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Developing a platform for a culture of honest enquiry and academic construction of knowledge.....?

Plagiarism-what is the need?

Why our students plagiarize

- Language.(Sharma 2007-68%)
- Time (60%)
- Motivation (59%)
- Common to all (46%)
- Task clarity
- Low level risk

Given that-remove the need.

- Primary research
- Student-generated
- Schema-based
- Local
- Buy-in
- Ownership
- Motivation
- FFF (Frequent formative feedback)
- Transparent assessment
- TII

Page 6

- The first year Communication courses have been developed to compensate for the poor preparation many of our students have for the requirements of twenty-first century undergraduate study. While the main objectives are to improve communication skills, enabling objectives include developing appropriate study skills, and applying critical thinking to reading and writing. The general philosophy is that cognitive academic language proficiency best develops through the acquisition and articulation of knowledge and understanding. The courses introduce students to real world research and ask participants to take on the role of apprentice researchers. Rather than being taught in isolation, language skills are developed in context of the project, and are “embedded in the nature of the activity rather than being taught in isolation or bolted on,” (Craig, 2011). The research projects are team-based and once teams have identified and brainstormed, with appropriate instructor guidance, suitable topics for investigation, (recent topics have, for example, included issues of high school to university transition) they given are instruction in library search strategies and are asked to provide a short written overview of the selected source, complete with a live link for the instructor. Following class activities in summarizing, paraphrasing and quotation, the next task is to write a summary. **Substantial feedback is provided** before teams begin working on synthesizing their knowledge in a literature review. The process requires each team member to explain the content of their chosen article while team members take notes and ask for clarification. Once this phase of secondary research is completed, teams are asked to **localize the global issue**. A formal proposal is required in which students outline the aims and objectives of their intended primary research, as well as identifying and producing a suitable data gathering instrument. As the research develops, students are required, individually and teams, to describe, **explain and justify each stage**, culminating in collaborative written reports, and oral presentations. Documentation is generated by the **primary research process**, with each new text building on and incorporating edited elements of previous documents and developing **schema and knowledge** from that process. Given that the focus is on the developing understanding of the students themselves, the need to turn to an external model to copy from is radically reduced and student ownership consequently increases.

Survey/results/discussion

Student-generated RQ

Student-generated survey (no SM!)

Original work

Team effort

Classroom focus

Work in progress

On-going formative feedback (all documentation. Process writing).

Buy in

- Once they have seen that they can gather data, they begin to see themselves as researchers.
- Understand the reason for describing results*
- Understand the reasons for discussing results*
- Understand the reasons for giving recommendations (SMART)*
- ‘Original’ thought

*Task clarity

Some real work.....

Result (= description)	Discussion (= explanation, reasons, significance)
<p>PI students aged 18-20 tend to take risk by driving recklessly more than any other risky behavior.</p>	<p>The results of the study indicated that PI students who take risk by driving recklessly are significantly higher than students who take other risky behavior. A number of possible explanations exist for this. First major issue is the pleasure they get when speeding or driving recklessly, the adrenaline rush and the intensity. Second major issue is the brain of students in that age group is not completely grown and scientific evidence is available, Ron Dahl, a pediatrician and child psychiatric researcher at the University of Pittsburgh Medical Center says, "The frontal lobes help put the brakes on a desire for thrills and taking risk -- a building block of adolescence; but, they're also one of the last areas of the brain to develop fully" [1]. Overall students who drive fast or recklessly might think that they are professional drivers and so it's safe to drive this way, this appears to be a main reason to let students think they will probably not get hurt and so motivates them to drive fast.</p> <p>This is significant because the UAE has one of the highest levels of road traffic deaths in the world. Our age group is responsible for a lot of the deaths.</p> <p>Demonstration of what happens to people who drive recklessly and what they may lose will probably help reduce the number of students who drive recklessly. Student affairs could arrange these and could include a real car wreck and details of what happened to the passengers</p>

50% of the students said that they wanted to quit their risky behavior while the other 50% said that they are not willing to quit these behaviors

The results of the study indicated that 50% of the students who took the survey wanted to quit their risky behaviors and the other 50% stated that they don't want to quit their behaviors. It is important that they see the problem with their behaviours and want to change it.

First let's start off with the students who want to quit their behaviors a couple of them answered that they want to quit because they want to be safe and the rest answered that it wasn't fun anymore and they got other responsibilities and things to care about, I guess these are rational reasons to quit. As for the students who don't want to quit their behaviors, their answers were the following, first 2 students answered it is fun and exciting, while the others answered that risky behaviors are bad habits and they are hard to quit on them (for example: the addiction to smoking, drugs ...etc.). Here is a scientific explanation why bad habits are hard to break, " habits may form familiar neural pathways which makes it more difficult to break the pattern of behavior. This makes a lot of sense, given people's difficulties with trying to break a habit they want to be rid of." [3].

We should help the students that want to quit these behaviors by some kind of support programme organized by HSE For those who don't want to quit show them examples of what could happen to them if they don't. Hospital visits could also be part of this.

Requirements...amongst other things!

- In-house programmes where possible
- Embedded language AL literacy skills (WAC)
- Manageable class size
- Primary work
- Clear task descriptions
- EBL/PBL
- Learner –centered teaching
- Constant formative feedback
- Transparent assessment
- Teacher attitude