

How to avoid plagiarism

**A resource pack for the students of the
Faculty of Education**

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1. What is plagiarism?

What do lecturers and tutors mean when they say: 'You must not plagiarize' and 'Always remember to reference your work'?

We mean:

You cannot take someone else's words, ideas or data and use them in your assignments so that they appear as though they are your own words, ideas or data.

1.1 Understanding Plagiarism

All universities have a policy about plagiarism. This policy describes 'plagiarism' as a form of academic dishonesty, and it is considered **a serious act of academic misconduct**.

To understand the significance of plagiarism you must first understand one of the basic principles within western academic tradition. This tradition says that the **original** words, ideas or data of an author or scholar belong exclusively to them. In other words, the original author actually **owns** his or her words, ideas or data.

1.2 Expectations

At university, you are expected to base much of your learning on the research and writings of others, many of whom will be well-known and respected in your professional area. In fact, an important way to gain credit for your own thinking and research is to **support** your learning with the original ideas of other writers and scholars.

However, just remember, when you do this in your assignments you must acknowledge that fact. In this way you demonstrate your own scholarship, as well as gain credit for developing your thinking and learning.

If you fail to acknowledge the contribution of others to the development of your learning, you will be seen as taking the credit for their work. This is seen as dishonest, and if you do this you could be accused of plagiarism.

For example, your lecturer or supervisor may say:

- 'These are not your own words'.
- 'This is not your own data',
- 'You have copied these ideas – where is your reference?', and
- 'It is bad manners to use someone else's ideas without providing a reference for the original work'.

1.3 Consequences

Examples of plagiarism in your assignments or dissertation can have very serious consequences for you. The continuation of your privileges at the University will be decided upon by the University Disciplinary Board.

2. How does plagiarism happen?

➡ One way to understand how plagiarism can happen is to consider your learning and your writing in terms of using 'your voice' and using 'other people's voices'. That is:

● **Your voice**, as expressed in the words, the ideas, the theories, the facts, and the data, etc. which is based on what you have read, or independently researched, and then developed for yourself, so they are now part of your own thinking and learning.

● **Other researchers' voices**, as expressed in the words, the ideas, the theories, the facts, and the data, etc. of other writers and scholars which you refer to during your studies to support your learning.

In other words, your assignments should include **your** words, thoughts, ideas, data, etc. - **your voice** - which you then support with the words, ideas and data, etc. from **other researchers' voices**.

In post secondary schools some students may have been permitted to use other researchers' voices without considering whose ideas they were using. Students in these settings would have developed the habit of merging their own ideas and the ideas of others, without showing that there was any difference between the two. However, this is not tolerated at University. As already explained in [What is plagiarism](#), within western academic tradition this is called 'plagiarism'. It is therefore very important that you now develop strategies for showing the difference between **your voice** and the **voice of other scholars** in your assignments.

➡ Plagiarism often happens because referencing may be a new requirement for some commencing tertiary students

Remember, you must provide a reference when you include information from any of the following in your assignments:

- books,
- journal articles,

- newspaper articles,
- essays, reports, projects, reviews, etc,
- theses, conference papers, mimeographs, etc.,
- other forms of written communication - e.g. notes from interviews, letters (whether personal or formal), notes from lectures or speeches, memos, etc.,
- items from the electronic media - e.g. www/ internet documents, TV programmes, cassette or CD recordings, faxes, telephone conversations, email messages, digital photographs, and so on.

Note: This applies to direct quotes, paraphrases, summaries or copied graphics.

- ➡ Plagiarism sometimes happens because students take notes as they read, but forget to write down the name of the original author of the words and ideas in their notes. Then, when they include these words and ideas in their writing without the reference, they are accused of plagiarism. Such students may not intend to plagiarize, but their lecturers and tutors will still call it 'plagiarism', and students will be penalized for this.
- ➡ It is very useful to adopt an efficient system when reading up and taking notes for an assignment or a dissertation. On page 19 you will find two sheets (which can be photocopied) to use for organized references and note taking.

- ➡ One major problem for many students is that they do not have the confidence or the range of vocabulary to try to put something they have read into their own words. They may have plenty of ideas, but do not have the words to adequately express these ideas with **their own voice**, or to make a **summary** or a **paraphrase** of another author's voice to support their own voice. So, instead, they copy some of the original author's words or phrases into their assignments, and hope that this will be acceptable. However, if you plagiarize you will never learn to write with **your voice**. Remember, too, at some point in your studies your tutor or lecturer **will** notice, and you can then be accused of plagiarism.

Note: If you lend an assignment to another student to copy, then you **both** may be accused of academic misconduct, including plagiarism, if you do not reference what you have copied. You do need to be very careful about this.

3. Strategies for avoiding plagiarism

Strategy 1:

Remember that while you are at university you are expected to develop your own ideas and opinions about different issues, which you can then reinforce and support with the research of other scholars.

You can gain the confidence to do this by:

- asking and answering questions to help you clarify your ideas.
- recognising where and why you might agree or disagree with someone else's opinions.
- learning how to develop hypotheses around issues.
- putting forward suggestions and conclusions of your own to support your ideas.

Strategy 2:

Know about the different ways in which you can correctly and appropriately use other writers' or researchers' voices in your assignments.

There are four main ways:

- by **paraphrasing** their information and providing a reference,
- by **summarising** or synthesizing their information and providing a reference,
- by **quoting** directly their words and providing a reference,
- by **copying** their tables, graphs, diagrams and so on and providing a reference.

Strategy 3:

Learn how to reference your assignments correctly.

In order to reference correctly you need to understand the rules clearly. The various styles of referencing in use are Author-Date styles and Numbering styles. It's very important that you take the time to learn their rules, especially as different courses may require different referencing styles within either of these systems (for example, APA (American Psychological Association), Harvard, CIBA, Endnote, MLA (Modern

referencing worldwide. Unfortunately, it is not 'owned' by any institution or organisation, so no authority sets the rules. This means they have been interpreted slightly differently by different institutions.

Check which style is preferred by your Department.

Some useful links:

<http://www.leeds.ac.uk/library/training/referencing/harvard.htm>

<http://owl.english.purdue.edu/>

Note: Oral presentations need care as well. During an oral presentation state when you are using someone else's words or ideas. It's also a good idea to prepare a written reference list to give to your lecturer at the end of your presentation.



Strategy 4:

Practise writing in a way that will help your reader recognize the difference between your ideas and those from other sources.

As you prepare your assignments, remember to check whose 'voice' you are using in your work. For example, when paraphrasing or summarizing ask yourself:

- Whose idea is this?
- Is this my point of view, or are these someone else's words or ideas I'm using?
- Where did these words and ideas come from?
- If these are someone else's words or ideas how can I make this very clear in my writing?
- Am I referencing this correctly so that the reader can see that these are not just my ideas, but were originally written by someone else?
- How can I make sure the reader knows that these are my words and not the words of someone else?

4. Understanding 'Voice' in Assignments

The following example has been prepared to help you recognize how a student's 'voice' can be correctly supported by the 'voice' of another writer or researcher in a written assignment.

Example

- An assignment has been given to a student on the following topic:

Are there any advantages in having a global language, and why has English become a global language?

- While gathering information about this topic the student read an article written by C. Mchawala in 1996 about the globalization of English. The student made notes on this article. Included in his/her notes is a quotation from page 37 of Mchawala's article which reads: *'English has become the 'lingua franca' of global communication because over one-fifth of the world's population speak it as either their first or second language'.* We can call this quotation the **Researcher's Voice**.

- Next, as part of having read widely about these issues, the student has formed the opinion that there are some advantages in having a language which can be understood in many different parts of the world, and in fact he/she now thinks that *'... one of the advantages of having a global language is that people from all over the world are now able to communicate more easily with each other.'* We can call these words the **Student's Voice**.

- While writing his/her assignment, the student wants to reinforce his/her voice by including Mchawala's voice as support.

- One way the student could do this would be to write:

One advantage of having a global language is that people from all over the world are now able to communicate more easily with each other, and since 'over one-fifth of the world's population speak English as either their first or second language it has become the 'lingua franca' of global communication' (Mchawala 1996, p.37).

- As you can see from this example, the student has used his/her own 'voice': ***One advantage of having a global language is that people from all over the world are now able to communicate more easily with each other, and since ...*** and then supported this statement by linking it with Mchawala's 'voice': ***'over one-fifth of the world's population speak English as either their first or second language it has become the 'lingua franca' of global communication' (Mchawala 1996, p.37).***

Note: The referencing system used in this example is the Harvard system.

- ➡ **Note:** Exercises 1 – 3 below have been prepared to give you practice in avoiding plagiarism by developing your own voice (as the student), and then linking it with the voices of other writers and researchers.

4.1 Exercise 1

The topic: Write an essay outlining the major causes of cancer in Australia

🔴 During his/her research into this topic from many different sources, the student has formed the opinion that: ***In Australia, a number of cancers can be traced to diet.***

We call this **the student's voice**.

🔴 To support this contention the student has included in his/her notes a quotation from page 9 of an article written in 2001 by Rachel Swan which states that: ***'There is up-to-date and conclusive evidence to prove that there is a direct link between a wide range of diseases, including many cancers, and diet'.***

We call this **the researcher's voice**.

➡ Task:

1. Consider the techniques you could use to write **one short paragraph** which includes both **'the student's voice'** and Swan's voice as a support **paraphrase**.
2. **Read** each of the following three examples carefully, and choose which one has been written correctly so that the difference between the student's voice and the researcher's voice is clear and the in-text reference has been included.

Remember, in order to avoid plagiarism, you must:

- include the in-text reference
- make it clear to the reader where **'the student's voice'** and Swan's voice begins and ends.

A	In Australia a number of cancers can be traced to diet, and there is up-to-date and conclusive evidence to prove that there is a direct link between a wide range of diseases, including many cancers, and diet (Swan 2001).
B	In Australia a number of cancers can be traced to diet. In fact, according to Swan (2001, p. 9), 'there is up-to-date and conclusive evidence to prove that there is a direct link between a wide range of diseases, including many cancers, and diet'.
C	'There is up-to-date and conclusive evidence to prove that there is a direct link between a wide range of diseases, including many cancers, and diet' and in Australia a number of cancers can be traced to diet (Swan 2001 p. 9).

Go to page 20 for the correct answer.

4.2 Exercise 2

The topic: Having a strong interest in a particular sport is not enough to make a champion. Other factors must also be considered. Discuss.

During his/her research into this topic from many different sources, the student has formed the opinion that: ***Sportsmen and women wanting to compete at world level must not only be exceptionally healthy and fit, they must also have the right sense of balance and timing to achieve this status.***

We can call this the **student's voice**.

To support this contention the student has included in his/her notes a quotation from page 15 of an article written by J. Illman in 2001 by which states that:

'Two researchers recently took eye, feet and hand measurements of nearly 3000 people playing 15 different sports, and discovered that particular co-ordinations worked well in different sports'.

We call this the **researcher's voice**.

Task:

1. Consider the techniques you could use to write **one short paragraph** which includes both 'the student's voice' and Illman's voice as a support **paraphrase**.

Read each of the following three examples carefully, and choose which one has been written correctly (Check your answer on page 17) so that the difference between the student's voice and the researcher's voice is clear and the in-text reference has been included.

Remember, in order to avoid plagiarism, you must:

- include the in-text reference
- make it clear to the reader where 'the student's voice' and Illman's voice begins and ends.

A	Sportsmen and women wanting to compete at world level must not only be exceptionally healthy and fit, they must also have the right sense of balance and timing to achieve this aim. Up-to-date research by Illman (2001, p. 15) into this area amply demonstrates that there is a direct correlation between coordinated movement and achievement in a wide range of sporting activities.
B	Sportsmen and women wanting to compete at world level must not only be exceptionally healthy and fit, they must also have the right sense of balance and timing to achieve this aim. Up-to-date research into this area discovered that particular co-ordinations worked well in different sports after they (Illman 2001, p.15) took eye, feet and hand measurements of nearly 3000 people playing 15 different sports.

C

The correlation between coordinated movement and achievement in a wide range of sporting activities shows that sportsmen and women wanting to compete at world level must not only be exceptionally healthy and fit, they must also have the right sense of balance and timing to achieve this aim (Illman 2001, p.15).

4.3 Exercise 3

The topic: Current research into the increased use of electronic devices in the workplace suggest some disturbing trends. Describe at least one of these trends and outline what is being done to overcome the problems.

During his/her research into this topic from many different sources, the student has formed the opinion that: ***A connection between the increased use of electronic devices and an increase in the number of people experiencing memory problems has recently been suggested by the medical profession.***

We can call this **the student's** voice.

To support this contention the student has included in his/her notes a quotation from page 3 of an extract written in 2001 by M. Denney which states that: ***'Doctors are blaming computer technology, electronic organisers and automatic car navigation systems. They claim that these gadgets lead to diminished use of the brain to work out problems and inflict 'information overload' .***

We call this **the researcher's** voice.

Task:

1. Consider the techniques you could use to write **one short paragraph** which includes both 'the student's voice' and Denney's voice as a support **paraphrase**.
2. **Read** each of the following three examples carefully, and choose which one has been written correctly so that the difference between the student's voice and the researcher's voice is clear and the in-text reference has been included.

Remember, in order to avoid plagiarism, you must:

- include the in-text reference
- make it clear to the reader where 'the student's voice' and Denney's voice begins and ends.

A

A connection between the increased use of electronic devices and an increase in the number of people experiencing memory problems has recently been suggested by the medical profession. Denney (2001 p 3) reports that electronic systems used in items ranging from computers to cars are not only preventing the brain from working at an optimum level they are also overloading it with information.

B	A connection between the increased use of electronic devices and an increase in the number of people experiencing memory problems has recently been suggested by the medical profession. Electronic systems used in items ranging from computers to cars are not only preventing the brain from working at an optimum level they are also overloading it with information (Denney 2001 p 3).
C	A connection between the increased use of electronic devices and an increase in the number of people experiencing memory problems has recently been suggested because electronic systems used in items ranging from computers to cars (Denney 2001 p 3) are not only preventing the brain from working at an optimum level they are also overloading it with information.

Check your answer on page 20

5. Spot the plagiarism

Use the following exercises to increase your understanding of plagiarism through paraphrasing. Read the original text carefully, and then study examples A – C. Check how each of them is an example of plagiarism. Take special note of the strategies that have been used in example D so that it is an acceptable paraphrase.

Original text:

The dissatisfying nature of industrial or clerical work is no longer disputed. Many of today's employees prefer a greater level of involvement in their jobs than was previously assumed. Many desire more self-control and a chance to make a greater contribution to the organization (Schuler, Dowling and Smart 1988, p.17).

Exercises in spotting plagiarism:

Example A

The nature of industrial/clerical work is dissatisfying. Employees want more involvement in their jobs, more self-control and an opportunity to make a greater contribution to their organization.

Comment

This is unacceptable as a paraphrase because:

- there is no in-text reference acknowledging the voices of the original researchers.
- too many words in the paraphrase have been copied from the original.

➡ Example B

It is no longer disputed that the nature of industrial/clerical work is dissatisfying. Employees prefer more involvement, desire more self-control and a chance to make a greater contribution to their organization (Schuler, Dowling and Smart 1988, p.17).

Comment

This is unacceptable as a paraphrase because, again, too many words in the paraphrase have been copied from the original.

➡ Example C

According to Schuler, Dowling and Smart (1988, p.17) it is now commonly accepted that the routine nature of some work, especially industrial and clerical work, is dissatisfying. Indeed it is suggested that workers want more participation and control in order to make a more significant contribution to the organization.

Comment

This is better, but is also unacceptable as a paraphrase because the wording is still too close to the original.

➡ Example D

According to Schuler, Dowling and Smart (1988, p.17), it has become increasingly obvious that modern workers, particularly those in industrial and clerical employment, now want more participation in their work, more autonomy, and the right to contribute more directly to their company's goals. This is in contrast to their former lack of job stimulus.

Comment

This is acceptable as a paraphrase because the original wording now closely reflects the student's voice. It shows that this student has clearly understood the text, and can express the meaning of the text in his/her own words.

6. Effective note-taking to avoid plagiarism

Plagiarism sometimes happens because students take notes as they read, but forget to write down the name of the original author of the words and ideas in their notes.

You can avoid this problem by developing **effective note-taking techniques** which clearly show the difference between **your voice**, and the **voice of other writers** and researchers.

Such effective note-taking requires **active reading** on your part. To read actively you must create a discussion between yourself and the other writer or researcher.

For example:

Before you begin reading, prepare a list of questions that you will need to try to answer as you write your assignment.

As you read look for answers to your questions.

Make notes on the information you find. Do this through quotes, paraphrases or summaries of the text.

Comment on these notes. Consider, does the information you are reading about support your ideas? How? Does it disagree with your ideas? Why? In what way? Write your comments with the notes.

By following these steps you will develop an informed response to your readings, your notes will be clearer, and you will be in a better position to separate your voice from the voice of any other writer or researcher.

An example of this process

The student's assignment is: ***'Discuss the relative importance of rational intelligence and emotional intelligence in effective business management'***

As part of her preparation for the assignment, the student has decided to read the following text: *'What makes a leader?'* written by D P Goleman in the **Harvard Business Review** in 1998.

In order to create an active discussion between herself and the text, the student has developed the following note-taking technique:

1. She has prepared a few questions relating to the topic. i.e.:
 - What is the difference between rational intelligence and emotional intelligence?
 - How important is EQ and IQ in business-management?

During her reading this student will seek answers to these questions.

2. Then she has divided her note-taking pad into 2 parts:

- On the left-hand side there is space for taking notes directly from her reading. You will see that she has written these notes as either a **quote**, a **paraphrase** or a **summary**
- On the right-hand side of her note-taking pad there is a space for her own comments on the readings

Together with her comments, these quotes, paraphrases and summaries will eventually become part of her assignment.

Goleman's Ideas	The Student's Response
The main points/arguments/ideas, etc. of Goleman as he influences my TOPIC	The student's thoughts/ ideas/ hypothesis/ arguments, etc. in response to Goleman's voice
<p>'Effective leaders are alike in one crucial way: they all have a high degree of what has come to be known as emotional intelligence' (p. 94)</p> <p><i>(Goleman's ideas as a quotation the student has noted)</i></p>	<p>In my opinion entry level requirements for top jobs still require IQ rather than EQ because job descriptions still emphasise it over EQ.</p> <p>However, I agree with Goleman that long-term, effective performance is based on EQ because many studies suggest this.</p> <p><i>(The student's comments on Goleman's quotation)</i></p>
<p>According to Goleman there is a direct correlation between maturity and emotional intelligence, even though this does not preclude the need for training. (p 97)</p> <p><i>(Goleman's ideas as a paraphrase the student has made)</i></p>	<p>I think it is therefore apparent that training programs which concentrate solely on cognitive skills are deficient.</p> <p>While I agree with Goleman, he seems to be defining 'maturity' in terms of 'age', and this would have a significant effect on current staffing practices.</p> <p><i>(The student's comments on Goleman's paraphrased ideas)</i></p>
<p>Goleman's data analysis clearly proves his point that emotional intelligence has become increasingly important in executive positions within companies. (pp. 94 - 95)</p> <p><i>(Goleman's ideas as a summary the student has made)</i></p>	<p>Another study by Carlopio et al (2001, p. 99) supports Goleman's hypothesis by pointing out that more and more successful organisations are giving EQ priority when interviewing for management positions.</p> <p><i>(The student's comments on Goleman's summarised ideas)</i></p>

➡ **Note:** the personal pronoun "I" has been used continuously in this example. That is a useful strategy to use for your **personal notes** and in your **first draft** because it will help you to make a clear separation between your voice and the voices of other researchers as you write. When you are clear about the separation you can then go through your first draft and change the personal pronouns into the more objective academic conventions for your second draft.

7. Linking words and phrases

1. Examples of words you can use to introduce another 'voice'

says	notes	proposes
writes	suggests	concludes
thinks	adds	agrees
argues	explains	insists
establishes	believes	maintains
emphasizes	continues	disagrees
finds	declares	states
points out	observes	compares

(Adapted from: Spatt, B. 1999 *Writing from sources* Boston Bedford / St.Martin's p.93)

2. Examples of connecting words in a sentence

and	because
or	but

3. Examples of listing words

first/firstly	above all
secondly	last but not least
thirdly	to begin with ...
furthermore	moreover
finally/lastly	next
one/two/three	

4. Examples of words/phrases showing how to add information

also	then
again	in addition
furthermore	besides
further	above all
moreover	too
what is more	as well (as)

5. Examples of words/phrases showing how ideas are alike

equally	in the same way
likewise	correspondingly
similarly	

6. Examples of words/phrases showing how to move between ideas

now	with reference to
-----	-------------------

7. Examples of words/phrases showing how to conclude your thoughts

in conclusion to conclude to sum up briefly	in brief to summarise
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8. Examples of words/phrases showing how to explain an idea in another way

that is namely	in other words as follows
-------------------	------------------------------

9. Examples of words/phrases showing how to express result

so therefore as a result/consequence accordingly because	consequently now then thus hence
--	--

10. Examples of words/phrases showing contrast between ideas

instead conversely then on the contrary	by way of contrast in comparison on the other hand
--	--

11. Examples of words/phrases showing alternative ideas

besides however nevertheless nonetheless only	still yet in any case all the same at the same time
---	---

(Adapted from R.R. Jordan 1992 *Academic writing course* London Nelson pp.118-121)

8. Using linking words or phrases

When you are writing about other people's ideas or your own ideas, your readers/lecturers need to know *whose* voice they are hearing.

Readers/lecturers need to know whether they are reading the *original author's actual words* or *your interpretation* of the original source or *your own viewpoint*. To manage this combination of different 'voices' you need to:

Be familiar with *words* and *phrases* which are used to **introduce or incorporate** the ideas of other authors in a quote, paraphrase or summary form.

➡ For example:

1. Marshall (1993, p.14) **states/claims/maintains/suggests that** the major influences of the big banks are evident in this particular policy (... paraphrase of original idea ...)
2. Morelli **points out/asserts/stresses/argues that**: 'the changing nature of workplace culture means that people are now working much longer hours' (1997, p.5).

Show that you have **thoughts of your own** by expressing your own opinion or viewpoint, making suggestions or putting forward some conclusion.

➡ For example:

1. Although Monaghan's (2001, p.93) **argument/assertion/claim** raises a number of important industrial issues, nevertheless his thesis does not detract from the current research into workplace relations.

Show that you are going to use the ideas of another writer **to affirm your stance or point of view** by using *linking words and phrases*.

➡ For example:

1. This point of view is **supported / reinforced / backed up** by Wang who found that ... (paraphrase) ... (2000, p.31).
2. It is interesting that Wang's report (2000) also **strengthens / promotes / advocates** this viewpoint.
3. The evidence for this argument is convincing. As Vroulis **points out**: '... (quote) ...' (1997, p.73).

Show clearly *where* and *why* you differ from the points other writers have made by using linking words and phrases which comment on, qualify or critique what others have written. [eg. by using ... *but*, *although*, *however*, *while*, *on the other hand* ... and then giving your reasons].

➡ **For example:**

1. Seth (1996, p.6) claims that the correlation between performance in an entrance exam and the performance in the first-year Accounting course usually ranges between 0.4 and 0.5. This correlation seems low, **but there are difficulties** when Seth's data is closely examined.
2. Davis (1994, p.22) emphasizes the need for cross-cultural communication to avoid misunderstanding and resentment, however, **he does not state** what is necessary to improve cross-cultural communication and no guidelines are set for doing this.
3. The research done by Hardy (1998) suggests that the interviews had low reliability and low predictive validity **although her research does not** include an evaluation of the interpreter-training programme.

Reference: McEvedy, R. & Smith, p.199, *Plan, write, rewrite* Thomas Nelson Melbourne.

These examples were adapted from a workshop given by Virginia Hussin, Learning Adviser, Learning Connection, University of South Australia

Answer key:

Exercise 1 p. 7: B
Exercise 2 p. 7: A
Exercise 3 p. 9: A

9. Booknotes

To record bibliographic details and notes on reference material

Category 1.....	Category 2	Category 3	
Author(s) Black, Paul, & Wiliam, Dylan			
Date 1998a			Dewey Number
Book Title /		Publisher	Place
Chapter Title /		Number	Page Range
Source book Title /		Publisher	Place
Article Title Assessment and classroom learning			
Journal Assessment in Education: Principles, Policy, and Practice	Volume 5	Number 1	Page range 7-74
Electronic document Title		Internet address	Other ID
Key words Assessment for learning; Formative Assessment			
Main points/arguments/ideas Research indicates that improving learning through assessment depends on five deceptively simple factors: <ul style="list-style-type: none"> - The provision of effective feedback to students. - The active involvement of students in their own learning. - Adjusting teaching to take into account results of assessment. - A recognition of the profound influence assessment has on the motivation and self esteem of students. - The need for students to be able to self assess themselves and understand how to improve. 			

Your comments

This journal article is particularly useful because it offers an overview of assessment for learning, or Formative Assessment, and it reports on various studies which show that the quality of teacher feedback makes a difference to students' learning.

Exact quotations

(*identical* wording and punctuation within inverted commas)

Teachers need

'...a variety of living examples of implementation, as practised by teachers with whom they can identify and from whom they can derive the confidence that they can do better. They need to see examples of what doing better means in practice.'

Page number

10

Related authors and ideas

Name

Torrance & Pryor

Date

1998

Point of agreement or dispute

Agreement – own research based on observations.

