

**Secondary school students'  
source use in inquiry project-  
based learning (PjBL):  
*Working towards avoiding  
plagiarism and engaging with  
sources***

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  - ▶ Faculty of Education
  - ▶ University of Hong Kong



## Which of the following is/are considered plagiarism?

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- ▶ Copying others' work directly onto my paper as if it were my own work. (T/F)
- ▶ Using others' ideas in my work after rephrasing the wordings without citation. (T/F)
- ▶ Submitting my friend's work in my name. (T/F)
- ▶ Using information my teacher taught me during lesson without citation. (T/F)
- ▶ Reusing my idea in exact wordings from a previous assignment without citation. (T/F)
- ▶ Using an idea from the internet with an unknown source as my own work. (T/F)



Answer the questions here:

<http://goo.gl/forms/zyizqt3imK>

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▶ Check results at: <http://t.cn/RqxMfVj>

# Collaborative teaching framework for plagiarism-free inquiry project-based learning with UPCC pedagogy

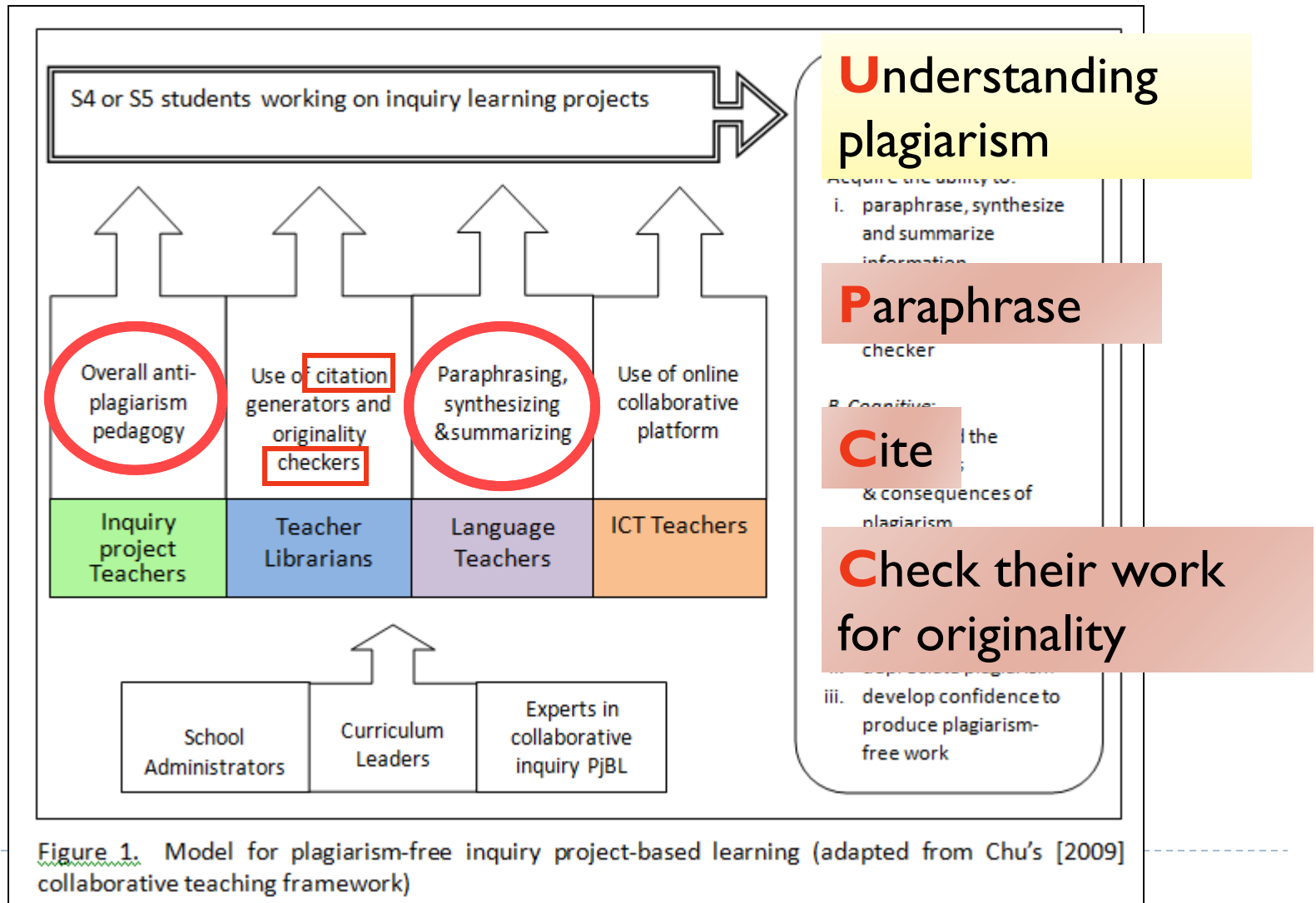


Figure 1. Model for plagiarism-free inquiry project-based learning (adapted from Chu's [2009] collaborative teaching framework)

# “Understanding” in UPCC

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- ▶ Plagiarism Knowledge and Attitudes Survey (PKAS)
  - ▶ Measure students’ ability to identify plagiarism
  - ▶ Determine their attitudes towards plagiarism
- ▶ An intervention by Asunka (2011) completely **eliminated plagiarism** in a student group through building a holistic **understanding of plagiarism**, *designing collaborative coursework* and **instilling awareness of serious consequences** of committing plagiarism

## “Paraphrasing” in UPCC

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- ▶ After attaining a good understanding on plagiarism, students need practice ‘Paraphrasing’, ‘Synthesizing’ and ‘Summarizing’ (PSS) to present ideas in their own words to avoid committing plagiarism (Roig, 1999).
- ▶ “Paraphrasing”, “Synthesizing”, and “Summarizing” abilities of students can be measured by a pre- and post-test

# Why using an online citation machine?

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Mistakes in citation made by students

學生的資料引用問題

3.2 Record down at least 2 search results in APA format:

1. 《壓力的預防與治療》/阿素阿編譯, 1997
2. 別讓壓力壓倒自己: 緩解你的壓力 / 王春德編著

2007

- ▶ Put author in a wrong place 錯放作者位置
- ▶ Omit publisher 遺漏出版者

# Mistakes in citation made by students

## 學生的資料引用問題

3.2 Record down at least 2 search results in APA format:

- View
1. Unchecked = Views & Reviews / Joyce Carol Oates
  2. Book publishing = inside views

- Book
1. Hank Bone and Flat Henrietta = stories for younger children / Jules Clover illustrated by Lisa Kupper.

### ▶ Omit publication date 遺漏出版日期

3.2 Record down at least 2 search results in APA format:

- Author
1. (2012). 反洗腦國民教育科. 香港: 香港教育工作者聯會.

### ▶ Omit author 遺漏作者


# Citation Machine

<http://old.citationmachine.net/index2.php>



Son of  
**Citation Machine™**

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- **MLA 7TH ED**
- **APA 6TH ED**
- **TURABIAN**
- **CHICAGO**

 24

Citation machine helps students and professional researchers to properly credit the information that they use. Its primary goal is to make it so easy for student researchers to cite their information sources, that there is virtually no reason not to -- because...

**SOMEDAY THE INFORMATION THAT SOMEONE ELSE WANTS TO USE... WILL BE YOURS!**

ISBN/Web Lookup:

MLA  APA



# Citation Machine

<http://old.citationmachine.net/index2.php>

- ▶ Choose the appropriate citation style (選取合適引用格式)(例: APA).





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- **MLA 7TH ED**
- **APA 6TH ED**
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 24

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ISBN/Web Lookup:  
  
 MLA  APA

**Best Plagiarism Checker**

Trusted by over 4 million students, faculty, & professionals worldwide.

# Citation Machine

<http://old.citationmachine.net/index2.php>

- ▶ Select the source type of the material (選取適合的資料種類)(例: journal).

The screenshot displays the Citation Machine website interface. At the top, there is a logo for 'Son of Citation Machine' and a navigation bar with links for 'About', 'Instructions', 'Facebook Page', 'Blog', and 'Disclaimer & Privacy Policy'. Below the navigation bar, there are flags for different countries and a search bar for 'APA 6th Edition' with a 'Web/ISBN Lookup' field and a 'search' button. The main content area is titled 'Sources by type (print & nonprint combined)' and features several icons representing different source types: Books, Documents, Journalism, Multimedia, and Social Media. Under the 'Journalism' icon, there is a list of source types, with 'Journal' highlighted by a red circle. A tooltip for 'Journal' lists 'Empirical studies', 'literature reviews', 'theoretical articles', and 'methodology studies'. Other source types listed include 'Web Page', 'Book', 'Compiled Work', 'Reference Work', 'Government Publication', 'Conference', 'Academic Work', 'A/V Media', 'Blog', 'Image', and 'Interview'. On the left side, there are sections for 'PRINT' and 'NONPRINT' with various source type options. At the bottom right, there is a 'Best Plagiarism Checker' advertisement.

# Citation Machine

<http://old.citationmachine.net/index2.php>

- ▶ Enter information 填妥資料
- ▶ Click “MAKE CITATION” 按 **MAKE CITATION**.

The screenshot shows the Citation Machine website interface. At the top, there is a logo for "Son of Citation Machine™" and a navigation bar with links for "About", "Instructions", "Facebook Page", "Blog", and "Disclaimer & Privacy Policy". Below the navigation bar, there are flags for different languages and a "Return to All APA Sources" button. The main content area is a form for creating an APA citation. The form is titled "APA Journal Article" and includes a "Web/ISBN Lookup" search box. The form is divided into sections: "One Author" (with a plus sign and "turn HELP off" link), "Author's Name" (with input fields for "Author #1" and "S.K.W."), "Year Published" (with input field "2013"), "Title of the Article" (with input field "Assessing information literacy:"), "Title of the Periodical" (with input field "School Library Research"), "Details" (with input fields for "Volume" (15), "Issue" (Number), and "Page Numbers" (1-24)), "Digital Object Identifier" (with input field "If available"), and "Web Address" (with input field "http://... if retrieved from the"). A large grey arrow points downwards from the form, and the text "MAKE CITATION" is written inside the arrow, circled in red.

# Citation Machine

<http://old.citationmachine.net/index2.php>

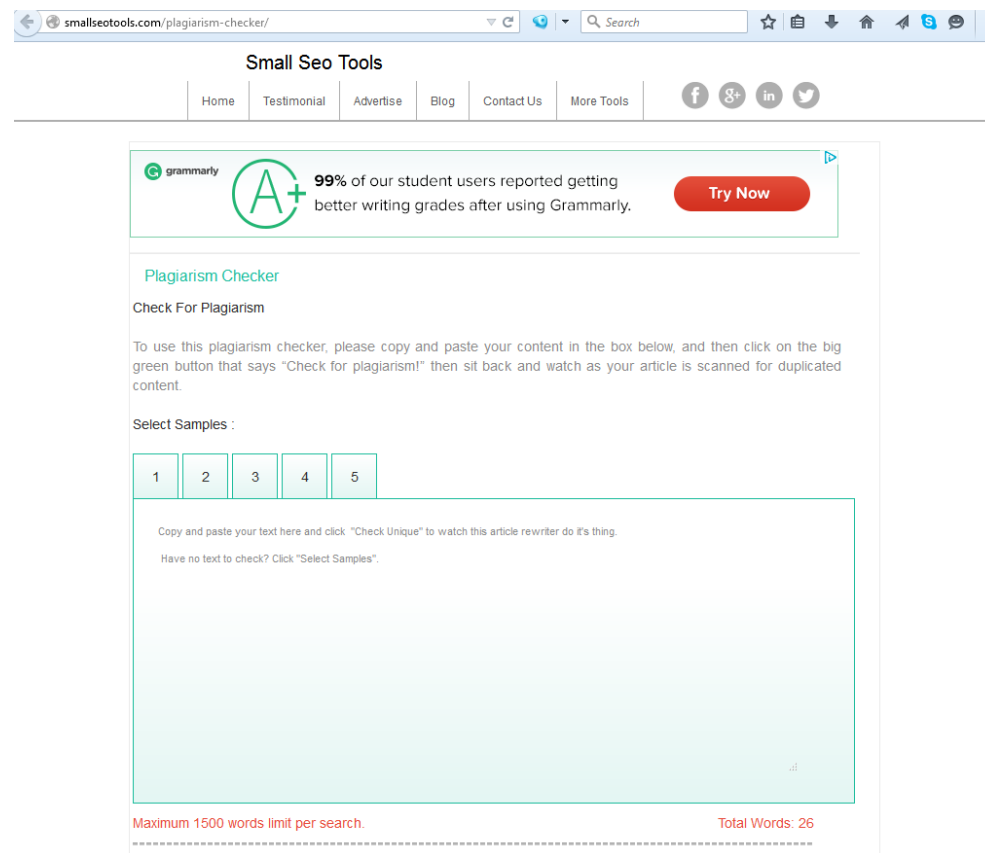
- ▶ List out bibliography and In-text citation 列出參考書目及文本引用.

The screenshot shows the Citation Machine website interface. At the top, there is a logo with a rooster and the text "Son of Citation Machine™". Below the logo is a navigation bar with links: "About", "Instructions", "Facebook Page", "Blog", and "Disclaimer & Privacy Policy". A quote by Cameron Diaz is displayed: "I don't care how smart a kid you are. The only way you learn what's not right is from experience. -- Cameron Diaz". A large arrow points down to a "Return to Form to Correct Mistakes" button. Below this is a dropdown menu for "APA | Journal Article". A warning message states: "Citation Machine will not remember this bibliographic and In-Text citations. Please copy and paste them into your work file." The main form area is highlighted with a red border and contains the following text: "Chu, S. K. W. (2013). Assessing information literacy: A case study of primary 5 students in hong kong. *School Library Research*, 15, 1-24." Below this is a section for "In-Text Citation to highlight & copy" with a dropdown menu showing "(Chu, 2013)". A "SELECT" button is visible. At the bottom, a large arrow points down to a "Start a New Journal Article Citation" button.

# Online plagiarism check 網上侵權測試

Small SEO Tools:

<http://www.smallseotools.com/plagiarism-checker/>



The screenshot shows the website interface for the Plagiarism Checker. At the top, there is a navigation bar with links for Home, Testimonial, Advertise, Blog, Contact Us, and More Tools. Below the navigation bar is a social media section with icons for Facebook, Google+, LinkedIn, and Twitter. The main content area features a Grammarly advertisement with the text "99% of our student users reported getting better writing grades after using Grammarly." and a "Try Now" button. Below the advertisement is the "Plagiarism Checker" section, which includes a "Check For Plagiarism" heading and instructions: "To use this plagiarism checker, please copy and paste your content in the box below, and then click on the big green button that says 'Check for plagiarism!' then sit back and watch as your article is scanned for duplicated content." There is a "Select Samples" section with five numbered buttons (1, 2, 3, 4, 5). Below this is a large text input area with the placeholder text: "Copy and paste your text here and click 'Check Unique' to watch this article rewriter do it's thing. Have no text to check? Click 'Select Samples'." At the bottom of the page, there is a footer with the text "Maximum 1500 words limit per search." and "Total Words: 26".

# Enter text in textbox, Click “Check for Plagiarism”

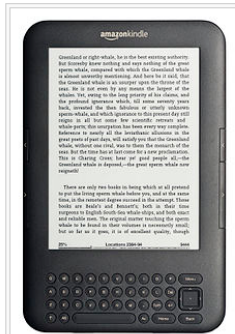
在文字方塊內貼上文章，再按 “Check for Plagiarism”

In this example, a paragraph is extracted from Wikipedia

## E-book

From Wikipedia, the free encyclopedia

An **electronic book** (variously **e-book**, **eBook**, **e-Book**, **ebook**, **digital book** or even **e-edition**) is a book-length publication in digital form, consisting of text, images, or both, readable on computers or other electronic devices.<sup>[1]</sup> Although sometimes defined as "an electronic version of a printed book",<sup>[2]</sup> many e-books exist without any printed equivalent. Commercially produced and sold e-books are usually intended to be read on dedicated e-readers, however, almost any sophisticated electronic device that features a controllable viewing screen, including computers, tablets and smartphones can also be used to read e-books.



Amazon Kindle 3, an e-reader displaying part of an e-book on its screen.

E-book reading is increasing in the US; by 2014 28% of adults had read an e-book, compared to 23% in 2013. This is increasing because 50% of Americans by 2014 had a dedicated device, either an e-reader or a tablet, compared to 30% owning such a device by the end of 2013.<sup>[3]</sup>

green button that says "Check for plagiarism": then sit back and watch as your article is scanned for duplicated content.

Select Samples :

- 1
- 2
- 3
- 4
- 5

An electronic book (variously: e-book, eBook, e-Book, ebook, digital book, or even e-edition) is a book-length publication in digital form, consisting of text, images, or both, readable on computers or other electronic devices.[1] Although sometimes defined as "an electronic version of a printed book",[2] many e-books exist without any printed equivalent. Commercially produced and sold e-books are usually intended to be read on dedicated e-readers, however, almost any sophisticated electronic device that features a controllable viewing screen, including computers, tablets and smartphones can also be used to read e-books.

Maximum 1500 words limit per search.

Total Words: 89



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# Result: Percentage of Unique Content

結果：獨特性百分比

Results: **0% Unique Content**

images, or both, readable on computers or other electronic	Existing (Jan 31, 2015)
electronic devices.[1] Although sometimes defined as "an electronic	Existing (Jan 31, 2015)
printed book",[2] many e-books exist without any printed	Existing (Jan 12, 2011)
printed equivalent. Commercially produced and sold e-books are	Existing (Jan 12, 2011)
dedicated e-readers, however, almost any sophisticated electronic	Existing
viewing screen, including computers, tablets and smartphones	Existing (Mar 30, 2015)

How

the Plagiarism Check Tool Works:

# Red links: check the online information of potential plagiarism

按紅色連結以查看可能侵權的網上資訊

Results: **0% Unique Content**

images, or both, readable on computers or other electronic	Existing (Jan 31, 2015)
electronic devices.[1] Although sometimes defined as "an electronic	Existing (Jan 31, 2015)
printed book",[2] many e-books exist without any printed	Existing (Jan 12, 2011)
printed equivalent. Commercially produced and sold e-books are	Existing (Jan 12, 2011)
dedicated e-readers, however, almost any sophisticated electronic	Existing
viewing screen, including computers, tablets and smartphones	Existing (Mar 30, 2015)

How

the Plagiarism Check Tool Works:



# Linked to Google search result, Compare with your passage

你會被引導到Google搜尋結果，與你的原文比較

Results: **0% Unique Content**

images, or both, readable on computers or other electronic	Existing (Jan 31, 2013)
electronic devices. [1] Although sometimes defined as "an electronic	Existing (Jan 31, 2013)
printed book". [2] many e-books exist without any printed	Existing (Jan 12, 2013)
<b>printed equivalent. Commercially produced and sold e-books are</b>	Existing (Jan 12, 2013)
d About 37,500 results however, almost any sophisticated electronic	Exis
viewing screen, including computers, tablets and smartphones	Existing (Mar 30, 2013)

How the Plagiarism Check Tool Works:

The article you entered is scanned carefully, and so is the world wide web. It's very likely you'll see some red in your results as common phrases may trigger red flags. If there are complete sentences that aren't original, this tool will identify the original source of any unoriginal or plagiarized content that was copied from the internet.

Understanding the results:

Phrases or sentences shown in red already exist online and will not pass Google plagiarism tests.

They are also links ... feel free to click on any red lines and see the original source for your records. When the test is done, you'll also be given an exact percentage that tells you how original or unique your article is.

Google Search: "printed equivalent. Commercially produced and sold e-books are"

Web Images News Videos More Search tools

Any country Before 8 Apr 2015 Sorted by relevance All results

**The Difference Between Book Apps and eBooks**  
digitalmediadiet.com/?p=2913  
Sep 10, 2013 - ... and do exist without any printed equivalent. Commercially produced and sold e-books are usually intended to be read on dedicated e-book readers. However ...

**Jeff Bezos on the Future of Amazon and Selling E-Books ...**  
www.youtube.com/watch?v=4mECzF83\_ns  
Jan 3, 2014 - Uploaded by The Book Archive  
... many e-books exist without any printed equivalent. Commercially produced and sold e-books are usually ...

**ebook - aapki education**  
www.aapkieducation.com/services/ebook/  
Oct 24, 2014 - ... e-books exist without any printed equivalent. Commercially produced and sold e-books are usually intended to be read on dedicated e-book readers, however ...

**E-book | Unified Success Online (USO99) a scam ?**  
https://unifiedsuccessonlineascam.wordpress.com/tag/e-book/  
Oct 5, 2013 - ... many e-books exist without any printed equivalent. Commercially produced and sold e-books are usually intended to be read on dedicated e-book readers, ...

**What is an E-Book? | Ipazia Books**  
ipaziabooks.com/2013/08/04/what-is-an-e-book/  
Aug 4, 2013 - ... and do exist without any printed equivalent. Commercially produced and sold e-books are usually intended to be read on dedicated e-book readers. However ...

**E-Books - Pritchett's Small Pets**  
www.pritchettssmallpets.com/categories.php?category=Digital-Products/...  
Feb 27, 2014 - ... and do exist without any printed equivalent. Commercially produced and sold E-books are usually intended to be read on dedicated e-book readers. However ...

**What is el earning: el earning vs. eBooks**

The tool picked up the Wikipedia page from which we extracted the paragraph

# **Examining the Effectiveness of the UPCC pedagogy for Plagiarism-free Inquiry Learning in the Junior Secondary School Setting**

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Research questions:

- ▶ How effective was the UPCC in addressing plagiarism in junior secondary school students?
- ▶ How do students and teachers experience and evaluate UPCC as a plagiarism-free pedagogy in PjBL?



## Method - Quantitative

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- Survey on **students' perceptions** of UPCC for plagiarism in PjBL using PBWorks
    - Likert Scale; 1 = Strongly Disagree, 6 = Strongly Agree
1. Instructional support on UPCC
  2. Understanding Plagiarism
  3. Paraphrasing, synthesizing and summarizing
  4. Generating appropriate citations using Citation Machine
  5. Originality self-check using SEO Tools

# 1. Instructional Support

1.	My LS teacher taught me what plagiarism is.	1	2	3	4	5	6
2.	My LS teacher taught me the skill of paraphrasing information.	1	2	3	4	5	6
3.	My LS teacher taught me the skill of synthesizing information.	1	2	3	4	5	6
4.	My LS teacher taught me the skill of summarizing information.	1	2	3	4	5	6
5.	My LS teacher taught me how to use an online citation generator (e.g. Citation Machine) to create proper citations.	1	2	3	4	5	6
6.	My LS teacher taught me how to use an online originality checker (e.g. Small SEO Tools) to check the originality of my work before submission.	1	2	3	4	5	6

I = Strongly Disagree, 6 = Strongly Agree

## 2. Understanding Plagiarism

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1.	I am better at identifying cases involving plagiarism after completing the recent LS Group Project	1	2	3	4	5	6
2.	I am better at avoiding plagiarism after completing the recent LS Group Project	1	2	3	4	5	6
3.	I gained a better understanding of the importance of avoiding plagiarism after completing the recent LS Group Project	1	2	3	4	5	6

1 = Strongly Disagree, 6 = Strongly Agree

# 3: Paraphrasing, Synthesizing and Summarizing

1	I am more capable of expressing others' ideas in my own words (i.e. paraphrasing) after working on the recent LS group project.	1	2	3	4	5	6
2	I am more capable of combining different ideas (i.e. synthesizing) after working on the recent LS group project.	1	2	3	4	5	6
3.	I am more capable of presenting the main information in a concise statement (i.e. summarizing) after working on the recent LS group project.	1	2	3	4	5	6
4	I am more capable of distinguishing the three skills (i.e. paraphrasing, synthesizing and summarizing) after working on the recent LS group project.	1	2	3	4	5	6

# 4: Generating appropriate citations using Citation Machine

1	I find online citation generators (e.g. Citation Machine) easy to use in helping me create proper citations.	1	2	3	4	5	6
2	I find online citation generators (e.g. Citation Machine) effective in helping me create proper citations.	1	2	3	4	5	6
3	I prefer using online citation generators (e.g. Citation Machine) to create citations than doing it on my own.	1	2	3	4	5	6
4	I am more capable of producing proper citations after working on the recent LS group project.	1	2	3	4	5	6
5	I will make use of a citation generator (e.g. Citation Machine) to create citations with proper format in the future.	1	2	3	4	5	6

# 5: Originality self-check using SEO Tools

1	I find online originality checkers (e.g. Small SEO Tools) easy to use in helping me produce a plagiarism-free work.	1	2	3	4	5	6
2	I find online originality checkers (e.g. Small SEO Tools) effective in helping me produce a plagiarism-free work.	1	2	3	4	5	6
3	I am more capable of checking the originality of my work before submission after working on the recent LS group project.	1	2	3	4	5	6
4	I will make use of an online originality checker (e.g. Small SEO Tools) to assess my work to avoid plagiarism in the future.	1	2	3	4	5	6



## Method – Qualitative

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- 19 groups took part in focus group interviews.
- Questions for **students**:
  - views on their experience of learning to avoid plagiarism through UPCC
  - their knowledge and understanding of plagiarism
  - the ways to avoid plagiarism
- Face-to-face discussion with the Liberal Studies **teachers**:
  - views upon students' focus group responses
  - their group project performance

# Using *Plagiarisma* to check level of Plagiarism

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- ▶ An online tool indicating written text originality, comparing with Yahoo search results.
  - ▶ Can analyze text without word limit.
  - ▶ Can provide an overall originality score for the complete group assignment.
  - ▶ Can work with Chinese text
- ▶ Originality < 100% : blocks of texts copied from other sources will be highlighted and listed
- ▶ These blocks of texts can be manually entered into Google for secondary checking to enhance reliability.

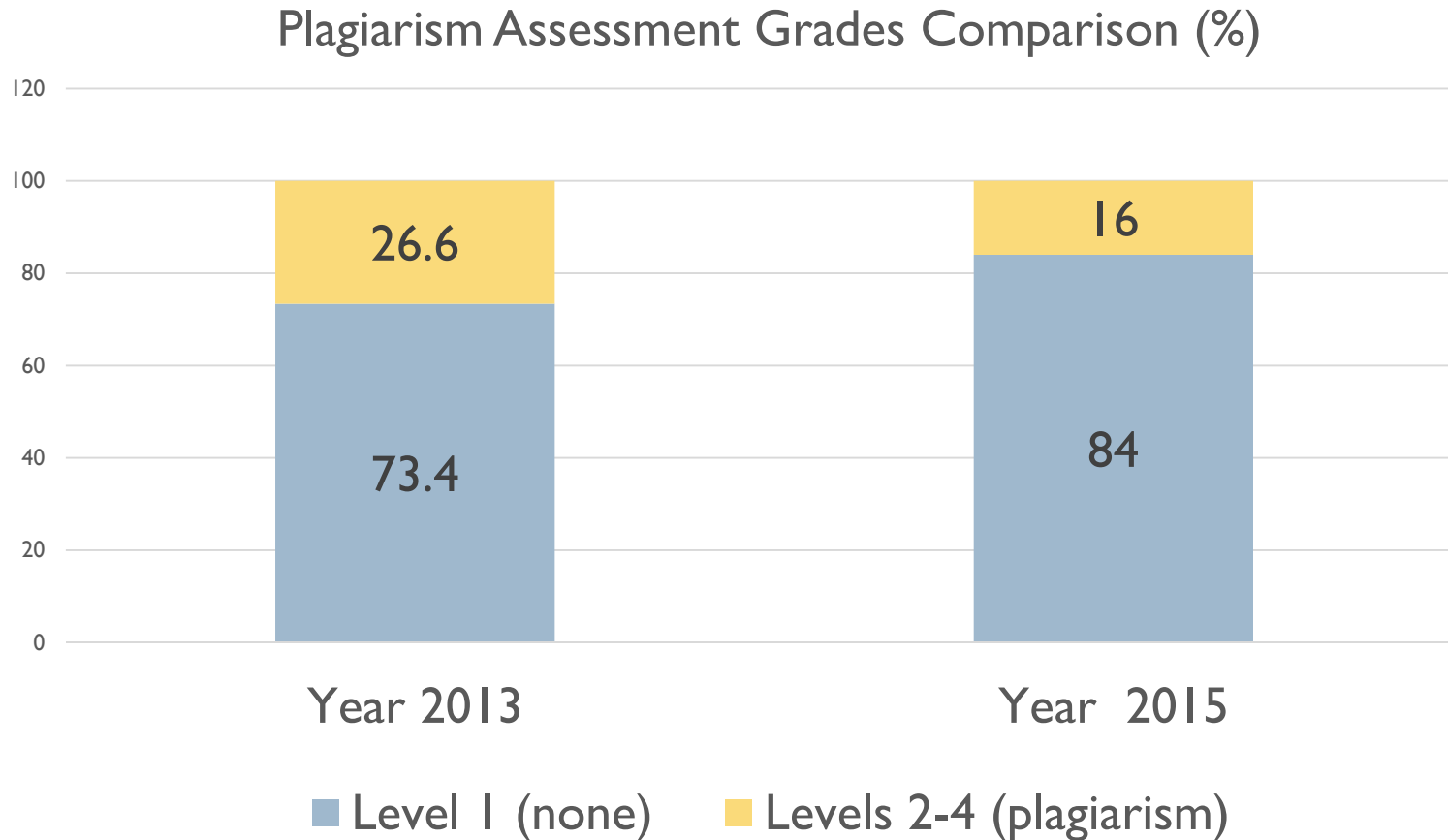
# Assessing Plagiarism: Scale

Level	Label	Description
Level 1	None	No plagiarism
Level 2	Minor	<ul style="list-style-type: none"> <li>Copy a block of text from the student's previous work</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>Copy a block of text of <b>less 40 words*</b> from others' sources without any citation</li> </ul>
Level 3	Moderate	<ul style="list-style-type: none"> <li>Copy a block of text of <b>over 40 words</b> from others' sources without any citation, but               <ul style="list-style-type: none"> <li>Give references at the end of the work</li> </ul> </li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>Give references in form of an attachment</li> </ul>
Level 4	Serious	<ul style="list-style-type: none"> <li>Copy a block of text of <b>over 40 words</b> from others' sources without any citation</li> </ul>

Batane, T. (2010). Turning to Turnitin to fight plagiarism among university students. *Journal of Educational Technology & Society*, 13(2), 1--12.

\*APA Publication Manual suggest to give a quotation for copying a block of text of 40 or more words. (APA, 2009: p.171).

# Results without UPCC (2013) & with UPCC (2015)



- Valid N = 347
- % students with NO plagiarism increased from 73.4 – 84%

# Test on Understanding plagiarism

(Valid N = 347)

	#	%	
<b>Q1. Which of the following is/are considered plagiarism?</b>	A) Direct copying and pasting others' work onto my paper as if it were my own work	277	82.7%
	B) Using others' ideas in my work after rephrasing the wordings without citation	167	49.9%
	C) Submitting my friend's work in my name	272	81.2%
	D) Using information my teacher taught me during lesson without citation	143	42.7%
	E) Reusing my idea in exact wordings from a previous assignment without citation	112	33.4%
	F) Using an idea from the internet with an unknown source as my own work	275	82.1%
<b>Number of options (A-F)</b>	0 option	19	5.4%
	1 option	56	15.8%
	2 options	17	4.8%
	3 options	75	21.2%
	4 options	79	22.3%
	5 options	33	9.3%
	<b>6 options (correct answer)</b>	<b>75</b>	<b>21.2%</b>

## Descriptive statistics for all surveyed students (Valid N=347)

Perceptions	N	Minimum	Maximum	Mean	Std. Deviation
Instructional support on UPCC	347	1.00	6.00	4.607	0.893
Understanding Plagiarism	345	1.00	6.00	4.458	0.855
Paraphrasing, synthesizing and summarizing	344	1.50	6.00	4.326	0.761
Generating appropriate citations	343	1.00	6.00	4.226	0.875
Originality self-check	346	1.00	6.00	4.276	0.950

## Comparison by Top and Bottom 21%

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- Top 21% = The students who answered “Test on Understanding plagiarism” correctly by selecting all 6 options
- Bottom 21% = The students who answered the above question poorly by selecting 0 or 1 options

## Top 21 % & bottom 21% students' survey domain scores compared

	Bottom 21%		Top 21%		T-test
	Mean	Sd	Mean	Sd	p-value
<b>Instructional support on UPCC</b>	4.17	1.033	4.728	0.911	0.002*
<b>Understanding Plagiarism</b>	4.19	0.961	4.509	0.953	0.053
<b>Paraphrasing, synthesizing and summarizing</b>	4.087	0.848	4.493	0.821	0.005*
<b>Generating appropriate citations</b>	3.878	0.807	4.360	0.876	0.001*
<b>Originality self-check</b>	3.945	0.909	4.420	0.970	0.003*

- Statistically significant results were found between top and bottom 21% groups across all domains except “self-perceived Understanding Plagiarism”



## Top 21 % & bottom 21% students' project scores compared

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	Bottom 21%		Top 21%	
	Mean	Sd	Mean	Sd
2014-2015 Project score (Full score=50)	33.48	6.814	36.70	6.465

Difference between Top and Bottom 21% students' project scores were statistically significant ( $p < 0.05$ ).

## Qualitative categories for students and teachers' experience of UPCC

	Category (number of references)	Example References
Perceived UPCC effectiveness	Paraphrasing, Summarizing, Synthesizing skills (67)	“when we look for some information on Yahoo or Google, we would <b>try to change some wordings</b> (when using the information)”
	Citation skills (37)	“Without Citation Machine, we may not remember the <b>details we need to provide in a citation.</b> ”
	Originality check (34)	“We have some websites to <b>check plagiarism</b> , and find out the percentage of unique content.”
	Understanding the concept of plagiarism (32)	“Yes, we think we <b>shouldn't copy and paste</b> . We should understand the whole thing, so we change some of the words in the content.”

# **Our focus in the 2<sup>nd</sup> study in the project:**

How these Forms 1–3 students  
report information from sources &  
comment on sources in writing their  
project reports

# Addressing plagiarism is **only** to fulfill part of the mission

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Hong Kong school students

*--to **select** appropriate source materials,  
**assess & analyse** the materials, and use  
them in formulating their **arguments**.*

(Curriculum Development Institute n.d.; HKEAA 2015;

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▶ “*Zhongguo yuwen jiaoyu xuexi linyu kecheng zhiyin*” 2012)

# Two RQs:

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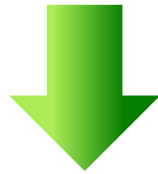
1. How did the students **report information from the sources?**

2. How did the students **evaluate their sources?**

# Data

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**Total 87 group project reports  
(Forms 1-3)**



**Randomly sampled 30 texts  
(10 texts selected from each  
Form)**

# Table I. Number & distribution of sources in students' project reports

	No. of sources in total <b>87 texts</b>	No. of sources in sampled <b>30 texts</b>
Introduction	7 (1.3%)	2 (1.1%)
Topic of Research	1 (0.2%)	1 (0.6%)
<b>Literature Review</b>	<b>483 (91.8%)</b>	<b>162 (92.0%)</b>
Data Analysis (Findings)	34 (6.5%)	10 (5.7%)
Conclusion/Limitation/Suggestion	1 (0.2%)	1 (0.6%)
<b>Total</b>	<b>526</b>	<b>176</b>
<i>Average number per text</i>	6.0	5.9

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**RQ I: Students reporting  
information from sources**

**(in the **Literature Review** section  
of the 30 sampled project reports)**



# The Literature Review section of the 30 sampled texts

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**78** reporting verbs & expressions,  
with total frequency of **319**

Reporting verbs & expressions:

--those expressions/structures that  
**report information from the sources in  
one way or another**

# Top 8 reporting verbs & expressions: used 155 times (nearly 50%)

	Reporting verbs & expressions	Frequency (155)
1.	這篇文獻/訪問/研究報告/資料/調查/作者/社評.....指出 (points out).....	38
2.	這篇文章/這個網站/這則新聞/資料/他的主題/其目的/文章的主旨.....是 (is).....	33
3.	這份資料/ (文章) / (這本書) /網頁.....回應 (responds to) ..... 焦點問題 (our focal question).....	27
4.	這份文件/這本書/ (文章) /文獻/作者/本網站.....講述 (talks about).....	15
5.	這篇報導/文章/文中/作者/當中提到(mentioned).....	13
6.	作者/編輯XXX/有人.....認為 (thought).....	11
7.	這本書/第二段片段/資料/文章/網頁.....說明 (illustrated).....	9
8.	XX報導/這本書中/文中/文章/社評.....提及(mentioned).....	9

We tried to **categorize** such reporting verbs & expressions by their rhetorical functions...

# First 3 **categories** of the 78 reporting verbs & expressions:

## I. **Discourse Act verbs** (148 occurrences)

(Hyland 2002)

(44.4% of 319)

--focusing on verbal expression

這篇文獻/訪問/研究報告/資料/調查/作者/社評.....**指出**..... (38)

這份文件/這本書/(文章)/文獻/作者/本網站.....**講述**..... (15)

這篇報導/文章/文中/作者/當中**提到**..... (13)

這本書/第二段片段/資料/文章/網頁.....**說明**..... (9)

... ..

# First 3 categories of the 78 reporting verbs & expressions:

2. **Summarizing** the gist or presenting a key aspect of source **without linking to the focal question under research** (71 occurrences)  
(22.3% of 319)

這篇文章/這個網站/這則新聞/資料/他的主題/其目的/文章的主旨.....**是**..... (33)

這篇文獻/作者/剪報/報導.....**指**..... (5)

研究結果/某調查/XX報導.....**顯示**..... (4)

這份資料的內容/當中的資料.....**包括**..... (3)

資料/(文章)**反映**..... (3)

# First 3 categories of these reporting verbs & expressions:

## 3. **Summarizing** the gist of source with connection to **the focal question under research** (67 occurrences) (21% of 319)

這份資料/（文章）/（這本書）/網頁.....**回應**  
.....**焦點問題**..... (27)

（作者）**回答**.....**焦點問題** (7)

文獻.....**所回答的焦點問題**..... (7)

這**關於焦點問題的第三條**，受到網絡欺凌後會導致甚麼？ (7)

# Summary of findings for RQ1:

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- Students seems to use a **wide range of** reporting verbs & expressions
- Over-reliance on a **restricted range of reporting expressions?**
- Over-reliance on **summarizing single sources?**

# RQ2. The students' evaluation of their sources

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1. **Most** source reporting acts (instances) were **'neutral'**
2. **61 instances of positive evaluation** (~2 in each project report)
3. **62 instances of critical evaluation** (~2 in each project report)



We tried to **categorize** the positive & critical evaluations by the rhetorical strategies employed...

# I. Positive evaluation

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## a) Sources as **valuable learning materials** or materials for reference

(45/61) ~ 80%

EXAMPLE 1: (這份資料) 讓我們清晰地了解到香港政府的對策.....大大幫助了我們的專題研習。(1A Gp8)

EXAMPLE 2: 這份文獻可以幫助我們了解到現代人濫用手機鏡頭的情況究竟有多嚴重。(3C Gp7)

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# I. Positive evaluation

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**b) Viewpoints in source shared by the students (often linked to their own experiences) (6/61)**

EXAMPLE 3: 這文章雖然不太長，但是裏面的方法的確可以幫助青少年，因為我也是過來人……(2D Gp5)

# I. Positive evaluation

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## c) Sources as **high-quality research writing** (13/61)

**EXAMPLE 4:** 本章都能以不同角度描述重組的影響，為**不偏不倚**。  
(2A Gp4)

## 2. Critical evaluation

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### a) **Point of view in source problematic** (33/62)

EXAMPLE 5: 我們發現網上有不少資訊  
立場過於主觀或是誇大了真實情況  
.....(3A Gp9)

EXAMPLE 6: 研究指出.....這是毫無說  
服力，也是一種不負責任的說法。  
(3C Gp2)

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## 2. Critical evaluation

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### b) Inadequacy in the **research**

(23/62)

**EXAMPLE 7:** 以上文獻均未有詳細探討自由行的影響.....故我們搜集個人的意見，探討自由行的影響。  
(1A Gp6)

## 2. Critical evaluation

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### c) Problematic data (13/62)

**EXAMPLE 8:** 此網站為公開編輯的百科全書，隨時可被任何人修改，甚至刪除，故可信性不高。(1A Gp2)

**EXAMPLE 9:** 此書於2001年出版，提供很多的數據或資料未更新.....(2A Gp3)

## 2. Critical evaluation

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### d) Writing style problematic

(3/62)

EXAMPLE 10: 有一些專有名詞  
久缺解釋,令人容易摸不着頭腦。  
(2A Gp2)



## 2. Critical evaluation

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### e) Conflicting evidence (2/62)

**EXAMPLE 11:** 作者提到自拍的新潮已經普遍全球，**但其實根據我們收集到的資料**，發現其實大部分自拍的人都只是一些青少年，而並不是成年人，老人等等。(1A Gp4)

# Summary of findings for RQ2:

- In about 80% of the **positive evaluation**, the students foregrounded the usefulness of the sources **from the perspective of themselves as learners**, or by referring to **personal experiences**

# Summary of findings for RQ2:

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- A high frequency of **critical evaluation** of sources, but with some **direct & harsh criticism**
- Criticize for the sake of criticizing?  
Criticism **found in single-source summaries**; **NOT linked** to make an **argument**, or to highlight the value of their project  
(Groom 2000; Mansourizadeh & Ahmad 2011; Petrić 2007)

# Pedagogical implications

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1. Explicit teaching of **reporting verbs & expressions**

- variety & appropriate selection

2. Explicit teaching of **how to evaluate sources** by using *reporting verbs & expressions* (Hyland 2002) , or using *additional expressions* →

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▶ to form argument

# Future research

1. Link students' source reporting practices in Chinese to their **emerging use of source reporting in English writing**
2. Effective pedagogy
3. Cross-sectional comparison & longitudinal tracking
4. Impact on their **academic writing in English** in the university
5. Writing analytics for **automating part of the analysis**

# Overall conclusion

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- **UPCC helps reduce level of plagiarism**
- **Students with better understanding of plagiarism tend to receive better grade**
- **More fine-grained pedagogy will be implemented to further reduce plagiarism**
- **School students also need to be explicitly taught how to report & evaluate sources**
- **This will have long-term implications for their success in academic writing**
- **Studying how students report sources at different stages of their learning career will be necessary for building a developmental model of expertise in source use**

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Thank you for your attention

Questions & comments?