Plagiarism Quiz

Determine whether the following passages are plagiarized or not. Circle the correct response.

1. **Original Source Material**

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. There are many kinds of systems: government systems, health systems, military systems, business systems, and educational systems, to name a few.
References:
Frick, T. (1991). *Restructuring education through technology.* Bloomington, IN: Phi Delta Kappa Educational Foundation.

Student Version

Systems, including both business systems, and educational systems, are actually very simple. The main idea is that systems have parts that fit together to make a whole. What is interesting is how those parts are connected together.

   A.   This is plagiarized.   B. This is not plagiarized.

2. **Original Source Material**

There is a design methodology called rapid prototyping, which has been used successfully in software engineering. Given similarities between software design and instructional design, we argue that rapid prototyping is a viable method for instructional design, especially for computer-based instruction.

References:
Tripp, S. D., & Bichelmeyer, B. A. (1990). Rapid prototyping: An alternative instructional design strategy. Educational Technology Research and Development, 38(1), 31-44.

Student Version

Rapid prototyping could be an advantageous methodology for developing innovative computer-based instruction (Tripp & Bichelmeyer, 1990).

References:
Tripp, S. D., & Bichelmeyer, B. A. (1990). Rapid prototyping: An alternative instructional design strategy. Educational Technology Research and Development, 38(1), 31-44.

   A.   This is plagiarized.   B. This is not plagiarized.

3. Original Source Material

The study of learning derives from essentially two sources. Because learning involves the acquisition of knowledge, the first concerns the nature of knowledge and how we come to know things.... The second source in which modern learning theory is rooted concerns the nature and representation of mental life.

References:
Driscoll, M. P. (2000). *Psychology of learning for instruction* (2nd Ed.). Needham Heights, MA: Allyn & Bacon.

Student Version

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4. Original Source Material

The technological tools available today for creating computer-based learning materials are incredibly more powerful than those introduced just a few years ago. We can make our own movies with camcorders in our homes; we can publish our own books. Soon teachers and students will be able to use computer-video technology to produce their own learning materials. All it takes is time, know-how, and some funds.

References:
Frick, T. (1991). *Restructuring education through technology.* Bloomington, IN: Phi Delta Kappa Educational Foundation.

Student Version

Computers are so powerful that K-12 educators and students are now able to produce their own multimedia and Web-based learning materials. Soon teachers and students will be able to use the authoring tools and related technologies such as digital cameras and camcorders.

References:
Frick, T. (1991). *Restructuring education through technology.* Bloomington, IN: Phi Delta Kappa Educational Foundation.

    A.   This is plagiarized.   B. This is not plagiarized.

5. Original Source Material

The philosophical position known as *constructivism* views knowledge as a human construction. The various perspectives within *constructivism* are based on the premise that knowledge is not part of an objective, external reality that is separate from the individual. Instead, human knowledge, whether the bodies of content in public disciplines (such as mathematics or sociology) or knowledge of the individual learner; is a human construction.

References:
Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th Ed.). Upper Saddle River, NJ: Prentice-Hall.

Student Version

Does knowledge exist outside of, or separate from, the individual who knows? Constructivists hold that human knowledge, whether the bodies of content in public disciplines (such as mathematics or sociology) or knowledge of the individual learner; is a human construction (Gredler, 2001).

References:
Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th Ed.). Upper Saddle River, NJ: Prentice-Hall.

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6. Original Source Material

Major changes within organizations are usually initiated by those who are in power. Such decision-makers sponsor the change and then appoint someone else - perhaps the director of training - to be responsible for implementing and managing change. Whether the appointed change agent is in training development or not, there is often the implicit assumption that training will "solve the problem." And, indeed, training may solve part of the problem.... The result is that potentially effective innovations suffer misuse, or even no use, in the hands of uncommitted users.

References:
Dormant, D. (1986). The ABCDs of managing change. *In Introduction to Performance Technology* (p. 238-256). Washington, D.C.: National Society of Performance and Instruction.

Student Version

When major changes are initiated in organizations, "there is often the implicit assumption that training will 'solve the problem.' And, indeed, training may solve part of the problem." (Dormant, 1986, p. 238).

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Dormant, D. (1986). The ABCDs of managing change. In *Introduction to Performance Technology* (p. 238-256). Washington, D.C.: National Society of Performance and Instruction.

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7. Original Source Material

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Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th Ed.). Upper Saddle, NJ: Prentice-Hall.

Student Version

The philosophical position known as *constructivism* views knowledge as a human construction. The various perspectives within constructivism are based on the premise that knowledge is not part of an objective, external reality that is separate from the individual. Instead, human knowledge is a human construction.

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8. Original Source Material

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). The health of instructional-design theory also depends on its ability to involve stakeholders in the design process.

References:
Reigeluth, C. M. (1999). What is instructional design theory and how is it changing? In C. M. Reigeluth (Ed.), *Instructional-design theories and models volume II: A new paradigm of instructional theory.* Mahwah, NJ: Lawrence Erlbaum Associates.

Student Version

We need theorists and researchers to generate and refine learning-focused instructional design theories. Such theories will help educators and trainers to meet needs that focus on learning and that foster development of initiative, teamwork, thinking skills, and diversity. Instructional-design theory must involve stakeholders in the design process.

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Reigeluth, C. M. (1999). What is instructional design theory and how is it changing? In C. M. Reigeluth (Ed.), *Instructional-design theories and models volume II: A new paradigm of instructional theory.* Mahwah, NJ: Lawrence Erlbaum Associates.

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9. Original Source Material

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.)

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.

References:

Merriënboer, J. J. van. (1997). *Training complex cognitive skills.* Englewood Cliffs, NJ: Educational Technology Publications.

Student Version

According to van Merriënboer, "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" (van Merriënboer, 1997, p. 2). Process models are abundant because more and more designers generate models that focus on specific contexts, learners, or even units of instruction (van Merriënboer, 1997, p. 2).

References:

Merriënboer, J. J. van. (1997). *Training complex cognitive skills.* Englewood Cliffs, NJ: Educational Technology Publications.

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10. Original Source Material

Learning is a complex set of processes that may vary according to the developmental level of the learner, the nature of the task, and the context in which the learning is to occur. As already indicated, no one theory can capture all the variables involved in learning.

References:

Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th Ed.). Upper Saddle, NJ: Prentice-Hall.

A learning theory, there, comprises a set of constructs linking observed changes in performance with what is thought to bring about those changes.

References:

Driscoll, M. P. (2000). *Psychology of learning for instruction* (2nd Ed.). Needham Heights, MA: Allyn & Bacon.

Student Version

A learning theory is made up of a set of constructs linking observed changes in performance with whatever is thought to bring about those changes. Therefore since learning is a complex set of processes that may vary according to the developmental level of the learner, the nature of the task, and the context in which the learning is to occur, it is apparent that no one theory can capture all the variables involved in learning.

A. This is plagiarized.   B. This is not plagiarized.