The section "Doing It Right" contains resources for teachers, information for students on how not to plagiarize, and guidelines for citing sources.

*A Briefing on Plagiarism (2001)* by  
Lorraine Stefani & Jude Carroll,  
published by The Learning and Teaching  
Support Network, York, UK.

[http://www.ltsn.ac.uk/genericcentre/  
projects/assessment/assess\\_series.asp](http://www.ltsn.ac.uk/genericcentre/projects/assessment/assess_series.asp)

This paper argues for clearer, more complete definitions of plagiarism and makes a case for accepting the research on assessment for student-centred learning as a significant help in lessening the impact of plagiarism. Although electronic detection may seem an answer to cheating in exams and assignments, it may lead to a culture of suspicion detrimental to student learning. *A Briefing on Plagiarism* suggests starting with student learning and, in particular, with ensuring students receive clear and complete guidelines as to what constitutes plagiarism, how it is defined at disciplinary level and what actions are taken in the event of a misdemeanour. The paper also advocates that teachers review the links between plagiarism, assessment and classroom actions and offers suggestions as to how this might be done. This paper may also be downloaded directly from the University of Saskatchewan's Honesty web site <http://www.usask.ca/honesty>

The Climate for Honesty, The Faculty  
Network, Bryant College, Rhode Island

[http://web.bryant.edu/%7Efacdev/  
the\\_faculty\\_network/fall02/  
fall\\_2002.htm](http://web.bryant.edu/%7Efacdev/the_faculty_network/fall02/fall_2002.htm)

Bryant College's Fall 2002 newsletter focuses on academic integrity and begins by juxtaposing the current business environment of deceit and cheating (Enron, Worldcom, etc.) with the university classroom that may be seen as a micro-climate of this pervasive environment. The articles include *Combating the Culture of Plagiarism*; *Critical Enquiry, Academic Honesty, and Mission*; and *Academic Behaviour: A Practical View*. This site may also be accessed directly from the TLC web site [http://www.usask.ca/tlc/  
academic\\_integrity.html](http://www.usask.ca/tlc/academic_integrity.html)

Students who weave  
together blocks of text,  
citing each source correctly  
and adding little if any of  
their own words have  
probably written a very  
poor paper but they have  
not plagiarized. Many  
students find this distinction  
hard to grasp. (Stefani &  
Carroll: *A Briefing on  
Plagiarism*)





# Informality in E-mail Communication

by Joel Deshayé  
Instructional Technology Consultant

Not long ago, e-mail correspondence between students and faculty was a relatively distrusted and sometimes unreliable means of bridging the communication gap. Today, the “bugs” have been all but squashed, and, with the advent of universal e-mail access for many universities, e-mail exchanges are common between students and teachers.

The popularity of this technology has already begun to affect our writing habits. The most obvious change is that we write less formally than in the past - perhaps even with less decorum. While it is harmless enough for experienced writers to play a little with words or to opt for the convenience of brief, informal correspondence, this practice could be detrimental to students’ writing skills.

The main concern is that the speedy convenience of e-mail encourages people to send messages without thinking about them thoroughly. In my own teaching experience, students’ e-mails tend to contravene many of the traditional formalities of written work. The convenience invites carelessness, and the messages I receive often lack a greeting or address, a subject line, correct grammar and punctuation, closing remarks, a signature line, or some combination of these. The importance of these omissions depends on the situation.

For instance, when people do not define all the account identity settings in their e-mail application, and also neglect to include a closing or signature, the recipients might never know who sent the message. I have received several such unintentionally anonymous messages, and the annoyance is acute! E-mail also encourages writers to sacrifice accuracy for speed - a habit that can be problematic when people scan their messages and replies without attending to all the content.

These bad habits are not limited to students. Teachers, too, need to be aware of the temptation of the quick and handy e-mail response. When I was writing my thesis, I sent a query about my subject to one of the international experts in the field. He “flamed” me with a completely dismissive and discouraging response. Despite the fact that my supervisor supported me, saying that such a response implied that I was pressing the right buttons, I wished this expert had thought twice before clicking “Send.”

Another convenience of e-mail is the clever iconography of using emoticons (emotion icons). While they are fun and quick, their use also suggests that the writer does not expect the reader to understand irony, gratitude, frustration, humour, or surprise, when insinuated in words. I can’t imagine Jonathan Swift writing “Eat the babies! ;-)” Nor can I believe that students will benefit from using shorthand, abbreviations, or graphics to say what they could have said with words in context.

Why not? When one disregards the aforementioned formalities, misunderstandings are likely. Introductory remarks, closing sentences, subject lines, and effective vocabulary all remind the reader of the letter’s purpose and intended audience. Clarity depends on a logical organization and an appropriate tone; without them, the messages are ambiguous and require time and effort to interpret.

However, these complaints should not persuade teachers to stop using e-mail. Academic discourse can be more accessible to students who have e-mail as an option. Shy students or those who prefer to think carefully before speaking might be grateful for an electronic environment that allows them to respond to the instructor without fear of reprisal from their peers. For a timid undergrad, e-mail could be a godsend.

Nevertheless, students need to know how to avoid the pitfalls of the e-mail idiom. A few exercises might be all that is needed to ensure that students know the basics of communicating simply and clearly, even in the tempting environments of the new, ever-faster technologies.

Joel Deshayé is a website designer and instructional technology consultant at The Gwenna Moss Teaching & Learning Centre. He is also a sessional lecturer in the English Department.

# PREPARING FUTURE FACULTY: OUR GRAD STUDENTS' PAGE



## Graduate Student Development Days

Graduate Student Development Days provide novice graduate students at the U of S with the instructional knowledge, skills, and confidence needed to promote student learning.

The sessions are offered jointly through the Graduate Students' Association (GSA) and The Gwenna Moss Teaching & Learning Centre, and are open to graduate students from any department at the University of Saskatchewan.

There is no registration fee for the programme; however, registration is required.

For more detailed descriptions of the sessions and frequent updates on our grad student programmes, visit the TLC web site [www.usask.ca/tlc](http://www.usask.ca/tlc) and choose "For Grad Students."

### Sessions:

**January 13, 2003, 9 - noon**  
**Becoming A Professional - How to Survive In Academia**

**February 3, 2003, 1-4 PM**  
**Information Literacy or Life in the Deep Web**

**February 13, 2003, 4 - 7 PM**  
**Teaching With Technology**

**March 4, 2003, 1 - 4 PM**  
**Academic Issues - Integrity, Ethics, Dishonesty Procedures**

There is no registration fee for the programme; however, registration is required. For further registration information, please contact Corinne Fasthuber, [corinne.f@usask.ca](mailto:corinne.f@usask.ca), or phone 966-2231

## Best Practices in Graduate Supervision

Excerpted from an article by Dr. Tom Wishart, Rob Angove, Kim West and Beatrice Blanchette

"A good supervisory relationship can help bridge the gap between student and supervisor, and between teaching and learning."

Over one hundred and sixty faculty and graduate students attended the Best Practices in Graduate Supervision Conference on October 4 and 5, 2002. The six-hour Conference stretched over a Friday afternoon and Saturday morning, and headlined two University of Manitoba professors: Dr. Lynn Taylor, Director of the Faculty Development Division of the Centre for Higher Education Research and Development, and Dr. Dean Kriellaars, Associate Professor in the Division of Physical Therapy at the School of Medical Rehabilitation. Plenary presentations, sharing best practices, and trouble-shooting common scenarios allowed participants to focus on what they considered some of the important aspects of a student-supervisor relationship. Sessions included group work and case studies, whereby graduate faculty and graduate students examined a number of issues and devised solutions to benefit students and professors alike. A high quality of discussion was maintained throughout the Conference, and the faculty and students were actively engaged on the issues. That participation helped the Conference realise its goal: to make graduate student supervision a better experience for student and supervisor.

All participants agreed that among the key ingredients for any successful student-supervisor relationship are effective communication, mutual respect & professionalism, and balance, including setting up clear goals, timetables, and expectations.

Because the relationship between graduate students and supervisors is complex, enduring, and multi-faceted, the ideas generated during the graduate student forum are rich and varied. A full account of that discussion will be available in its entirety on The Gwenna Moss Teaching & Learning Centre's website (<http://www.usask.ca/tlc>). Both students and supervisors are encouraged to make use of the resources posted on the website to help develop and foster successful student-supervisor relationships in the future.

With the successful conclusion of this Conference we now turn our attention to the question of whether a second conference, on the same or a different topic, is necessary or desirable. Your comments and suggestions are invited to [beatrice.blanchette@usask.ca](mailto:beatrice.blanchette@usask.ca)

The Conference was made possible by the coordinated efforts of the Organizing Committee, and the generous financial contributions from the Research Committee of Council, the Vice-President Research, the Acting Provost & Vice-President Academic Offices, and many Colleges.

Graduate Students in the Scholarship of Teaching & Learning Certificate should refer to our web site to see which workshops apply towards certification.

# TLC DAYS



## **The Graduate Student's Teaching Portfolio: Developing a Scholarship of Teaching**

**Eileen Herteis, The Gwenna Moss Teaching & Learning Centre**  
**Thursday, January 30<sup>th</sup>, 1:30-4 pm**

More and more universities are requiring teaching portfolios, and graduate school is the perfect time to start compiling yours.

With their increased teaching and marking responsibilities, graduate students begin to develop teaching philosophies and goals that will inform their future academic practice and scholarship. The portfolio allows graduate students to record their teaching goals and accomplishments even while they are evolving. The resulting dossier will become an important component of a successful career search.

This interactive workshop is designed especially for graduate students. The session will get you started on the process; introduce you to the portfolio and its components; and present examples from other graduate students. So even if you have limited teaching experience, you are encouraged to attend and discover how you can create a portfolio that works for you.

## **The Dilemmas of Disclosure: Defining Boundaries in the Teacher-Student Relationship**

**Norm Biram, Employee Assistance Programme & Lynn Corbett, Student Counselling Services**  
**Friday, January 31<sup>st</sup>, 1:30-4 pm,**

University teachers (faculty, sessionals, or graduate students) are not trained as counsellors; however, for many teachers the line between instructor and counsellor becomes blurred by the demands of students and an instructor's desire to be helpful. Class content, course expectations, learning activities, or even outside events trigger strong reactions in students. They may experience anxiety, stress, depression, or even trauma that manifest in many different ways and may have a profound effect on their learning and their ability to fulfill class requirements.

This workshop will seek to answer these and other questions:

- When a student discloses feelings of

stress, anxiety, or depression, how should the teacher respond?

- What are your responsibilities as a teacher to respond to personal disclosures from students?
- When should you draw the line and refer the student to other agencies on campus?
- How do you recognize that the student's disclosure is having an effect on your own well-being, and where can you turn for help?

This session is open to all University of Saskatchewan teachers, but it is especially recommended for new faculty and graduate student teachers.

## **A Journaling Primer** **Cindy Peternelj-Taylor, Nursing, & Marg Forbes, Commerce**

**February 11<sup>th</sup>, 11:45 - 12:45 pm**  
Journaling helps students record and reflect on their learning, but it can do so much more. Would it work in your class? Attend this special lunch-hour session to find out.

## **Getting Them Thinking: Models and methods for developing higher-order thinking skills in the classroom** **Dirk Morrison, Extension Division, Deirdre Bonnycastle, Extension Division**

**Thursday, February 27<sup>th</sup> - 1:30 - 4 pm**  
Most university faculty would agree that a major goal of higher education is the development of higher-order thinking skills. While graduates of the U of S are expected to have basic content knowledge, employers increasingly insist that students must also acquire, refine and demonstrate a constellation of cognitive proficiencies, including critical, creative, and complex thinking skills. This interactive seminar will articulate and explore a conceptual model (the Integrated Thinking Model) and a number of concrete instructional methods pertinent to the development of higher-order thinking skills, applicable to both face-to-face and online learning environments.

## **Student and Teacher Perspectives on Scholarship in Teaching and Improving One's Teaching: What do**

## **the Experts (Students and Teachers) Tell us?**

**Len Gusthart, College of Kinesiology, Linda Ferguson, College of Nursing**  
**Thursday, February 6<sup>th</sup>, 1:30- 4 pm**

The phrase "how research informs teaching" brings different images to mind. We all know many things about good teaching but operationalizing this into the classroom is a separate challenge. This presentation will integrate the results of two University of Saskatchewan studies to identify effective teaching strategies and discuss means to overcome barriers to their implementation in the classroom. Participants will be actively engaged in the session.

## **The Teaching Voice: Exercises and Tips for Using and Protecting your Most Valuable Instructional Asset** **Pamela Haig-Bartley, Department of Drama**

**Thursday, March 6<sup>th</sup>, 1:30 - 4 pm**  
This session will focus on helping you, the teacher, use your voice to advantage. We'll attempt to learn a few exercises to help minimize the common fear of public speaking, and give you back some of the fun, joy and power that speaking effectively can give you. We'll work on developing healthy, self-aware habits so that you feel less at the mercy of crippling self-consciousness. You'll also learn some practical tips on taking care of this valuable teaching instrument. So come on out, make some noise, and be heard!

## **Sense and Non-Scents**

*Perfumes, colognes, aftershaves, lotions and other scented products contain chemicals that cause discomfort, or even serious health problems, for those who suffer from allergies, asthma, and other medical conditions.*

*To ensure the comfort of everyone who attends our workshops, participants and presenters alike, The Gwenna Moss Teaching & Learning Centre has instituted a scent-free policy. Please do not wear scented products when you attend our sessions or visit the TLC.*

## New this Semester!

### Focus on Teaching: A Sweet & Informal Lunchtime Series

Join us at the TLC for three lunch-hour sessions that explore why we became teachers, why we love teaching, and how we reward and recognize teaching accomplishment. The topics are designed to evoke reflection and provoke discussion. Bring your lunch; we'll supply dessert!

#### Awards—What Are They Good For? Tuesday, January 28<sup>th</sup>, 11:45 am – 12:45 pm

Join the University's three 3M Fellows Len Gusthart (Kinesiology), Mel Hosain (Engineering), Ron Marken (English/TLC), and 3M Coaching Award Winner Lyle Sanderson to discuss the value of national teaching awards. What do we expect our award-winners to do on a local, provincial, or national stage to raise the profile of teaching?

Dessert of the Day: Chocolate Cake

#### Exploring Teaching Philosophies Eileen Herteis from The Gwenna Moss Teaching & Learning Centre Thursday, February 13<sup>th</sup>, 11:45 am – 12:45 pm

What philosophy underpins your teaching practice? Why do you do what you do in the class? Is your teaching modeled on a mentor, a metaphor, or a memory of something that went well or not so well?

Dessert of the Day: Carrot Cake

#### Why Did You Become A Teacher? Dr. Ron Marken, Director, The Gwenna Moss Teaching & Learning Centre March 11, 11:45 am - 12:45 pm.

Was teaching the only thing you ever wanted to do—or was it a default position when something else didn't work out? Regardless of whether you entered this vocation through the front door, back door, or seat of your pants, you're here now and have a story to tell. Share that story with colleagues at this highly interactive session.

Dessert of the Day: Nanaimo Bars

**These sessions are open to all U of S teachers; new faculty, international faculty, and graduate student teachers are especially welcome.**



Deirdre Bonnycastle



Dirk Morrison



Len Gusthart



Eileen Herteis



Ron Marken



Linda Ferguson



Lynn Corbett



Mel Hosain



Lyle Sanderson



Pamela Haig-Bartley



Cindy Peterhelj-Taylor



Marg Forbes

## The TLC "FIND THE BRIDGES" Contest [or] The TLC's I SPY THE BRIDGES FIVE Contest



The PRIZE:

Simon & Garfunkel's Bridge Over Troubled Water on CD, a TLC mug, past issues of Teaching & Learning Bridges, and a Faculty Club gift certificate!

The RULES:

Go to the TLC website at [www.usask.ca/tlc](http://www.usask.ca/tlc). Find the five (5) bridge images that are surrounded by an orange border. Go to [www.usask.ca/tlc/contest.html](http://www.usask.ca/tlc/contest.html) to enter the contest by summarizing the content of the pages on which the bridges appear.

The DEADLINE: January 25, 2003.

# TLC DAYS REGISTRATION FORM

Please print clearly

Name \_\_\_\_\_

Department \_\_\_\_\_

On Campus Address \_\_\_\_\_  
\_\_\_\_\_

E-Mail \_\_\_\_\_

Fax \_\_\_\_\_

Phone \_\_\_\_\_

Please indicate which category you are in:

- |   |   |
|---|---|
| <input type="checkbox"/> Faculty                  | <input type="checkbox"/> Extension Specialist |
| <input type="checkbox"/> Sessional Lecturer       | <input type="checkbox"/> Librarian            |
| <input type="checkbox"/> Graduate Student Teacher | <input type="checkbox"/> Other                |
| <input type="checkbox"/> Lab Demonstrator         |   |

**The Graduate Student's Teaching Portfolio: Developing a Scholarship of Teaching**  
Thursday, January 30<sup>th</sup>, 1:30-4:30 pm

**The Dilemmas of Disclosure: Defining Boundaries in the Teacher-Student Relationship**  
Friday, January 31<sup>st</sup>, 1:30-4 pm

**A Journalling Primer**  
February 11<sup>th</sup>, 11:45 - 12:45 pm

**Getting Them Thinking: Models and Methods for Developing Higher-Order Thinking Skills in the Classroom**  
Thursday, February 27<sup>th</sup> - 1:30 - 4:00pm

**Student and Teacher Perspectives on Scholarship in Teaching and Improving One's Teaching: What do the experts (students and teachers) tell us?** Thursday, February 6, 1:30 - 4:00 pm

**The Teaching Voice: Exercises and Tips for Using and Protecting your Most Valuable Instructional Asset**  
Thursday, March 6, 1:30 - 4:00 pm

#### Focus on Teaching: A Sweet & Informal Lunchtime Series

**Awards—What Are They Good For?**  
Tuesday, January 28<sup>th</sup>, 11:45 am -12:45 pm

**Exploring Teaching Philosophies**  
Thursday, February 13<sup>th</sup>, 11:45 am - 12:45 pm

**Why Did You Become A Teacher?**  
March 11, 11:45 am - 12:45 pm.

Please send your completed registration form to the Gwenna Moss Teaching & Learning Centre Room 37, Murray Memorial Library 3 Campus Drive

You may also register by faxing this form to 966-2242 or calling 966-2231 or e-mailing the information to [corinne.f@usask.ca](mailto:corinne.f@usask.ca)

This registration form is also available on the web at [www.usask.ca/tlc](http://www.usask.ca/tlc)



Watch for this upcoming videoconference to be downlinked by the TLC on April 3, 2003

*Critical Challenges in Distance Education: Cheating and Plagiarism Using the Internet*

## Please don't be a session "no-show"!

Our sessions have limited registration and there are frequently waiting lists. If you cannot make it to a workshop, contact the Centre immediately to ensure that someone else can participate

Phone 966-2231

Fax 966-2242

Email: [corinne.f@usask.ca](mailto:corinne.f@usask.ca)

This courtesy will ensure that we do not incur costs for refreshments or materials for people who do not show up, that presenters are not disappointed by the lower-than-anticipated attendance; and that we can open up reserved spots quickly to other interested participants.

Thank you.