

NAKPEHE

National Association for Kinesiology & Physical Education in Higher Education

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■ From the President

Leah Fiorentino, University of North Carolina at Pembroke

I would like to extend my thanks to the NAKPEHE members who showed support for me this past year. I am excited about the opportunity you have provided me to serve in this leadership role, and I hope we can work together to continue building upon earlier stories of success. This is a time for NAKPEHE to celebrate the accomplishments of its current members and plan to meet the challenges that will present themselves over the next decade.

This past year, President Forbes has moved the association forward, and the entire NAKPEHE membership appreciates the commitment and energy that he devoted to tasks at hand. Over the past year, President Forbes has positioned NAKPEHE to continue as a well-respected professional association on many fronts. He has spearheaded an effort to restructure the Board of Directors to more closely reflect the size of the association membership; he has encouraged the launch of a new NAKPEHE publication, *Research Digest*, which will be available in an electronic format; he has initiated a fall teleconference meeting to provide a more efficient administrative operation of the Board of Directors; and he has endorsed a summer mini-seminar sponsored by NAKPEHE in concert with a local university. I will have a busy year following on these presidential initiatives. I thank President Forbes for his leadership and insights, and I look forward to his continued contributions to NAKPEHE.

This year will be a time to celebrate the accomplishments of NAKPEHE and build on our areas of strength including an interdisciplinary commitment and a focus on providing the best structure to develop the next generation of leaders in our profession. I hope to continue with the strong commitment that NAKPEHE has made to developing leaders at a variety of levels beginning with our Joanna Davenport Doctoral Student Award and our Hally Beth Poindexter Young Scholar Award, which will now be under the guidance of Dr. Camille O'Bryant. NAKPEHE continues to recognize leadership contributions through the Distinguished Service, Scholar, and Administrator Awards, as well as by hosting the named lecture series (Hanna, Homans, and Sargent). To encourage the intermingling of professional leaders connected with NAKPEHE, we will be inviting all past NAKPEHE lecturers to attend the 2010 conference in

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The Chronicle of Kinesiology and Physical Education in Higher Education is a publication for the NAKPEHE membership, and is a forum for interdisciplinary ideas, concepts, and issues related to the role of kinesiology and physical education in higher education with respect for social, cultural, and personal perspectives.

From the President, *continued*

Scottsdale, Arizona, for a special reception to be held in their honor. It will be a time to connect the newest leaders with the most senior leaders who have proudly connected with NAKPEHE.

The 2010 conference will also provide the membership with an opportunity to share professional stories of success, and we hope that the accomplishments of many successful programs will be showcased around a set of important themes. Vice President Alison Wrynn, in concert with the Future Directions Committee, has focused on the development of conference sessions that will align with the trendsetting book *Good to Great* by Jim Collins. Please be sure to check the NAKPEHE Web site for information within the next month. VP Wrynn has also planned to capture the sessions digitally and initiate a new data bank for NAKPEHE members to access after the conference concludes.

This year will also be a time for NAKPEHE to carefully consider what it takes to be a *great* professional association and begin to make our move from *good to great*. It is a time to focus on our strengths in terms of mission and vision and stay true to the path. NAKPEHE is a strong association that continues to provide a forum where interdisciplinary inquiry is encouraged. The annual conference provides an important venue where scholars can present their ideas in a supportive environment with feedback and open conversation on a topic extending past the presentation and spilling into the hallways. What a wonderful setting for leaders!

I encourage all leaders within the NAKPEHE membership to think about the role we play and engage in serious dialogue involving the following questions: Who will help current leaders move from *good to great*? When and from where will our new leaders emerge? Who will help mentor the next generation of leaders? I believe this is the role NAKPEHE has been waiting to play; we are a good association, and we have the potential to be great. I ask that you all consider taking part in this important mission; I will need you. ■

*Please make your plans now
to attend and/or present your
work or ideas at the
2010 NAKPEHE Conference,
January 6–9 in Scottsdale, Arizona.*

*For information, contact
Alison M. Wrynn,
Associate Chair for Undergraduate Studies,
Dept. of Kinesiology,
California State University, Long Beach,
e-mail: awrynn@csulb.edu*

Upcoming Conventions

AAHPERD

March 31–April 4, 2009:
Tampa, Florida

NAKPEHE

January 6–9, 2010:
Millennium Resort
Scottsdale McCormick
Ranch, Scottsdale, AZ



■ Best Practice in Teaching and Learning

Copyright, Plagiarism: Addressing an Academic Imperative

*Robert N. McKethan, Erik Rabinowitz,
and Michael Kernodle
Appalachian State University*



Within a generation, student and faculty access to information has changed in ways that might have only been predicted by Orwellian futurists. One generation ago, access to text information was primarily limited to printed material, microfiche, and card catalogs. Music media was transitioning from vinyl and tape recordings to compact discs, and video materials were limited to VHS tape cassettes and various film formats. Creating documents for teaching and learning was limited primarily to simple word processing, and the insertion of audio files, slides, and video into a document was impossible with Apple IIe, Commodore 64, and early IBM computers. Display of class information was primarily limited to video and forms of educational television and the more widely used overhead transparencies. Original digital documents and older digitized documents found on the Internet have transformed the development and the abuse of others' works more than any technological advancement since Gutenberg's printing press (Drier & Nolte, 2003).

In 1997, 63% of students were using campus computers, and by 2003 this had increased by 22%. In addition, approximately 76% of students were using computers to complete academic assignments (National Center for Educational Statistics, 2007). Technology in the form of software to fabricate products of learning and the use of the Internet has ushered in a new set of issues and exacerbated existing problems, such as plagiarism.

Plagiarism is most appropriately defined as committing literary theft (that is, to take intellectual property from another person and pass it off, intentionally or unintentionally, as one's own work) (plagiarism, 2008). Intellectual property is protected under copyright laws, which define the legal right a person has to exclude others from using their work. Once placed in a substantive form of expression, the work is copyrighted. Substantive forms of expression include, but are not limited to, materials written to files, on a piece of paper, photographed, or put in a PowerPoint presentation. If the work is not fixed to some substantive form, it cannot be copyrighted (e.g., unrecorded ideas, thoughts, or concepts cannot be copyrighted).

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Best Practice, *continued*

Plagiarism is an age-old problem now facilitated by the accessibility of computers, the Internet, and digital information. In a survey of 18,000 students, McCabe, Treviño, and Butterfield (2002) found that approximately 40% reported plagiarism by copying information from online sources. It is apparent from numerous studies that students do not fully understand when, how, and how much to quote, paraphrase, or appropriate and have stated an inability to separate their own scholarship from the original source (McDonald, 2003). According to Dawson (2004), another contributing factor was students' desire for instant gratification to complete an assignment in a "quick and easy fashion." In addition, students stated that lack of motivation to work hard was their primary reason for plagiarism (Wang, 2008). Additional studies have shown that students have a lack of understanding of copyright laws and codes of academic integrity (e.g., Dawson, 2004; Scanlon 2003; Wood, 2004). The scope of this problem extends beyond paper submissions to students' presentations, which often include the insertion of copyrighted videos, graphs, articles, clipart, cartoons, etc. and potentially model faculty behavior. A concern expressed by Scanlon (2003) is that the ease in retrieving these resources may be irresistible to students, and Scanlon stated that "the wide spread use of the Internet may be shaping a new conception of 'fair use,' leading them to view the mass of information so freely shared in cyberspace as public" (p. 161). A slight loophole that convolutes this issue is fair use, a provision in the copyright law that allows individuals to use copyrighted material under limited circumstances including education and literary criticism purposes (Sharkey, 1992). Guidelines for fair use of others' intellectual property include the following:

- *Film or Video:* 10% or up to 3 min, whichever is less.
- *Text:* 10% or up to 1,000 words or whichever is less.
- *Poems:* Entire poem if 250 words or less.
- *Music/Lyrics:* 10% or 30 s, whichever is less.
- *Pictures:* Complete image or up to 5 from one artist.
- *Collected Works of Images:* 10% or up to 15 images (Connolly, 1996).

Solutions to the issue of copyright infringement, plagiarism, and academic fraud ultimately rest with faculty. Flint, Clegg, and Macdonald (2006) found that faculties interpret the act of plagiarism in different ways, which may send mixed messages to students. A survey of 742 faculty by Ercegovac and Richardson (2004) found that many faculty members do not believe academic dishonesty to be a significant problem and, quite surprisingly, faculty often disregard institutional academic policies and fail to address instances of academic fraud (Dichtl, 2003). Faculty responses to instances of academic dishonesty will shape future student behaviors. In light of faculty inconsistencies and noncompliance to policies, faculty should approach the problem with a disposition of prevention. Failure to appropriately respond to academic dishonesty sends the message that there are no consequences for fraudulent conduct. Each faculty should address the following questions:

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"...students stated that lack of motivation to work hard was their primary reason for plagiarism..."

Best Practice, *continued*

1. What are your institutional academic policies?
2. What are your attitudes toward academic dishonesty?
3. How are expectations for academic honesty communicated to students (at the beginning and throughout the semester)?
4. Do you reference the university academic integrity policy in the course syllabus?
5. Do you hold class discussions in which copyright, intellectual and fair use are defined?
6. Do you, on the first class meeting of the semester, give (and collect) the students a brief writing assignment and explain that this writing assignment will be used as a standard of comparison for future assignments (Fisher & Hill, 2004)?
7. Do you give students a short presentation with a handout that defines plagiarism with guidelines for citing sources to avoid plagiarizing (Schuetze, 2004)?
8. How do faculty respond to instances of academic dishonesty?
9. What do you do when a student is caught plagiarizing? When a student is caught plagiarizing, it really should not matter to the faculty whether the incident was their first time or their fifth time (Becker & Schneider, 2004).

The information shared in the previous sections is replete with many caveats making the comprehension of plagiarism, fair use, and copyright laws a difficult process for students and faculty alike. Therefore, the authors recommend that faculty begin a thorough study of copyright, plagiarism, and fair use legislation and policy. In addition, faculty members should solicit from academic integrity boards, faculty development boards, teaching learning centers, and campus writing centers and participate in the library's systematic workshops for clarification of the aforementioned issues.

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NAKPEHE Foundation Memorial Fund

This fund was started with a large gift to NAKPEHE through the will of Dean A. Pease. Donations to the NAKPEHE Foundation Memorial Fund can be forwarded to:

NAKPEHE
c/o Ginny Overdorf
Dept. of Exercise &
Movement Sciences
William Paterson
University
300 Pompton Road
Wayne, NJ 07470

Make checks payable to:
NAKPEHE Foundation
Memorial Fund.

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Funding for NAKPEHE Special Projects

One of the responsibilities of the Foundations Committee is to oversee the spending of all endowed funds. There is interest money available in NAKPEHE's endowed funds to be used for special projects to further the goals of NAKPEHE. These are also projects that would not fall under the operating budget of NAKPEHE.

Requests for special projects should be submitted by July 1st or November 1st of each year to the Chair of the Foundations Committee (FC). The FC, if possible, will make their decisions via e-mail. So there should be a short turnaround in the decision-making process.

Project requests should include:

1. Person(s) submitting request, address, phone, e-mail
2. Title and description of project
3. Itemized cost of project
4. Timeline for completion of project
5. Proposed benefits to NAKPEHE
 Request Advance Request Reimbursement Other

For 2009 requests, submit your proposal to: Judy Bischoff (jbischof@niu.edu) or 1891 N. Via Carrizal, Green Valley, AZ 85614 before May 15th and after October 15th. Between those two dates, send to 854 Sandpiper Shores Rd., Coolin, ID 83821. ■