How to Recognize Plagiarism

Examples
sources: https://www.indiana.edu/~istd/examples.html

Word for Word

Example 1 of 5

A word-for-word example of plagiarism is one in which the writer directly quotes a passage or passages from an author's work without the use of proper quotation marks.

Read the example carefully!

Original Source Material: Technology has significantly transformed education at several major turning points in our history. In the broadest sense, the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language. Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate -- yes, even to educate. Even without speech, these prehistoric people were able to teach their young how to catch animals for food, what animals to avoid, which vegetation was good to eat and which was poisonous.	**Source:** Frick, T. (1991). *Restructuring education through technology*. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Plagiarized Version	**Correct Version**
In examining technology, we have to remember that computers are not the first technology people have had to deal with. The first technology was the primitive modes of communication used by prehistoric people before the development of spoken language.	In examining technology, we have to remember that computers are not the first technology people have had to deal with. Frick (1991) believes that "... the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language" (p. 10). References: Frick, T. (1991). *Restructuring education through technology.* Bloomington, IN: Phi Delta Kappa Educational Foundation.
Explanation: This example of student written work is plagiarized. The student copied, word-for-word, text from the original source material. No credit was given to the author of the text and quotation marks were not used. Also, the student didn't provide a reference.	**Explanation:** Note in this example that the passage begins with the author and year of the publication. Quotation marks are used to indicate that this passage is a word-for-word citation from the original document.

Word for Word

Example 2 of 5

A word-for-word example of plagiarism is one in which the writer directly quotes a passage or passages from an author's work without the use of proper quotation marks.

Read the example carefully!

Original Source Material: Constructivism is a movement that extends beyond the beliefs of the cognitivist. It considers the engagement of students in meaningful experiences as the essence of learning. The shift is from passive transfer of information to active problem solving. Constructivists emphasize that learners create their own interpretations of the world of information.	**Source:** Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (1999). *Instructional media and technologies for learning.* Upper Saddle River, NJ: Prentice-Hall.

Plagiarized Version	**Correct Version**
Constructivists do not hold views entirely opposed to those of the cognitivists. The position of constructivists extends beyond the beliefs of the cognitivist. References: Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (1999). *Instructional media and technologies for learning.* Upper Saddle River, NJ: Prentice-Hall.	Constructivists do not hold views entirely opposed to those of the cognitivists. The position of constructivists "... extends beyond the beliefs of the cognitivist" (Heinich, Molenda, Russell, & Smaldino, 1999, p. 17). References: Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (1999). *Instructional media and technologies for learning.* Upper Saddle River, NJ: Prentice-Hall.
Explanation: This example of student written work is plagiarized. The student included a portion of the original author's work in a sentence without using quotation marks. Although the work was cited in the references, no credit was given to the original author in the text of the paper, and quotation marks were not used.	**Explanation:** Quotation marks are used to indicate that this passage is a word-for-word citation from the original document.

Word for Word

Example 3 of 5

A word-for-word example of plagiarism is one in which the writer directly quotes a passage or passages from an author's work without the use of proper quotation marks.

Read the example carefully!

Original Source Material: The concept of systems is really quite simple. The basic idea is that a system has parts that fit together to make a whole; but where it gets complicated -- and interesting -- is how those parts are connected or related to each other.	**Source:** Frick, T. (1991). R*estructuring education through technology.* Bloomington, IN: Phi Delta Kappa Educational Foundation.

Plagiarized Version	**Correct Version**
A system has parts that fit together to make a whole, but the important aspect of systems is how those parts are connected or related to each other (Frick, 1991). References: Frick, T. (1991). R*estructuring education through technology.* Bloomington, IN: Phi Delta Kappa Educational Foundation.	Frick (1991) states that "... a system has parts that fit together to make a whole ..." but the important aspect of systems is "... how those parts are connected or related to each other" (p. 17). References: Frick, T. (1991). R*estructuring education through technology.* Bloomington, IN: Phi Delta Kappa Educational Foundation.
Explanation: This example of student written work is plagiarized. Although the author is cited at the end of the paragraph, the student copied word-for-word from the original source material and did not use quotation marks.	**Explanation:** Note in this example that the passage begins with the author and year of the publication. Quotation marks are used to indicate that the passages are word-for-word citations from the original document. The author is also listed in the references.

Word for Word

Example 4 of 5

A word-for-word example of plagiarism is one in which the writer directly quotes a passage or passages from an author's work without the use of proper quotation marks.

Read the example carefully!

Original Source Material: Theories differ from philosophies and models of teaching. A philosophy is a value system, whereas a theory seeks to explain real-world events and can be certified through scientific investigation. Models of teaching are approaches to the management of some aspect of classroom instruction and they may not be independent of subject area, grade level, age of the student, or the setting for learning. A characteristic of learning theories is that they address the underlying psychological dynamics of events. Thus, they provide a mechanism for understanding the implications of events related to learning in both formal and informal settings.	**Source:** Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.

Plagiarized Version	**Correct Version**
Theories and philosophies are different from each other because theories seek to explain real-world events and can be certified through scientific investigation. Learning theories address the underlying psychological dynamics of events, so they provide a mechanism for understanding the implications of events related to learning in both formal and informal settings.	Theories and philosophies are different from each other because, according to Gredler (2001) theories seek to explain real-world events and can be certified through scientific investigation... A characteristic of learning theories is that they address the underlying psychological dynamics of events. Thus, they provide a mechanism for understanding the implications of events related to learning in both formal and informal settings. (pp. 12-13) References: Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th Ed.). Upper Saddle River, NJ: Prentice-Hall.
Explanation: This example of student written work is plagiarized. The student used several passages from the original work and inserted them into original prose, however this is still an example of word-for-word plagiarism. No credit was given to the author in the text and quotation marks were not used, and also the work was not listed in the references.	**Explanation:** An indented block is used to indicate that this passage is a word-for-word quotation and the pages where it was taken from the original document. The original author of the content is cited at the end of the passage and in the reference section as well.

Example 5 of 5

A word-for-word example of plagiarism is one in which the writer directly quotes a passage or passages from an author's work without the use of proper quotation marks.

Read the example carefully!

Original Source Material: An important characteristic of instructional-design theories is that they are design oriented (or goal oriented). This makes them very different from what most people usually think of as theories. Theories can be thought of as dealing with cause-and-effect relationships or with flows of events in natural processes, keeping in mind that those effects or events are almost always probabilistic (i.e., the cause increases the chances of the stated effect occurring) rather than deterministic (i.e., the cause always results in the stated effect).	**Source:** Reigeluth, C. M. (1999). What is instructional design theory and how is it changing? In C. M. Reigeluth (ed.), *Instructional-design theories and models volume II: A new paradigm of instructional theory,* (pp. 1-29). Mahwah, NJ: Lawrence Erlbaum Associates.

Plagiarized Version	**Correct Version**
Whether they are probabilistic (i.e., the cause increases the chances of the stated effect occurring) or they are deterministic (i.e., the cause always results in the stated effect), we can think of theories as dealing with cause-and-effect relationships or with flows of natural processes. References: Reigeluth, C.M. (1999). What is instructional design theory and how is it changing? In C. M. Reigeluth (Ed.), *Instructional-design theories and models volume II: A new paradigm of instructional theory,* (pp. 1-29). Mahwah, NJ: Lawrence Erlbaum Associates.	Reigeluth (1999) states that we can think of theories "... as dealing with cause-and-effect relationships or with flows of events in natural processes," and goes on to say that they may be either "probabilistic (i.e., the cause increases the chances of the stated effect occurring) rather than deterministic (i.e., the cause always results in the stated effect)" (p. 7). References: Reigeluth, C. M. (1999). What is instructional design theory and how is it changing? In C. M. Reigeluth (ed.), *Instructional-design theories and models volume II: A new paradigm of instructional theory,* (pp. 1-29). Mahwah, NJ: Lawrence Erlbaum Associates.
Explanation: This example of student written work is plagiarized. The student re-organized the original material, and inserted portions of the material in different places within the new paper, but it is still word-for-word plagiarism. Although the work was cited in the references, no credit was given to the author of the text and quotation marks were not used.	**Explanation:** Note in this example that the passage begins with the author and year of the publication. Quotation marks are used to indicate that the several passages are word-for-word citations from the original document. The author is also listed in the references.

How to Recognize Plagiarism

Examples PHARAPRASE

Example 1 of 5

A paraphrased example must be cited. You cite a paraphrased example as you would a word-for-word quote. Paraphrasing is a condensed version of another author's work, or putting the author's words into your own words.

Read the example carefully!

Original Source Material: Developing complex skills in the classroom involves the key ingredients identified in teaching pigeons to play ping-pong and to bowl. The key ingredients are: (1) inducing a response, (2) reinforcing subtle improvements or refinements in the behavior, (3) providing for the transfer of stimulus control by gradually withdrawing the prompts or cues, and (4) scheduling reinforcements so that the ratio of reinforcements in responses gradually increases and natural reinforcers can maintain their behavior.	**Source:** Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.

Plagiarized Version	**Correct Version**
Inducing a response, providing for the transfer of stimulus control by gradually withdrawing prompts or cues, reinforcing subtle improvements in the behavior, and scheduling reinforcements so that natural reinforcers can maintain their behavior are the key ingredients identified both in teaching pigeons to play ping-pong and in developing complex skills in the classroom. References: Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th ed.). Upper Saddle, NJ: Prentice-Hall.	According to Gredler (2001), the same factors apply to developing complex skills in a classroom setting as to developing complex skills in any setting. A response must be induced, then reinforced as it gets closer to the desired behavior. Reinforcers have to be scheduled carefully, and cues have to be withdrawn gradually so that the new behaviors can be transferred and maintained. References: Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.
Explanation: This example has been plagiarized. The student has only moved the original author's words around, inserting and deleting small portions as needed. The student has not used quotation marks for the portions that are still identical to the original, and has not credited the original author.	**Explanation:** This example has been paraphrased and is not considered plagiarized. The author was cited at the end of the passage as well as in the bibliographic section. Since paraphrasing occurred, quotation marks are not used. Nothing was directly quoted.

Example 2 of 5

A paraphrased example must be cited. You cite a paraphrased example as you would a word-for-word quote. Paraphrasing is a condensed version of another author's work, or putting the author's words into your own words.

Read the example carefully!

Original Source Material: During the last decade, there has been a shift from "instructivist" approaches towards "constructivist" approaches in the field of instructional design. Instructivist approaches reflect the belief that the role of knowledge is basically to represent the real world. Meaning is eventually determined by this real world and [is] thus external to the understander.	**Source:** Merriënboer, J. J. van. (1997). *Training complex cognitive skills.* Englewood Cliffs, NJ: Educational Technology Publications.

Plagiarized Version	**Correct Version**
Over the last ten years, there has been a marked change from "instructivist" points of view to "constructivist" points of view among instructional designers. Instructivist points of view hold the belief that the role of knowledge is fundamentally to represent the real world. In this view, meaning is determined by the real world and is therefore external to the learner. References: Merriënboer, J. J. van. (1997). *Training complex cognitive skills.* Englewood Cliffs, NJ: Educational Technology Publications.	Instructivists hold that the "real world," external to individuals, can be represented as knowledge and determines what will be understood by individuals. This view has been shifting to a constructivist view over the past decade (Merriënboer, 1997). References: Merriënboer, J. J. van. (1997). *Training complex cognitive skills.* Englewood Cliffs, NJ: Educational Technology Publications.
Explanation: This example has been plagiarized. The student has substituted synonyms for many words in the passage, but has not changed the structure of the text and has used another person's ideas without crediting that person for them.	**Explanation:** This example has been paraphrased and the original author has been credited for those ideas. The student has cited the source of the ideas appropriately, and included the source in the reference list.

Example 3 of 5

A paraphrased example must be cited. You cite a paraphrased example as you would a word-for-word quote. Paraphrasing is a condensed version of another author's work, or putting the author's words into your own words.

Read the example carefully!

Original Source Material:	**Source:** Frick, T. (1997). Assessment. Bloomington, IN: Indiana University School of Education, unpublished lecture notes.

Assess: determine the *value* of one or more *properties* of some *entity*.

Cognitive Assesment: the entity is a person's state of mind, and the property concerns what he or she does or does not know.

Since mental states cannot be directly observed, we need to plan stimulus situations and observe responses of persons (i.e., test them).

Plan stimulus situations:

- Does the assessment *match* the the learning objective? (See Mager book, *Measuring Instructional Results*.)
- Is it safe to infer from the behaviors observed, and in the context observed, that the learner does or does not have the cognitive property?
    - Is it possible that the learner could have this property and *not* be able to perform successfully?
    - Is it possible that the learner could *not* have this property and yet be able to perform successfully?
    - In other words, is the assessment *valid* in terms of its congruence with the property under consideration?

Plagiarized Version	**Correct Version**
In order to do cognitive assessment, we need to create observable situations in which we can infer learning achievement. This is necessary since we cannot read people's minds directly. The observable situations need to be congruent with instructional objectives, such that valid inferences can be made concerning learning achievement.	Frick (1997) explains that in order to do cognitive assessment, we need to create observable situations in which we can infer learning achievement. This is necessary since we cannot read people's minds directly. The observable situations need to be congruent with instructional objectives, such that valid inferences can be made concerning learning achievement, according to Frick. References: Frick, T. (1997). Assessment. Bloomington, IN: Indiana University School of Education, unpublished lecture notes.
Explanation: This example has been plagiarized. Although the student has paraphrased correctly, no credit has been given to the original author of the ideas. Although the ideas were presented in lecture format and the student's own words are being used to express them, the student is still obligated to credit the original author for them.	**Explanation:** This example has been paraphrased and is not considered plagiarized. The student credits the original author at the beginning of the paraphrased passage and again at the end to indicate that the ideas continue to be drawn from this author's work. The original material in this case was from a presentation delivered in a guest lecture at Indiana University - the student may have worked from a reproduction of an overhead, as shown above, or from the notes taken during the presentation. In either case, the original author of the ideas must be credited.

Example 4 of 5

A paraphrased example must be cited. You cite a paraphrased example as you would a word-for-word quote. Paraphrasing is a condensed version of another author's work, or putting the author's words into your own words.

Read the example carefully!

Original Source Material: Technology has significantly transformed education at several major turning points in our history. In the broadest sense, the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language. Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate - yes, even to educate. Even without speech, these prehistoric people were able to teach their young how to catch animals for food, what animals to avoid, which vegetation was good to eat and which was poisonous.	**Source:** Frick, T. (1991). *Restructuring education through technology*. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Plagiarized Version	**Correct Version**
History has demonstrated that technology affects education profoundly. Considering the definition of technology broadly, one may say that prehistoric people used primitive technologies to teach skills to their young (Frick, 1991).	History has demonstrated that technology affects education profoundly. Considering the definition of technology broadly, one may say that prehistoric people used primitive technologies to teach skills to their young (Frick, 1991). References: Frick, T. (1991). *Restructuring education through technology*. Bloomington, IN: Phi Delta Kappa Educational Foundation.
Explanation: This example has been plagiarized. Although the student has paraphrased the original material and included a citation for the original author, no reference is provided in the reference list.	**Explanation:** This example has been paraphrased and is not considered plagiarized. The student has cited the original author and included an appropriate entry in the reference list.

Example 5 of 5

A paraphrased example must be cited. You cite a paraphrased example as you would a word-for-word quote. Paraphrasing is a condensed version of another author's work, or putting the author's words into your own words.

Read the example carefully!

Original Source Material: ... constructivist theory rests on the assumption that knowledge is constructed by learners as they attempt to make sense of their experiences. Learners, therefore, are not empty vessels waiting to be filled, but rather active organisms seeking meaning. Instead, knowledge must develop and continue to change with the activity of the learner. It seems clear from remarks of constructivist researchers that constructivist learning goals are best met through a variety of instructional conditions that differ from any proposed by theorists like Gagné.	**Source:** Driscoll, M. P. (2000). *Psychology of learning for instruction* (2nd ed.). Needham Heights, MA: Allyn & Bacon.

Plagiarized Version	**Correct Version**
The basic tenet of constructivism holds that learners themselves construct knowledge, rather than receive it from outside themselves. The instructional conditions for learning proposed by Gagne do not support the kind of learning assumed by the constructivists. References: Driscoll, M. P. (2000). *Psychology of learning for instruction* (2nd ed.). Needham Heights, MA: Allyn & Bacon.	The basic tenet of constructivism holds that learners themselves construct knowledge, rather than receive it from outside themselves. The instructional conditions for learning proposed by Gagne do not support the kind of learning assumed by the constructivists (Driscoll, 2000). References: Driscoll, M. P. (2000). *Psychology of learning for instruction* (2nd ed.). Needham Heights, MA: Allyn & Bacon.
Explanation: This example has been plagiarized. Although the student has paraphrased the original material and included a reference for the original author, the ideas are not attributed to the original author in the body of the paper.	**Explanation:** This example has been paraphrased and is not considered plagiarized. The student has cited the original author and included an appropriate entry in the reference list.

AFTER FINISHED TO REVIEW AND STUDY THIS EXAMPLES, PLEASE TRY TO KNOW YOUR KNOWLEDGE ABOUT PLAGIARISM BY PARTICIPATE THE TEST IN :

https://www.indiana.edu/~istd/plagiarism_test.html