

approaches to final assessment in what they term the 'technology-enhanced final project'. The chapter clearly presents three case studies as well as 'tips for implementation'. The authors present an extremely useful exploration into an emerging field. Chapter ten also addresses this area, but in a more general context, and provides a useful table on page 269 summarising how technologies can be utilised to support students in writing-intensive courses.

Chapter nine discusses the use of technology to enhance teacher education through technology-enhanced field experience. This approach included social media interviews, video case analysis and web conferencing. The chapter provides a descriptive and interesting case study of a model of in-service teacher training that seeks to utilise technology effectively but is at times thwarted by the everyday experience in school classrooms.

The book is firmly rooted in American higher education establishments, but demonstrates applicability globally and across a range of contexts. It is a useful tool for dipping into appropriate chapters. A consistent theme throughout, is that technology should always be used to enhance learning, and not simply because it is de rigueur. A thread binding many of the chapters is that technology should be embedded effectively and be informed by clear curriculum design, an important message, in the current educational context which can sometimes forget this fundamental premise of learning.

### **A Handbook for Deterring Plagiarism in Higher Education**

**Jude Carroll**

Oxford Centre for Staff and Learning Development (2007, revised 2013)

Review by Philippa Armitage

The title itself suggests that this book may be useful in offering ways to combat plagiarism. If it can be deterred in the first place this would reduce the need for detection. While the book also looks at penalties as a deterrent, the focus of this review will be other forms of deterrent.

The book starts by discussing the definition of plagiarism, which Carroll shows that is not understood in the same way by students and staff. It is important to be able to offer a clear definition of plagiarism so that it then becomes easier to design it out of assessments, and to apply penalties if it occurs as an offence in an academic piece of work.

The book also states that plagiarism is different to copyright, as it not only covers written text, but also ideas of others.

Several reasons are considered as to why plagiarism occurs. In reviewing the issues, the author suggests the Web as one reason for this. When first published in 2002, Carroll suggested that copying from the internet was not the most common form of plagiarism, as students were more likely to copy from other sources including books, journals and the work of other students. In this revised version Carroll states that statistics indicate that this

has changed, and internet sources are now more easily available, and are used and copied more often by students.

Also considered is the use of what is often referred to as contract cheating. This is where the student does not write the work that they submit. Carroll discusses the use of essay banks, ghost writers, and even students paying for other students to write their work. It is also noted that this is not just seen at degree level, but that essays are available from GCSE level upwards.

The book also looks to international students and the way that their previous learning may contribute towards plagiarism. While the same rules need to be applied to all students in order to achieve consistency, the points made in the book relating to the different learning background for international students should be taken into account when teaching the skills of academic writing at the start of a student's learning at the University.

Carroll considers that plagiarism (and even purchasing assignments) can be deterred by careful design of the course. Probably one of the most interesting points made is that if the assignment task is interesting and appealing to the student, they are more likely to engage in this and less likely to purchase their assessment. As assessment purchase is difficult to detect, being able to set an engaging assessment may make the academic's job easier when marking the work.

Carroll also notes that a student is less likely to plagiarise or commit any other offence if they are clear on the assessment requirements.

A quote from the book relates a story of 'a student in an exam interpreting the instruction to 'discuss' as an invitation to ask their neighbour, 'What do you think?' The student did so – loudly' (p41). This anecdote shows how an instruction may be misinterpreted.

Another point addressed in relation to the assessment itself is the essay title. Essay banks are more likely to include essays on general topics or using general questions. If the title can be specific or original then there is less opportunity to find anything pre-written.

The book also has actual examples of points that students and tutors have made in relation to plagiarism. These examples can offer an insight into what students are concerned about in relation to plagiarism. Many students worry about accidentally including plagiarism, so that they are concerned about trying to include any of their own original ideas in case someone else has already used the idea previously and it looks like they have copied. This shows the importance of teaching students, not only that plagiarism is not acceptable, but also what is acceptable both in the use of sources and in obtaining help/assistance from support staff and other students.

Carroll shows that teaching the skills needed to write academic work can help to avoid plagiarism and other academic offences, as initial incidents of plagiarism for students at the start of their course often occur because they do not know how to write correctly in order to avoid this. Practicing these skills without fear of the work being assessed will help the

student with the rest of their course. Often reviewing each other's work can help the learning process.

Checking the students' understanding of what plagiarism and other academic offences are will also give a guide to what further advice and instruction is needed.

The book also discusses detection of offences and penalties for these. This covers things to look out for which may suggest an offence such as use of different fonts, referencing systems and spellings, as well as penalties in relation to the stage of study, the extent of the offence and the intention of the student.

This book would be useful to anyone who is involved in teaching, setting assignments or assessing plagiarism. The focus is on the positive aspect of learning and ways in which to design out plagiarism by use of engaging, original and current tasks which the students will want to be involved in.

### **Education and Immigration**

**Kao, G., Valquera, E. and Goyette, K.**

Polity (2013)

Review by Diana Pritchard

This clever book delivers on its label. Contextualised in a succinct overview of the trends and theories on immigration and education, it examines the education experience of children of immigrant families in the USA, identifying the factors which shape the distinct processes and outcomes. But it also does so much more than its brief dry title suggests. It engages with escalating debates about migration and, specifically, the role of education in the processes of 'Americanization' and assimilation. These are key policy issues given that over 38 million (13% of the US population) are immigrants, understood to be those who are 'foreign born'. They come to the USA from increasingly diverse countries of origin and a growing proportion originate from Latin America, particularly Mexico, and Asia and to a lesser extent from Europe and Africa.

The study compares the data and stories of the education of a sample of post-1965 immigrant families who represent an array of migration status, race, ethnicity and prior education backgrounds. The reasons why immigrant groups have better educational outcomes than others is explained in relation to an interaction of factors, namely, their country of origin, ethnicity, levels of professionalism and English proficiency, neighbourhoods settled in, and the racial classification assigned in the country.

The study documents how the education attainment of legal immigrants has become higher at the same time that undocumented immigrants have lower attainment levels. The authors emphasise the role of selective US migration policy which establishes who is granted legal entry to the country, in defining differences between groups. This is evidenced by comparisons with the children of a South Korean business manager entering the USA on a work visa with prior English language skills and who will have different experiences of education from the children of Guatemalan refugees who fled violence, who arrived