

Titilola Obilade 11/30/2012

Situated Learning as a Constructivist Learning Theory

### **Inputs and Conditions**

The students are undergraduate students from different continents and have contrasting interpretations of plagiarism. They have similarities in that they are all taking the class on plagiarism. They would need computers with internet connections. The learners are all students of journalism at Virginia Tech. However, they all have knowledge of vocabulary that is common to Virginia Tech. Words like *hokie and hokie passport* are peculiar to Virginia Tech.

In the online class, they are all speaking their thoughts out loud through their reflections, the comments and feedbacks from the instructor and fellow students. They are familiar with the use of Scholar, the log-in process and the use of the hokie passport. They are given four case studies to analyze. In this way, their cognition is continuous through the use of repeated scenarios of plagiarism.

The title of the third case analysis is *plagiarism plague hinders China's scientific ambition*.

<http://www.npr.org/2011/08/03/138937778/plagiarism-plague-hinders-chinas-scientific-ambition>

In this article, the journal director of a scientific journal used Cross Check text analysis software tool to check for plagiarism in the articles submitted. She found that 40 percent of the articles submitted were plagiarized. This particular example would enlighten students from countries that have a culture that believe it is disrespectful to paraphrase the work of someone who is an authority in the field.

In slide 12, shown below, the instructor gives a step-by-step process on how they would arrive at their e-portfolio. This also ties in with their objective.

## Assessment

**After you have:**

- 1.) **Written your own reflection on something regrettable that you did that you still remember today.**
- 2.) **Completed your reflections on the four case studies.**
- 3.) **Gotten feedback from me from your reflections.**
- 4.) **Gotten comments from at least five members of the class on your reflections.**
- 5.) **Listened to the audio chat [on plagiarism] by the retired professor of English Literature.**
- 6.) **Participated in the on line chat with the journalist from a major newspaper**

**Then**

**Create your own e-portfolio of your perception of plagiarism .**

**Assessment is through the various feedback, the participation in the audio chats and also from the e-portfolio.**

## Motivation

I have used vicarious experiences in my reflection. I gave my own personal reflection and this would encourage them to even give their own personal reflection. I have also used verbal persuasion by the audio chat from the retired Professor of English and by the journalist from a major newspaper. Natural consequences are shown by the consequences of plagiarism from the video on the German education minister who was being asked to step down because she was thought to have plagiarized her doctoral dissertation.