Legal and Ethical Use of Information

Why do students use information dishonestly?	What strategies can be provided for students and teachers to reduce the incidence of information dishonesty?
Misunderstanding or ignorance	• Review school/board code of conduct • In-service for staff/students and parents • Teach information literacy skills and infuse in all curriculum • Teach paraphrasing, summarizing quoting • Provide readily accessible samples of documentation and citations • Provide organizers to keep track of works consulted • Encourage every subject/ discipline to review information and enforce policies • Prepare a "HELP" tool for students with definitions and contact information for more help.
Careless or poor note-making skills	• Teach note-making skills • Provide students with visual organizers • Teach students how to design visual organizers • Teach students how to use technologies for effective note-making • Teach strategies that require students to think about the notes they are making and make connections among ideas and personal experience • Model making notes or provide examples • Assess point form notes and visual organizers
Stress and competition	• Provide students with time management training and strategies • Invite students to participate in setting dues dates • Conference with students throughout the process • Include students in the design of assessment criteria • Provide students with agendas and workshops in effective planning • Coordinate major projects and assignments school wide and post/publish information • Post student assignments electronically
Poor time management and planning skills	• Emphasize time management and planning skills in Teacher Advisor Program time. • Use daily/weekly/monthly planners • Dramatize time management juggling scenarios • Build in writing time for assignments in class • Design a series of process checkers/contracts • Provide real-life examples to demonstrate how critical these skills are • Include parents in the design of solutions

Lack of confidence	• Spend time preparing students emotionally, and mentally for research assignments • Set up peer conferencing and mentoring sessions • Provide more regular feedback • Value the process not just the product • Encourage students to ask for help
Perceived cheating of others (students and adults)	• Don't give the same assignment year after year • Model academic honesty (credit quotes, ideas of others) • Always use media legally • Seize the teachable moment and discuss legal and ethic use of information when infractions occur at school and in the community • Be consistent and fair about consequences • Make consequences clear to all
Low level assignments (no critical thinking required)	• Design assignment that require students to construct personal meaning • Design performance assessment tasks that are based on real world situations • Structure the assignment so students have to analyze, synthesize, and evaluate information (i.e., higher order thinking skills) • Teach students how to develop good inquiry questions and develop a theses statement if required • Become savvy about the indicators of plagiarism
Assessment of product only	• Value all stages of the assignment and provide feedback at every stage • Collect exemplars of student process as well as products • Share provincial exemplars' tasks with research components • Use task specific rubrics in assessment of student achievement for strategic stages of research