

Plagiarism Proof?: Designing Assignments to Promote Academic Integrity

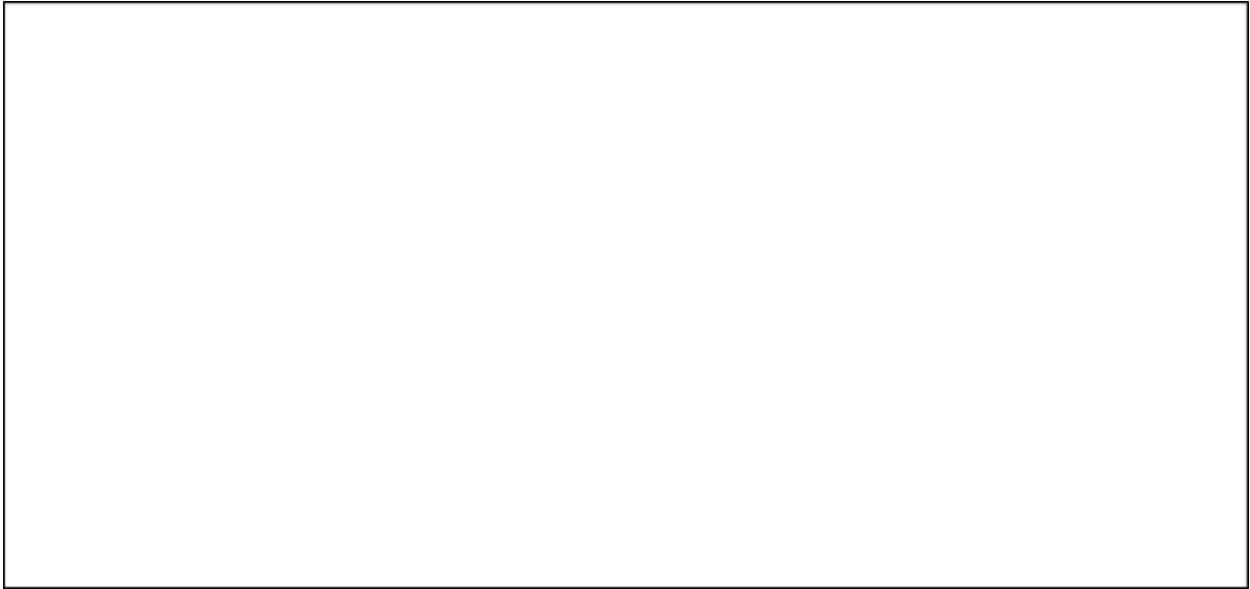
Now that we've spent some time discussing strategies of scaffolding, let's see how they apply to our assignments. Look over the assignment you brought with you today, and consider the following questions:

- 1) What steps are already built into my assignment? Do those steps have steps? Break them down here.

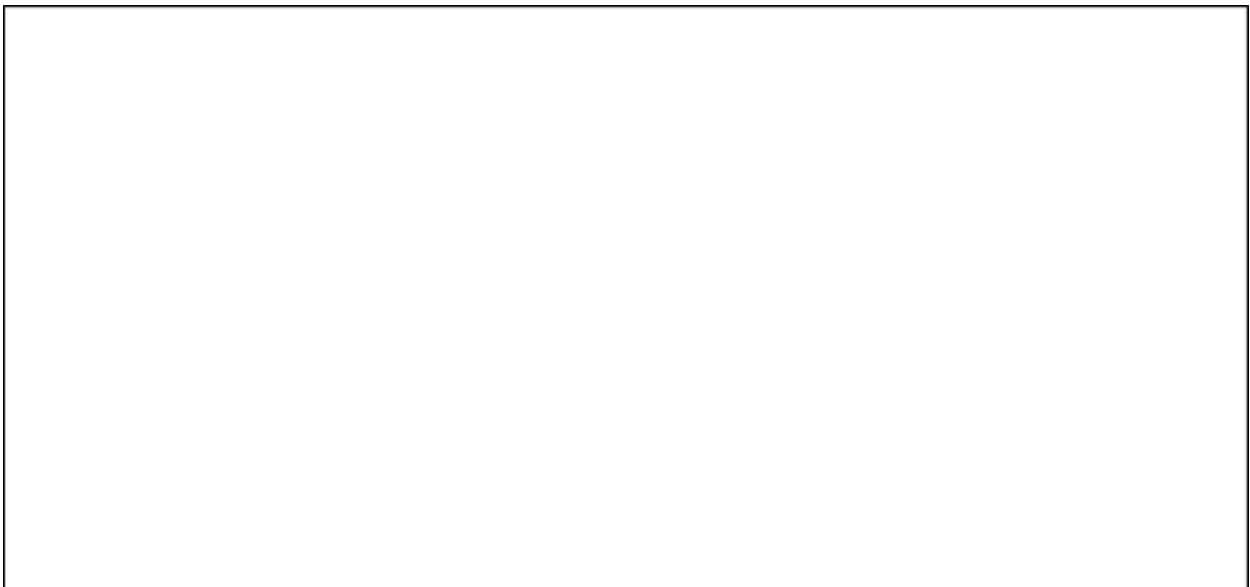
- 2) What skills do students need to have in order to complete these different steps? What knowledge do they need to bring to the table? Where are these skills and this knowledge built in the class?

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- 3) What are the most complex steps that may tempt students to plagiarise? Why? Do they feel like they don't have the proper skill set? Are they intimidated? Do they miss an important connection?



- 4) What steps can be added to prevent that temptation? Can steps be broken down into smaller assignments? Can questions be clarified? Can more feedback be given?



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- 5) Sketch out a new, scaffolded outline for the assignment below. How many steps do you envision? What is the timeline for each? Where do you provide feedback? Where do you build skills? What will be formally graded, and what will be informal?¹

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