LIFE PROJECT PORTFOLIO

Plagiarism Team

Content

- project report
- project action plan
- media coverage
- self-reflection report about the learning experience of each team member

1) Project report -

Description, goals of the project - general introduction to the topic, ideas and the division of roles within the team. The importance of the problem, its description and choice of methods:

The international student community, consists primarily of students who speak English as a second or third language whose undergraduate training might not have been in the English language. As a result, they face considerable difficulties creating written work, particularly in academic writing. Often, when faced with the prospect of writing for a research project report and aiming to sound sophisticated or impressive, many are tempted to copy sentences from references without citing those sources. Culture, history, linguistics, and education are all factors that contribute to plagiarism. Many students today rely on other people's documents, resulting in a significant amount of plagiarism.

Understanding the difficulties associated with plagiarism among international students is essential. As a part of its tasks, the Survey team examined whether students were aware of plagiarism and whether or not they had previous experience dealing with plagiarism. To identify the needs of international students, it was necessary to carry out this examination. The start of a project of this nature can be difficult if students are unaware of what plagiarism is or if they have committed it. Students face more difficulties with accidental plagiarism than with intentional plagiarism.

Description of activities

We broke down our activities into mini-groups of 2-3 participants. We had three groups: poster/brochure design, presentation, and video tutorial clips. As a result of breaking down the tasks into mini-groups, it proved more effective in accomplishing the jobs. As a group, we worked independently, collaborating more among the mini-groups by mid-term, and became fully integrated with the survey group at the end. Upon completing this project, international students will be able to use our materials to better educate themselves about plagiarism, which will help them write their academic papers.

These materials are geared for incoming international students and other future potential students who may be interested in attending Tallinn University. Ideally, students should be able to access the educational materials online. We decided this would be targeted at Bachelors' and Masters' students. For the Bachelor's students, it could be Estonian or international students since either of these groups may not have much exposure to plagiarism. But for the Master's students, we decided it was best to target international students since Estonian Master's students would have already been educated about plagiarism through their Bachelor's programs. Depending on where the Master's students are coming from, they may or may not have had proper education on plagiarism. We excluded Ph.D. students from this because they should have plenty of knowledge about plagiarism.

Sustainability of the project

Regarding the perspective of sustainability, in the Plagiarism team, after each member finished their given sub-tasks, the information was shared on the WhatsApp group. The team leader analyzed the work and gave his opinion about the tasks. After the team leader's approval, the supervisors shared their opinions every Friday afternoon at the online meeting. The supervisors guide the team and teach essential and valuable aspects beneficial for the whole team.

Unequivocally, every task was divided among group members to ensure that the tasks were completed. They all shared their deadlines with the group, including the supervisors, ensuring that progress went smoothly and creating a functional working space for everyone. Furthermore, in the

group, communication played a significant role.

Summary of results and completed tasks.

The project's outcome was initialized from a literature review to learn about students' problems in international universities. The objective was to provide a solution for making the students aware of the ethics they need to follow and how they can work by avoiding plagiarism. Multiple ways of providing the information were chosen to ensure that the content was effective. Short and effective video clips were one method, and audio and images were synced for a better understanding so that students could learn using instructional content. Presentations, poster designs, and logos were generated to review the content quickly.

2) Project action plan -

Tasks	Deadline	Student(s) responsible
YouTube Video Tutorial/Informational (Group 2 mini-group)	25-03-2022	Joe D'Aquisto, Cristiana Charley
Poster Design (Group 2 mini-group)	25-03-2022	Vamsi/Elis/Kindzeka
Presentation (Group 2 mini-group)	25-03-2022	Esther/Inara
*Video script is done (Video Recording process)	Mid April 04-2022	Cristiana Charley/Joe D'Aquisto
Integration with Survey Team (Group 1) on Survey Results	29-04-2022	Iurii/Joe
Have complete data ready to present with Survey Team	06-2022	Group 1/2

3) Media coverage -

Media coverage was very prominent in our project. Firstly, the survey team generated a QR code (sustainability) with the survey questions and shared this via social media groups, WhatsApp channels, and the student newsletter. Furthermore, our plagiarism group used this information from

the survey team to create several multimedia content such as a presentation slide, voice-over videos, and an online brochure. Video clips are included in the Plagiarism subfolder within the LIFE Project Google Drive folder.

The team has decided to share the final content via social media to reach as many audiences as possible. The content will be posted on the Tallinn University international students' Facebook and Instagram pages. Additionally, it will be added to the Tallinn University newsletter. We will also print out QR codes and paste them around the university so students can scan and be directed to our content. This project is very significant as it aims to support incoming international students. Hence, we will explore the media coverage to make sure we reach the majority of our target audience.

Our group materials were sent to Ingrid Hinojosa, Incoming Exchange Students Coordinator in the Academic Affairs Office. Ingrid has shared materials with the students and their buddies, who will be using them for their training. Ingrid will talk about academic integrity issues during orientation, and we will discuss some cases that have occurred before and what the consequences can be. There are also references to our webpage.

4) <u>Self-reflection reports</u>

Joseph D'Aquisto:
This LIFE project allowed me to gain experience working with academic integrity content. This was a valuable experience for me, and I hope the materials developed will benefit future students using the materials. Despite achieving positive results, we still had several challenges, such as technical concerns regarding the video content. Ultimately, we created a comprehensive slide-slow presentation with video content, updated logos, and plagiarism-related informational resources. However, I believe that I was able to triumph overall, thanks to the innate strengths of all the group members. It has been our commitment to this project that has enabled us to succeed. The materials created by our group will hopefully serve as a foundation for future LIFE project members, and I hope they use the materials we prepared as a basis for their work. It was a memorable experience.

Christiana Charley:

The Academic Integrity Champions project commenced in February 2022. I was very enthusiastic about being a part of this project. When I joined Tallinn University over three years ago for my bachelor's, there were many inquiries I had, and this project would have helped me immensely.

We divided the team into two subgroups: plagiarism content and the survey team. My group was responsible for producing content about plagiarism (presentation slides, videos, brochures) in partnership with the survey group. The experience I gained from doing this project is learning to collaborate with people from different disciplines. There were various people from humanities, law, BFM, and the political field. In addition, my team members had an open mind, and the environment fostered effective discussions. I know the impact of such projects because I am a foreign student at this university. This project contributed to creating a tutorial on archive academic honesty at Tallinn University.

Esther Kemini Michael:

The reason I joined this project was to understand what to avoid regarding citing other people's works and also to respect and acknowledge the work of others while building on my ideas. The project has met my expectations because the team respects and listens to each other's concerns, and the supervisor is willing to assist us. These factors play an important role in the project's progress. I learned the different types of plagiarism spectrum and the implication of citing wrongly. The knowledge I have gathered will help me to write with integrity in my following research paper in the future. The project was educational, and it demonstrated the importance of writing with integrity. Additionally, I became aware of the different types of plagiarism that one should be careful about when writing and also acknowledge the work of others. The supervisors did well because they provided insight and guidance to us.

Inara Bakhshaliyeva:

The Academic Integrity Champions LIFE project taught me many things. I have learned that working in teams has its complications. Complications include having different opinions and difficulties choosing meeting times that will work for everyone, making it hard to set deadlines. Nonetheless, I think no one should expect simplicity, whether group work for a course at a university or teamwork happening in the work environment. My communication skills have developed throughout my time on this project because I learned that you have to be critical when trying to prove your point and make sure you sound professional without offending anyone. Unequivocally, without communication, it is ineffective to achieve team goals. Thanks to this project, my problem-solving skills have evolved as well. I'm glad that we as a team attained our primary goal.

Tracy Shiynyuy Kindzeka:

Working with the Academic Integrity Champions LIFE, specifically the plagiarism group, was amazing. My team's objective was to create awareness among international students on the various plagiarism types and how to identify and prevent them. This was done through video clips on plagiarism types, poster design, and presentation slides to reach our diverse audience, international students and domestic students since plagiarism is an academic issue that concerns everyone in the intellectual milieu. We had subgroups for the three different plagiarism productions. I was part of the group that made posters on plagiarism. I made the handy plagiarism checklist, a short, simple, and straight-to-the-point checklist on plagiarism that educates researchers about when to cite a source and what researchers should not do to prevent plagiarism. I enjoyed working with students from different disciplines. I learned to agree with others' opinions on what was most suitable and reasonable for us to work with. Thank you to the supervisors for the support throughout this project. I look forward to the awareness this project will create in the university.

Vamsi Krishna Reddy Mallampati:

I chose the Academic Integrity Champions as a life project to learn about the ethics that every student should know while in higher studies. Based on the literature review, most international students are unaware of the ethical code of conduct, and we sought to address and solve this issue. We divided the team members into two groups, one dedicated to conducting the survey, and the other for plagiarism to prepare the visual output, including video clips, poster designs and a presentation of what plagiarism is, its types and how to avoid it. This visual content would be accessible to the students to make them aware of the rules and regulations. The plagiarism team was divided into mini-groups. I was responsible for designing the poster, branding, illustrations and visual layout as per the research. We successfully created the visual output, which the students would access.

Elis Pilisner

In my opinion, our ELU project is helpful for international students who start studying at Tallinn University as exchange students. It also helped to inform me about this topic. It is one of the most important pieces of knowledge to spread to university students. Learning about plagiarism can be defined differently in different countries, and it is essential to inform international students about our integrity protocol by showing them different visual tools. I think it was useful that our group members are from different international backgrounds, and because of that, it was interesting to share our ideas about academic integrity and plagiarism.

Since I was the only Estonian group member and not an international student, I'd say that my role was quite helpful. Principally I had the role of translating different articles about plagiarism from Estonian to English for our plagiarism group members. I gathered information from different pages (for example, plagiaat.ee). Afterwards, I made a document that included different plagiarism types and their descriptions and how to avoid them. This information was used as poster content by our poster design mini-group. I helped to make the information shorter and crispier for Vamsi so that he could put them on posters. I also checked the information on posters after they were finished and helped to choose the most effective poster designs.

It is important to mention that I gained some important lessons about plagiarism itself and the importance of group work, self-discipline, time-planning and communication. The most difficult challenge for me was the language barrier which helped me understand that my English should be improved. That is why it was quite difficult for me to catch up with other group members that were fluent in English. Without a doubt, I also feel like online studies are not the best option for me. I think the course would have been easier if we had met more in real life, and it would have motivated me more and made me feel more included in the group. Time management was also a problem for me since we had many meetings. Nevertheless, I feel like I had to step out of my comfort zone, which I find great. I think our group achieved our goals, and we all had to face the same challenges. Since we had separate groups with strong leaders, managing our work and keeping track of deadlines was easier.