The following guidelines provide advice on how to encourage your students to practice academic honesty in your context.

**GUIDELINE 1 – DOCUMENT YOUR EXPECTATIONS**
Include clear statements about the University’s policy and procedures on academic dishonesty and plagiarism in your unit of study outline and website. Where appropriate provide plain English statements about the agreed procedures for managing academic dishonesty and plagiarism in your discipline and/or Faculty context. Talk to other staff to ensure your expectations are consistent. Provide a Frequently Asked Questions (FAQ) section on your unit of study website. Provide students with clear guidelines on how students are expected to work together for group work assignments, and the steps they might take to ensure that academic dishonesty and plagiarism are avoided.

**GUIDELINE 2 – EDUCATE STUDENTS ABOUT PLAGIARISM AND REFERENCING CONVENTIONS**
Inquire about your students’ understanding of plagiarism (e.g., by using a short quiz such as this one from Monash University: http://www.lib.monash.edu.au/tutorials/citing/citing-quiz/quiz.html) and discuss the results in class; explain what plagiarism is and give students practice in identifying examples. Explain skills of summarising and paraphrasing using exemplars of previous students’ work and give students opportunities to practice these skills (e.g., using online modules). Contact the Learning Centre for advice and materials that your tutors can use to teach students about summarising and paraphrasing in your context. Show students your discipline conventions of citing sources and give them opportunities to practice using these conventions before submitting their final work. Your Faculty Liaison Librarian can help with resources on referencing. Acknowledge that conventions may differ across disciplines. Let students know that you are aware of internet ‘paper mills’ and consider critiquing a downloaded paper in class.

**GUIDELINE 3 – ENHANCE YOUR ASSESSMENT DESIGN**
Consider requiring students to complete an annotated bibliography – a list of references with a critical note about the relevance of each reference – because students must read each source, relate it to the task, and practice correct referencing, and are discouraged from a ‘last minute’ search for sources. Use staged assessment where the next task builds on the previous one (e.g., an essay task builds on an annotated bibliography). Set only a manageable number of tasks. Include a criterion for assignments that requires students to use a fixed number of references from a variety of sources. Change assignment questions/topics each year, and set questions/topics on real-life events, examples or case studies. Provide a list of assignment topics for students to choose from based on their interest. Change the format of an assessment task, e.g., from a report to a poster and/or choose assessment tasks that require a personal approach from students, e.g., a narrative of field experience or critical reflection.

**GUIDELINE 4 – FOCUS ON THE VALUE OF ACADEMIC HONESTY**
Explain how academic honesty – incorporating values of honesty, fairness and respect (see http://www.academicintegrity.org/fundamental_values_project/index.php) – is the foundation for university scholarship, and a vital element of research enriched learning and teaching at the University. Provide a link to the Library’s iResearch site http://sydney.edu.au/library/elearning/learn/plagiarism/ that includes a video clip of an academic staff member talking about the value of academic honesty. Link academic honesty to students’ future reputation in the workplace and the ‘knowledge economy’, and to professional ethical standards of practice. Model academic honesty through your teaching and all coursework materials by making explicit your use of sources.

**GUIDELINE 5 – USE A TEXT MATCHING TOOL (E.G., TURNITIN) AS A LEARNING TOOL**
Explain to students how you use Turnitin, and discuss de-identified examples of originality reports in class. For more advice, see the Guidelines to inform the use of similarity detecting software by unit of study coordinators and Faculties for the purpose of educating students about academic honesty http://www.itl.usyd.edu.au/projects/eah/turnitin%20guidelines.pdf.

"Teaching Insights” should be read in conjunction with Academic Board Policies: http://sydney.edu.au/policies/