

When quoting from an electronic book where there are no page numbers but locations.

“Example of Quotation from book” (Name of Author , Publication Date, Page #)

“They can, therefore, serve as the architect or orchestra leader for the mind’s many functions” (Greenspan & Shanker , 2004 , location 658).

Rest of the information (credit) needs to be in a separate reference sheet.

Author , Publication Date , *Title of Book or Article, Etc.*

Publisher Location: Name of Publisher , Type of Material

Greenspan, S.I. & Shanker , S. G. (2004). *The first idea: How symbols, language evolved.*

Cambridge , MA: De Capo Press (Kindle Edition)

When quoting from a printed book where there are page numbers.

Name of Author (Publication Date) said, “Quotation goes here” (page number)

Dewey (1916) said, “When an activity is continued into an undergoing of consequences, it is loaded with significance” (p. 139)

Rest of the information (credit) needs to be in a separate reference sheet.

Author , Publication Date , *Title of Book or Article, Etc.*

Publisher Location: Name of Publisher , Type of Material

Dewey J. (1916). *Democracy and Education.*

New York, NY: The Free Press

Original Source Material	Student Version
<p>Design problems are usually among the most complex and ill-structured kinds of problems that are encountered in practice.</p> <p>Reference</p> <p>Jonassen, D. (2000). Toward a design theory of problem solving. <i>Educational Technology Research and Development</i>, 48(4), 63-85.</p>	<p>When you design a problem in an educational setting, you will realize that design problems are usually among the most complex and ill-structured kinds of problems (Jonassen, 2000, p. 80).</p> <p>Reference</p> <p>Jonassen, D. (2000). Toward a design theory of problem solving. <i>Educational Technology Research and Development</i>, 48(4), 63-85.</p>

Which of the following is true for the Student Version above?

- Word-for-Word plagiarism
- The text is not plagiarized.

Original Source Material	Student Version
<p>A naïve mental model in the context of computer programming is that a computer is an intelligent system, and that giving directions to a computer is like giving directions to a human being.</p> <p>Reference</p> <p>Van Merriënboer, J. J. (1997). <i>Training complex cognitive skills: A four-component instructional design model for technical training</i>. Educational Technology.</p>	<p>One kind of mental model for the computer is the naïve model. According to van Merriënboer (1997), "A naïve mental model in the context of computer programming is that a computer is an intelligent system, and that giving directions to a computer is like giving directions to a human being."</p> <p>Reference</p> <p>Van Merriënboer, J. J. (1997). <i>Training complex cognitive skills: A four-component instructional design model for technical training</i>. Educational Technology.</p>

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You commit **Paraphrasing plagiarism if your writing or speech:**

1. borrows ideas from the original source material, **and**
2. does **not** contain seven or more words in sequence taken from the original source material, **and**
3. **lacks any of the following:**
 - the **in-text citation** with author name(s) and date (specific locator is not required)
 - the bibliographic **reference**.

When summarizing the overall idea from an entire book written by two authors.

Author Name(s) (Date of Publication) conclude that

Greenspan and Benderly (1997) conclude that emotions arising through engagement is fun

When quoting directly from two different locations from the same source

To make sure you don't do word for word plagiarism:

1. put quotations around the quotes that are directly from the book, article, etc.
2. Do the citation: Author (Publication Date) "Quote..." (Page Number at end of quote)
3. Write the Reference in the Reference Page: Author , Publication Date , *Title of Book or Article*, Etc. Publisher Location: Name of Publisher & Volume & Edition , Type of Material

When paraphrasing and directly quoting from the same source.

1. Put in quotations words that are not yours
2. Always write in the reference as well on the reference sheet

More than 7 words copied is word for word plagiarism

Original Source Material	Student Version
<p>Mutuality can be defined as the extent to which there is reciprocity and balance in interaction such that there is potential for all members to contribute and to be heard.</p> <p>...</p> <p>Whether group members shared a common focus of attention was importantly related to the notion of mutuality.</p> <p>Reference</p> <p>Barron, B. (2000). Achieving Coordination in Collaborative Problem-Solving Groups. <i>Journal of the Learning Sciences</i>, 9(4), 403-436.</p>	<p>Barron (2000) examined interactive processes between peer partners and evaluated their effectiveness based on mutuality representing " the extent to which there is reciprocity and balance in interaction " (p.430). The mutuality represented how the peer partners focused on a same task while they solve a problem collaboratively (Barron, 2000).</p> <p>Reference</p> <p>Barron, B. (2000). Achieving Coordination in Collaborative Problem-Solving Groups. <i>Journal of the Learning Sciences</i>, 9(4), 403-436. Page 430.</p>

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<p>A principle (basic method) is a relationship that is always true under appropriate conditions regardless of program or practice (variable method). (page 43)</p> <p>Many current instructional models suggest that the most effective learning products or environments are those that are problem-centered and involve the student in four distinct phases of learning... (page 44)</p> <p>Principle 1—Problem-centered: Learning is promoted when learners are engaged in solving real-world problems. (page 45)</p> <p>Reference</p> <p>Merrill, M. D. (2002). First principles of instruction. <i>Educational Technology Research and Development</i>, 50(3), 43 - 59.</p>	<p>Merrill (2002) notes that the learning task should represent the task that the learner will encounter in the real world following instruction (the task should be authentic). He identified the First Principles of Instruction by analyzing a variety of design theories and models and defined a principle as "a relationship that is always true under appropriate conditions regardless of program or practice" (Merrill, 2002, p. 43). The first of Merrill's five principles states, "Learning is promoted when learners are engaged in solving real-world [authentic] problems" (Merrill, 2002, p. 45).</p> <p>Reference</p> <p>Merrill, M. D. (2002). First principles of instruction. <i>Educational Technology Research and Development</i>, 50(3), 43 - 59.</p>
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Which of the following is true for the Student Version above?

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Original Source Material	Student Version
<p>There is a desperate need for theorists and researchers to generate and refine a new breed of learning-focused instructional design theories that help educators and trainers to meet those needs, (i.e., that focus on learning and that foster development of initiative, teamwork, thinking skills, and diversity).</p> <p>Reference</p> <p>Reigeluth, C. M. (1999). What is instructional design theory and how is it changing? In C. M. Reigeluth (Ed.), <i>Instructional-design theories and models volume II: A new paradigm of instructional theory</i>. Mahwah, NJ: Lawrence Erlbaum Associates.</p>	<p>Reigeluth (1999) maintains that instructional design theories focusing on learning need to be generated and refined. Such theories will help educators and trainers to meet those needs (i.e., that focus on learning and that foster development of initiative, teamwork, thinking skills, and diversity).</p> <p>Reference</p> <p>Reigeluth, C. M. (1999). What is instructional design theory and how is it changing? In C. M. Reigeluth (Ed.), <i>Instructional-design theories and models volume II: A new paradigm of instructional theory</i>. Mahwah, NJ: Lawrence Erlbaum Associates.</p>

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<p>Instructional designers typically employ models to guide their day-to-day work. Due to the increased practice of the systematic design of instruction in a growing number of settings, available models become more and more proliferated, focusing on particular types and contexts of learning, particular groups of learners or designers, or particular instructional units (either whole curricula or individual modules or lessons.)</p> <p>The main goal of any instructional design process is to construct a learning environment in order to provide learners with the conditions that support desired learning processes.</p> <p>Reference</p> <p>Van Merriënboer, J. J. (1997). <i>Training complex cognitive skills: A four-component instructional design model for technical training</i>. Educational Technology.</p>	<p>The main goal of any instructional design process is to construct a learning environment in order to provide learners with the conditions that support desired learning processes. Process models proliferate because more and more designers generate models that focus on specific contexts, learners, or even units of instruction.</p> <p>Reference</p> <p>Van Merriënboer, J. J. (1997). <i>Training complex cognitive skills: A four-component instructional design model for technical training</i>. Educational Technology.</p>
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Which of the following is true for the Student Version above?

- Word-for-Word plagiarism

Mail

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<p>There is a desperate need for theorists and researchers to generate and refine a new breed of learning-focused instructional design theories that help educators and trainers to meet those needs, (i.e., that focus on learning and that foster development of initiative, teamwork, thinking skills, and diversity).</p> <p>Reference</p> <p>Reigeluth, C. M. (1999). What is instructional design theory and how is it changing? In C. M. Reigeluth (Ed.), <i>Instructional-design theories and models volume II: A new paradigm of instructional theory</i>. Mahwah, NJ: Lawrence Erlbaum Associates.</p>	<p>Reigeluth (1999) maintains that instructional design theories focusing on learning need to be generated and refined. Such theories will help educators and trainers to meet those needs (i.e., that focus on learning and that foster development of initiative, teamwork, thinking skills, and diversity).</p> <p>Reference</p> <p>Reigeluth, C. M. (1999). What is instructional design theory and how is it changing? In C. M. Reigeluth (Ed.), <i>Instructional-design theories and models volume II: A new paradigm of instructional theory</i>. Mahwah, NJ: Lawrence Erlbaum Associates.</p>

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<p>The concept of systems is really quite simple. The basic idea is that a system has parts that fit together to make a whole; but where it gets complicated -- and interesting -- is how those parts are connected or related to each other.</p> <p>Reference</p> <p>Frick, T. W. (1991). <i>Restructuring education through technology</i>. Bloomington, IN: Phi Delta Kappa Educational Foundation.</p>	<p>The concept of systems is explained based on the relation between parts and a whole. Frick said that "... a system has parts that fit together to make a whole ..." but the important aspect of systems is "... how those parts are connected or related to each other" (1991, p. 17).</p> <p>Reference</p> <p>Frick, T. W. (1991). <i>Restructuring education through technology</i>. Bloomington, IN: Phi Delta Kappa Educational Foundation.</p>

Which of the following is true for the Student Version above?

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Original Source Material	Student Version
<p>We define a lone wolf as a psychological state in which one prefers to work alone when making decisions and setting/accomplishing priorities and goals.</p> <p>... lone wolves' motivation comes, in part, from their lack of trust in the competence of others.</p> <p>Reference</p> <p>Dixon, A. L., Gassenheimer, J. B., & Feldman Barr, T. (2003). Identifying the Lone Wolf: A Team Perspective. <i>Journal of Personal Selling & Sales Management</i>, 23(3), 205-219.</p>	<p>According to Dixon, Gassenheimer, and Feldman Barr, a lone wolf can be identified as "a psychological state in which one prefers to work alone when making decisions and setting/accomplishing priorities and goals". When a student does not trust other students' competence, he or she may prefer to work alone (Dixon et al., 2003).</p> <p>Reference</p> <p>Dixon, A. L., Gassenheimer, J. B., & Feldman Barr, T. (2003). Identifying the Lone Wolf: A Team Perspective. <i>Journal of Personal Selling & Sales Management</i>, 23(3), 205-219.</p>

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Original Source Material	Student Version
<p>According to cognitive load theory, engaging in complex activities such as these that impose a heavy cognitive load and are irrelevant to schema acquisition will interfere with learning.</p> <p>A goal-free strategy is not the only way to reduce extraneous cognitive load and direct attention to those aspects of a problem that should assist in schema acquisition...</p> <p>Reference</p> <p>Sweller, J. (1994). Cognitive load theory, learning difficulty, and instructional design. <i>Learning and Instruction</i>, 4(4), 295-312.</p>	<p>Sweller (1994) suggests that "engaging in complex activities such as these that impose a heavy cognitive load and are irrelevant to schema acquisition will interfere with learning" (p. 301). Considering the effect of cognitive load, a goal-free strategy reducing extraneous cognitive load during problem solving can be effective to acquire schema (Sweller, 1994).</p>

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How to write a paragraph with your own words but ideas of someone else

1. Whatever credit is given in the text : Author (Pub. Date) "Quote" (Page #),,, It needs to be in the Reference Sheet

Original Source Material	Student Version
<p>This is in fact true. Members of associations are much more likely than nonmembers to participate in politics, to spend time with neighbors, to express social trust, and so on.</p> <p>Reference</p> <p>Putnam, R. D. (1995). Bowling alone: America's declining social capital. <i>Journal of democracy</i>, 6(1), 65-78.</p>	<p>A group within which there is extensive trustworthiness and extensive trust is able to accomplish much more than a comparable group without that trustworthiness and trust.</p>

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<p>This is in fact true. Members of associations are much more likely than nonmembers to participate in politics, to spend time with neighbors, to express social trust, and so on.</p> <p>Reference</p> <p>Putnam, R. D. (1995). Bowling alone: America's declining social capital. <i>Journal of democracy</i>, 6(1), 65-78.</p>	<p>Members of associations are much more likely than nonmembers to get together and to express social trust.</p>

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Original Source Material	Student Version
<p>Given that skill learning is often enhanced during sleep, one would expect to see concomitant increases in synaptic strength. However, in many studies, sleep actually decreases synaptic strength. This led to the idea that sleep is a time for reducing the number of synaptic connections to enhance the information storage capacity of the brain.</p> <p>References: Euston, D. R. & Steenland, H. W. (2014). Memories—getting wired during sleep. <i>Science</i>, 344 (6188), 1087-1088.</p>	<p>This supports the idea that sleep is a time for reducing the number of synaptic connections to enhance the information storage capacity of the brain.</p> <p>References: Euston, D. R. & Steenland, H. W. (2014). Memories—getting wired during sleep. <i>Science</i>, 344 (6188), 1087-1088.</p>

Which of the following is true for the Student Version above?

- The text is plagiarized.
- The text is not plagiarized.

Original Source Material	Student Version
<p>...the designs need to balance pedagogical requirements with an elusive fun-factor, with the second aspect being an issue even in the high-profile entertainment industry.</p> <p>Reference</p> <p>Moreno-Ger, P., Burgos, D., Martínez-Ortiz, I., Sierra, J. L., & Fernández-Manjón, B. (2008). Educational game design for online education. <i>Computers in Human Behavior</i>, 24(6), 2530-2540.</p>	<p>The DGBL (Digital Game-Based Learning) approach was both more effective in promoting students' knowledge of computer memory concepts and more motivational for students than the non-gaming approach.</p>

Which of the following is true for the Student Version above?

- The text is plagiarized.
- The text is not plagiarized.

Different Lessons

Instruction: Overview for *Novice Level*

Recognize

- a *proper quotation* of someone else's words, and
- provision of the appropriate citation and reference.

You commit **word-for-word plagiarism** if your writing or speech:

1. borrows ideas from the original source material, **and**
2. takes *seven or more words in sequence* from the original source material, **and**
3. **lacks any of the following:**
 - *quotation marks* surrounding the words taken
 - the *full in-text citation* with author name(s), the date, and must include the specific location within the source (e.g., page number or other locator) where the words are taken from
 - the bibliographic *reference*.

Instruction: Overview for *Intermediate Level*

Recognize

- a *proper paraphrase* of someone else's words, and
- provision of the appropriate citation and reference.

You commit **Paraphrasing plagiarism** if your writing or speech:

1. borrows ideas from the original source material, **and**
2. does **not** contain seven or more words in sequence taken from the original source material, **and**
3. **lacks any of the following:**
 - the *in-text citation* with author name(s) and date (specific locator is not required)
 - the bibliographic *reference*.

Instruction: Overview of *Advanced Level*

When one source is used, recognize various combinations of:

- *proper/improper paraphrasing*,
- *proper/improper quotations*.

For review, see *hints* and *patterns of plagiarism*. Note that if *both* word-for-word and paraphrasing plagiarism occurs in a sample of student writing, you would answer **word-for-word** plagiarism on a Mastery Test or a Certification Test.

Instruction: Overview of *Expert Level*

When two or more sources are used, recognize various combinations of:

- proper/improper paraphrasing,
- proper/improper quotations.

For review, see [hints](#) and [patterns of plagiarism](#). Note that if *both* word-for-word and paraphrasing plagiarism occurs in a sample of student writing, you would answer **word-for-word** plagiarism on a Practice Test or a Certification Test.

Decision Rules

Does the student version borrow ideas from someone else's original source material?				
Yes		No		
Is at least one idea taken from the original source a direct word-for-word quote of 7 or more words?				Not plagiarism: Thus it must be common knowledge or the writer's own ideas.
Yes		No		
Is the direct word-for-word quote missing any of the following: <ul style="list-style-type: none"> • quotation marks • full in-text citation that includes a specific locator • reference? 		Is the paraphrased idea missing any of the following: <ul style="list-style-type: none"> • in-text citation • reference? 		
Yes	No	Yes	No	
Word-for-word plagiarism	Not plagiarism	Paraphrasing plagiarism	Not plagiarism	