

ABSTRACT

The Plagiarism e-Sim is a short, simply constructed online role play, which can be used to explore:

- *the value of online role play as a learning and teaching activity*
- *design features, and*
- *multiple perspectives towards plagiarism issues in a modern University context with a diverse student population.*

KEYWORDS

Plagiarism; Academic development

CONTACT

Ann Davenport
University of Adelaide
Ann.Davenport@adelaide.edu.au

Judi Baron, University of Adelaide
Judi.Baron@adelaide.edu.au



DESCRIPTION

The storyline

Plagiarism has become a contentious topic at Carter University, a specialist research organisation. The University is considering strengthening its Plagiarism Policy, and the chairperson of the Academic Standards Committee (ASC) Professor Marjorie Smart, is encouraging discussion amongst staff and students. The characters in the role play have strong opinions on this issue which can be expected to emerge as a series of triggers are presented. Professor Smart is monitoring the discussion forums to collect opinion that can inform her recommendations to the ASC, which she posts at the end of the role-play period.

AUDIENCE/GROUP SIZE

There are 9 main roles and participants can play each role solo or in teams.
Roles represent stakeholders in assessment of student performance in university education.

LEARNING OPPORTUNITIES

This learning design has learning objectives relating to two areas:

Re the Online Role-play Process

- To experience interacting in an online role play
- To identify learning design issues in building an online role play
- To investigate the pedagogy underpinning role-play as a learning activity
- To explore multiple perspectives on an issue through an experiential immersive approach
- To explore compromise solutions to a complex issue involving multiple perspectives
- To develop and communicate a position on a controversial issue

Re plagiarism

- To develop an understanding of plagiarism and the issues it raises for staff and students in an academic environment
- To explore cultural perspectives on plagiarism

TIME AND SETTING

The Plagiarism eSim is intended to run over 1-2 weeks, although it can easily be customised to suit particular program needs.

This role play is still in its early development. It has been piloted with a small group of 9 players and will have its second pilot at the ASCILITE 2007 Conference in Singapore.

RESOURCES

Briefing Pack containing the learning objectives; what to do to prepare; storyline; role profiles; an explanation of how the action begins and how the e-Sim will be evaluated.

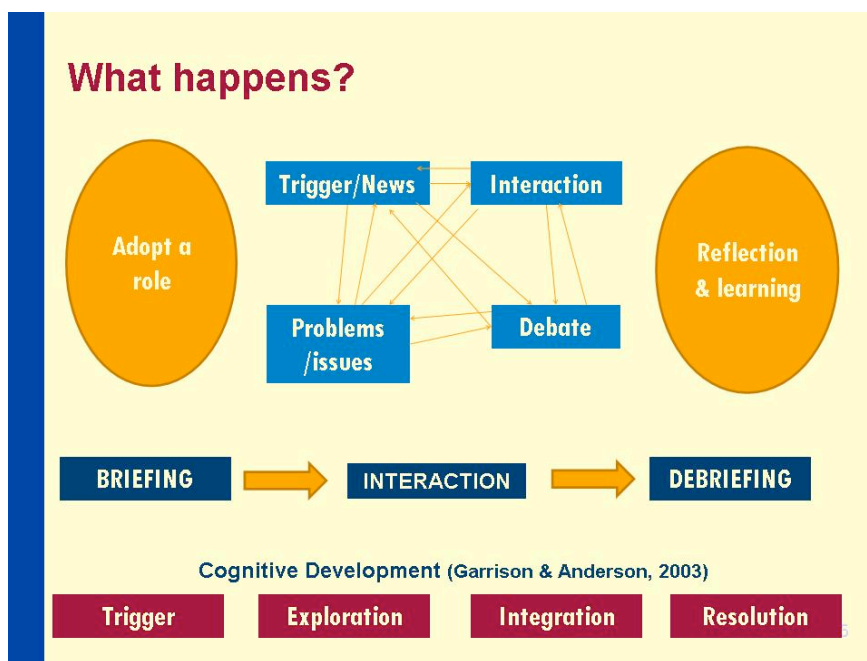
All the other resources are available on the e-Sim site. These include the university's plagiarism policy, a letter of complaint regarding cheating to the student newsletter, and a rubric developed to assist staff in assessing students' work as they learn about plagiarism.

Interaction can occur synchronously or asynchronously via any social networking technology such as Google chat, email and/or discussion boards.

ASSESSMENT

In its current stage, the eSim is being used as a tool for raising awareness and formal assessment has not yet been formulated. However, this could be developed and could include assessing the quality of contribution to online discussions, an evaluation of the final recommendations submitted to the Academic Standards Committee, and/or a debriefing paper on personal learning.

THE PROCESS



The role-play follows the briefing, interaction, de-briefing sequence. It is currently in The University of Adelaide's My Uni learning management system (Blackboard) and has been configured for trial in the Fablusi role play generator.

FACILITATOR ISSUES

The facilitator plays the role of Professor Marjorie Smart who guides action and introduces trigger events.

REUSABILITY

In its current form, this eSim is deliberately simple so that imperfections can be used as a focus for discussion of factors to consider in developing an online role play. Despite its imperfections, it gives participants an opportunity to experience a role-play and to then discuss the value of these types of activities. It could be customised for a focus on plagiarism, cultural awareness or role-play design.

REFERENCES AND LINKS

Garrison D R & Anderson T (2003) *E-Learning in the 21st Century: A Framework for Research and Practice*, RoutledgeFalmer, London, NY

SCOPE - Situational-learning Community of Practice for Educators – www.scopenetwork.org.au
This site has a role-play development resources and links

Learning Designs website- Role-play Designers Guide
<http://www.learningdesigns.uow.edu.au/guides/info/G1/more/DesignersGuide.html>