

**Plagiarism, Paraphrasing, and Padlet.
Using Padlet to teach paraphrasing techniques in
f2f or online classes and combat plagiarism
—Quick Poll--Have you used Padlet before?**

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Preview

Background &
Intro to the
“Who, What &
Why”



How to &
hands on
practice



Discussion &
Questions

Background of my classes

- CLIL-based Academic English Class
- Students read texts and listen to lectures on socio-economics related topics.
- Students will use these texts and lectures augmented with internet-based research to write academic essays
- First year university (CEFR A-2~B-1/B2 combined departments-Not English Majors but see the value of English)
- All students will have other CLIL classes (concurrently & later) and some students will have EMI classes later



Why do students Plagiarize? Some Causes of Plagiarism

- Unintentional—did not fully grasp the concept
- Lack of awareness of academic writing formats
- Lack of skills to avoid it (how to attack actual paraphrasing)

Looking at the Research about Plagiarism

Although the reasons given are varied, one, in particular, may affect learners in Japan: **“unintentional” plagiarism**. This refers to **plagiarism which occurs because of a lack of understanding of what it is and how to avoid it** (Yamada, 2003). Thus, teamed with knowledge about what plagiarism is, the **teaching of paraphrasing skills to students has been offered to remedy “unintentional” acts** (Yamada, 2003; Keck, 2006; Gunnarsson, Kulesza, & Pettersson, 2010).

Paraphrasing is a skill that **can be challenging even for L1 students** (Yamada, 2003; Keck, 2006).

Approaches to combating it previously took the form of explaining its consequences and creating stricter rules (Brown, 2017).

Paraphrasing **is a vital tool in our students’ repertoire set** that allows them to complete academic writing tasks and **should be nurtured** (Keck, 2006).



What: What IT? Padlet for group work with paraphrasing

Why?-more later



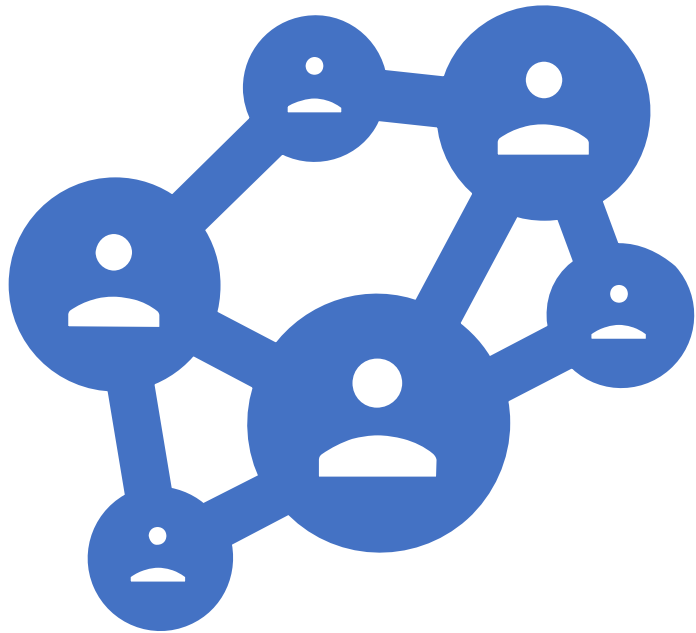
PADLET (VS Google Docs or Slides)

For me Padlet really works better

- Individual work first (homework)
--Using an assignment handed out in Google Docs
- Group negotiation & collaboration
- Feedback & Questions

- Group Negotiation
- Group Collaboration
- ✓ Comment function for easy feedback (general issues to each group/the whole class)
- ✓ Comment function for individual questions (“I wrote: “...” is this OK?)

Get to know Padlet and each other
Breakout room time...



Your mission: (visible on our getting-to-know-you Practice Padlet)

1. Go to our Practice Padlet and make a post.
2. Add this information to your post:
 - a) Your name and where you are joining us from.
 - b) What levels/ages/types of writing do you teach?
 - c) What is something you have found difficult about teaching paraphrasing?
- 3) Read another member's post and make a comment.

Paraphrasing is hard...Padlet helps me to:

01

Take a systematic approach

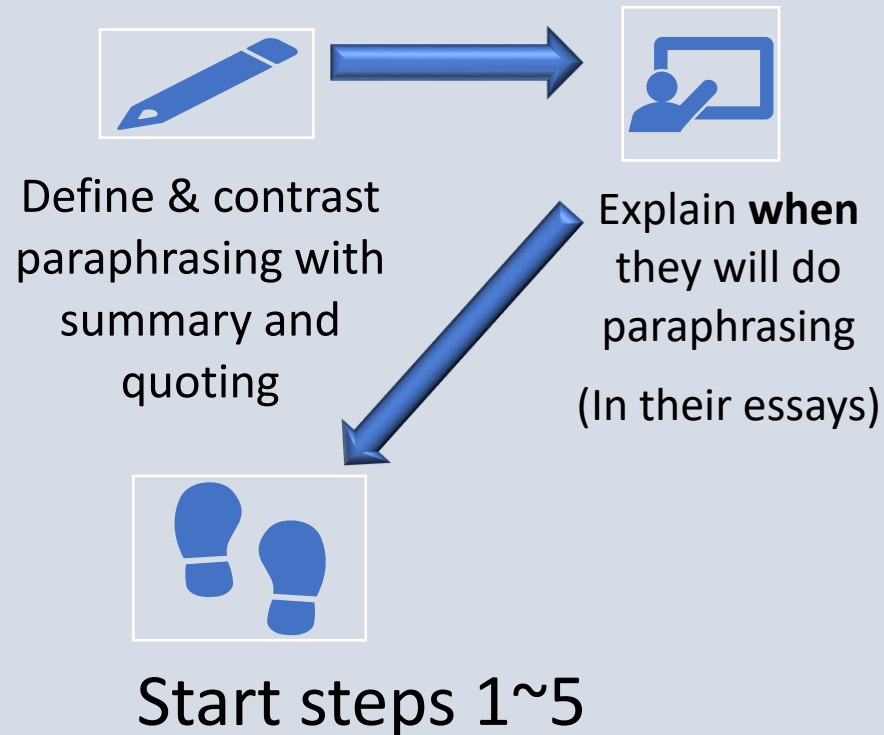
02

Give students steps and tools

03

Boost understanding of the idea of authors & institutions

The approach



*Need to pre-teach Padlet & how to share screen in Zoom

Steps: With a teacher-chosen sentence

1. Understand the meaning of the sentence and its “parts”
2. Find Synonyms
3. Change the order of the sentence parts/ideas
4. Make grammar changes
5. Use 1~4 to put the sentence in your own words.

Let's try it:

- Here is your practice sentence & assignment:

<https://bit.ly/2T3kP2I>

You will Work Individually. (Homework) –for us 7-8 mins. Then you will join your group.

On a WORD or Google Doc do the following 5 steps:

Step 1: Get the meaning of the whole sentence. Are there any parts (words/phrases) that you do not understand? Write the words/phrases that you looked up and their meanings in your Doc.

What is another way to say these phrases?

Targets given

Step 2: Find Synonyms for these words

Targets given

Step 3: Change the order of the sentence

Targets given

Step 4: Make grammar changes (active to passive/noun to verb/verb to noun/

Targets given

Step 5: Use your ideas from Steps 1~4 and make a new sentence.

Rule for Step 5: Do not copy from the original sentence.

Let's get ready to go to our group Padlet

Your pre-Padlet mission:

Step 1: Each member should share (use the “share” function) their answers.

Step 2: Compare your answers. Which do you think are most effective? Why? Talk with your group members. Choose the best answers for each step.

Let's go to our
group Padlet

Your Padlet Mission:

<https://padlet.com/unpjuliachristmas/a6hgg4qhgsfm63h>

Step 3: Choose one member of your group to make a post & write your answers on our Padlet.

--If you have a question about a word or phrase that you did not choose as "best", type your question as a comment on your group post.

The steps and timing are important...



Sample student work



Padlet

Sample AE class Padlet (paraphrase with author verb & citation)

- <https://padlet.com/unpjuliachristmas/q74s9d3w39thzzii>

Docs & Slides

Sample Google Doc for Questions and just author verbs

- https://drive.google.com/file/d/1iHlk9iiYG1PDGYdEB6P_NIEwcFIFlom/view?usp=sharing

Sample Google slides with author verbs, answering questions and summarizing—prior to adding citations. (Lecture)

- <https://bit.ly/34OZyMT>

Follow-up Points

- The order of focus for hard concepts:

- I teach “refer to the author verbs/phrases*” & quotes – then add citations and references

I have them answer comprehension questions about our assigned texts using the author verbs/phrases tacked on to their answers. (Often in Google Docs), then citations, then references

Then

- We work on paraphrasing then add author verbs/phrases, then citations, then references (Google Docs to Word for homework then Padlet)

[*According to~/Suzuki **explains, suggests, highlights that...**]

Order/Timing to avoid concept overload

Basic Quotes (answers from text)



Refer to the author verbs/phrases



Citations



References

Paraphrasing of text sentences



Refer to the author verbs/phrases



Citations



References

Follow-up Points

- The texts are meaningful & interesting. I give them Q & A (quotes) and paraphrasing practice mainly from texts that they will use as reference material to write their first academic paragraphs and essays.
- I choose practice sentences that offer typical grammatical challenges and useful teaching moments
[e.g. The embedded UNICEF report to teach “**as cited in~**” or “Hedayat, outlining data from the Human Development Index (HDI)...”]
- We talk about **translation IT and its pitfalls**
e.g. “**are married off**” is translated as “今年発表されたユニセフの報告書によると、世界では年間約1,000万人の少女が18歳になる前に**結婚しています**.” in both DeepL & Google Translate

Follow-up Points

Why Padlet?—Why not Google Docs or Slides?

- Collaboration. Only one member of the group can type and edit. This is both a plus and a minus.
- Everyone can see other groups' work.
- Groups can **interact** with other groups' posts via comments.

[give them focus points—meaning is not changed/notice how other students have altered grammar or used synonyms]

- No risk of being erased.

Other tools:

Google docs—each group gets 1 question or assignment

Google slides—each group works on their own slide, often the task is the same for all groups.

Takeaways of using Padlet for supporting Academic Writing

It serves various purposes.

Everyone can post or one group member.

Everyone can see what other groups write and interact with that information.

Feedback or questions from other groups in comments is anonymous.

No need to sign in.

Would not use just Padlet but it is a nice no sign in needed IT tool.

It is vital to teach how to give feedback.

It is handy to have the original work to use and then be able to go back to Padlets/Docs/Slides and use previous student work to add to student knowledge base about features of Academic writing. For example—start with answering questions and adding an author verb. Build on this to help students see what to cut out for summarizing and then add citations. Do the same kind of order for paraphrasing. The students have better understanding of the first concept before the later concepts are introduced.

I owe my
ideas for this
teaching
method to:

Harshbarger, T. G. (2012). The Process of Paraphrasing: Exercises to Build Paraphrasing Skills. *The Tsuda Review= The Tsuda Review*, 57, 67-94.

Link from Google Scholar is here:

<https://core.ac.uk/download/pdf/235074698.pdf>

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Chen, Y. H., & Van Ullen, M. K. (2011). Helping international students succeed academically through research process and plagiarism workshops.

Gunnarsson, J., Kulesza, W. J., & Pettersson, A. (2014). Teaching international students how to avoid plagiarism: Librarians and faculty in collaboration. *The Journal of Academic Librarianship*, 40(3-4), 413-417.

Keck, C. (2006). The use of paraphrase in summary writing: A comparison of L1 and L2 writers. *Journal of second language writing*, 15(4), 261-278.

Yamada, K. (2003). What prevents ESL/EFL writers from avoiding plagiarism?: Analyses of 10 North-American college websites. *System*, 31(2), 247-258.

Questions? Comments?