

Why Would Teenagers Get Their Education Online?

Earning a high school degree and diploma via the internet appears to be the latest "fad" among the teenagers. Although parents and the society did not approve of such measures, the scenario is evolving rapidly with hundreds of youngsters enrolling for online education. Now, why would they do so? Why should they miss all the fun and the excitement that is in store for them at a real world school? From a commoner's viewpoint, it does not make any sense at all. However, I will be explaining certain factors that literally heralded the domain and increased its acceptance among the present generation.

Ever since the inception of the internet, people are on the lookout for methods to increase their productivity by utilizing the same platform. The internet has enabled us to access everything from the comfort of our living room. As of today, we might even come across people who make money by working from their homes. The internet is one of the best sources of education if you ask me. Virtual high schools will only assist you to scale even better heights in the distant future. Allow me to cite some of the advantages of getting educated through the internet.

One of the primary reasons as listed by experts is the ability to focus and concentrate more on their lessons. In a conventional school environment, there are a number of distractions, which might act as a spoilsport and divert the attention of the students. The same is practically absent for online education. The teenagers will be able to score better in their examinations. They can gain access to reputed colleges as a direct result of the same. Getting a degree from one such college will safeguard the future of the student.

One must realize that the concept of internet education developed slowly and evolved throughout the years. There used to be a time when students could opt for tuition and additional coaching for a particular subject of their choice - via the internet. Online maths courses for teens used to be exceedingly popular. With the passage of time, the experts perfected the niche and these days, we can choose for full-time online schooling. The ones who decided on to stick with getting their education online began to realize the advantages. These days, online education and the certifications obtained from renowned virtual high schools are valid across all the states in the United States.

It is important to find the right kind of education resources for teens on the internet. The online school might provide all the required study materials. Parents must spend time with their offspring and monitor the entire process. Needless to state but the school authorities will also track the progress of the student and report it back to the parents via routine e-mails. Distance education is available in various forms. Selecting online education for your kids will work out to be one of the wisest decisions taken by you. We would like to learn more about your experiences.

<http://www.gradiniteprivate.com/why-would-teenagers-get-their-education-online.php>

Advantages and Disadvantages of Online Learning: Is It the Right Choice for You?

We hear about the success stories of online education from many resources: news media, editorials, online school publicity, and postings of students themselves. A college degree or advanced degree was once only a dream for full-time employees, family-oriented career professionals, single mothers, and students in remote areas is now a reality. It's a popular new form of schooling that offers many advantages. But it's not for everyone; potential students should be aware of both sides of the coin so they can make an informed decision about whether an online class or degree is right for them.

At times, what is an advantage for one student is a disadvantage for another. For example, since online students interact with each other and with the instructor via the internet, it is essential that they have solid computer and internet skills. Those who do not have these skills will have to put in extra hours working either on their own or with the program's technical support staff to come up to the skill level required. Those who already are knowledgeable won't see this as a disadvantage and, in either case, the student will develop increased internet ability and computer familiarity that will pay off later in the job market.

In this paper, advantages and disadvantages are given in a numbered list form so that readers can easily peruse the topics.

Advantages of Online Education

Following is a listing of many of the benefits of online learning:

1. Retaining your job while attending school. Potential students who are full-time employees have been reluctant to attend college or graduate school because of lost earnings and lost seniority. With online learning, they can do both.
2. Spending time with family while learning. The potential for disrupting family life has kept some potential students from commitment to a campus-based degree program. Online classes offer a solution because many classes can be taken at any time, after the children are asleep or while they are working on their own assignments. Spousal support may also be a consideration.
3. Online interactive classes tend to adopt new concepts and changes more quickly. Whereas it may take years for a traditional class to change and even a new text adopted, online courses can change very quickly, an advantage for students whose course of study is currently evolving as quickly as it is learned. New findings from anywhere in the world can be brought in quickly and easily.
4. Student interaction is increased. Unless a student in a traditional class has time to chat with other students in a student area or nearby coffee shop, he or she may never really get to network outside of class. In an interactive class, these students may share their views and ask questions of other learners all around the globe. And these other learners may prove to be valuable contacts outside of school. The very act of exchanging information in this manner may be relevant at work later on, giving students a level of comfort with such exchanges.
5. Faculty are more likely to be known experts in their fields. Perhaps you have heard of a leading researcher in another country whose class you could only dream of attending. With the facility of online learning, you can study with such experts who are giving an online course anywhere in the world.
6. Learning at your own pace. Whether you are an average, fast, or slow learner, you can work at your own pace when you take an online class. If English is your second language, you have the opportunity to review the material more than once to be certain you understood everything. If you learn very quickly and are normally bored waiting for other students to catch up, you are now free to move as quickly as you like. Classes are usually open 24 hours a day, 7 days a week. Some schools will allow you to complete a typical 2-year MBA program, for example, in less time if you double up in classes.
7. You can more likely handle personal and business emergencies without having to drop a class. When something happens that requires extra time of you, you may have had to drop a class if you were attending a class at a

college campus. Online learning offers more flexibility because you can log on any time of the day or night. Because most classes require an 8-12 hour commitment per week, this offers quite a bit of flexibility in a pinch.

8. Completion of some online programs is based on demonstration of your competence in an area rather than on classes taken. These schools offer a personalized approach because students earn credits by demonstrating their competence via an assessment. For example, someone who is self-taught in a programming language and can pass the final exam for that course will receive credit for it.

9. Physically handicapped students benefit from the advantages of college courses without the disadvantages of making their way across the campus and in and out of buildings.

10. Ageism is unlikely to exist. Other students do not know your age and are not likely to think of you as too old or too young to be knowledgeable.

11. Money is saved that would otherwise be spent on gas, parking, lodging, and meals. You can meet online with experts and students worldwide without leaving your home or office to attend class physically.

12. You save time on lecture notes and organizing your materials. Instead, you have the opportunity to concentrate on the material online and to find what you need without running errands physically. E-mail takes the place of traveling to meet with other students.

13. If you are a supervisor or manager, you are able to learn online without having to miss days of work and depend on others to cover for you. Because of the advantages of distance learning, you may be more at ease while you study and not have to worry about what is happening back at the office. In addition, your superiors can see that you can handle your tasks and, by taking the course(s), can prepare yourself for advancement and more responsibility at the same time.

14. Potentially an easy way to take the additional classes or get the certification needed for on-the-job advancement. Working professionals are often torn between taking time from work and other priorities in order to attend a campus-based course or enroll in a program. Although employers want to see members of the workforce show initiative by enhancing their knowledge, they may also want to see them on the job, keeping abreast of company initiatives. Virtual learning provides a solution because individuals can remain on the job and obtain certification or degrees at the same time. Both are winners.

15. No residency requirements for most online schools. Whereas students formerly had to obtain residence in a state prior to attending a state school or pay high non-resident fees, this is usually not required with online schools although a visit to the campus for a personal conference may be required for some degree programs at some online schools.

16. Financial aid is also available to online students.

17. Online classes may be more equitable, ensuring that all students are treated equally. If a student believes he or she is not often called on or his or her input not valued because of personal appearance or a speech impediment, virtual learning is the great equalizer.

18. Geographic and socioeconomic disadvantages are minimized. Students in rural areas can take classes online, as long as they can get to a computer with internet access. Likewise, with financial aid and scholarships available through online colleges and travel and lodging expenses eliminated, classes and degree programs are within the reach of more of the population.

19. Students' research and writing capabilities improve quickly, according to Dr. Jerry Ice and Dr. Paul Edelson, authors of the "Complete Book of Distance Learning Schools." This advantage should carry over to the workplace, helping the student to perform well.

20. Also, according to Drs. Ice and Edelson, students' participation in classes increases.

21. One advantage of the online approach is the written record of class contributions by teacher(s) and students. This information is available for student and teacher review, not lost forever due to faulty note taking during a traditional lecture. (Drs. Ice and Edelson)

22. Guests can be included easily, giving students the opportunity to learn from and interact with experts they may never have a chance to learn from otherwise.

23. Excellent training for the work world. The types of interaction and projects that students participate in often model closely the work world. Online students who become comfortable with this type of interaction may adapt more quickly to a business environment.

Disadvantages of Online Education

Disadvantages of virtual learning are listed below:

1. You must be able to organize your time and to do the work of the course. If you typically depend on class peers to motivate you, online education may be tough for you because are, in some ways, on your own.

2. Do you thrive on personal attention? If you enjoy listening to teachers and other students, the more visual style required for online learning may not work for you.

3. If eye contact with the teacher and with other students is necessary in order for you to keep your focus, virtual learning a regular classroom may be the better choice for you. Or, try an online class that is not a critical one for you and see whether you adapt well to the online learning environment.

4. If you know that your appearance, voice, or style of interaction has helped you win in the past, online learning may nullify these advantages, leaving you with a learning curve to succeed.

5. To make online education or virtual learning as easy as possible, a student must be comfortable using a computer and the internet. Someone who has to master these skills will likely experience a learning curve and have to work doubly hard at first to keep up with the class and assignments.

6. Those who prefer to listen only in lectures and class will find that online learning requires a record of their participation. Silently following along no longer works; each student is expected to make an online contribution and, possibly, to participate in team or group projects with others. Active learning is the key to success in online education.

By Adam Ellis, 2001 from http://www.college-university-directory.com/internet_5.html

Teaching Students about Plagiarism: An Internet Solution to an Internet Problem

by *Eleanour Snow*

The Internet has changed the way students research and write. Gone are the days of index cards with main ideas on one side and the source on the back. Students can research and write without ever touching a piece of paper until the final copy comes off the printer. They get most of their information from the Internet, and they do not view the Internet the same way they view a book (Townley and Parsell 2004). The Internet is somehow anonymous; there is no author, publisher, and copyright date. While they know using words from a book is wrong, they may not consider a Web site to be intellectual property (Frاند [2000](#)).

Virtual libraries further blur the boundaries. While some research material has been available electronically from the first days of the Internet, libraries are putting more and more material on the Web. For example, the University of Texas made a move this fall toward a bookless library system (Deahl [2005](#)). They currently have 60,000 volumes online and are working to make their whole collection available electronically. While this move will improve access to information, it will also increase the probability of plagiarism because digital information is so easy to copy.

In what follows, I diagnose the problem of plagiarism in higher education with regard to student and faculty perceptions; I then address the role that online technology should play not only in the detection of plagiarism but also in the proactive prevention of plagiarism in the form of online tutorials. In doing so, I provide examples of my own use of such a tutorial as well as other tutorials that have helped to address this problem. While such practices offer vital strategies for educators, I believe they should be considered within the larger context of institutional policies that ensure consistent standards and practice for faculty and students.

Student Perceptions and Performance

There are many proposed reasons for the general increase of plagiarism in student writing, but prevalent among them is the notion that students do not know how to avoid it (Roig 1997; Price 2002; Robinson-Zanartu et al. 2005). Most students understand that copying a paper directly is wrong. However, they often lack the judgment to know how to avoid less obvious forms of plagiarism (Price 2002) or how to recognize it when they see it (Roig 1997).

In a 2002 survey at Northumbria University, 71% of faculty and 74% of students replied that they consider copying a few paragraphs from a source to be common (Hart and Friesner [2004](#)). In a 2004 survey of U.S. college faculty, 44% report an increase in plagiarism since the Internet has become widely used (Jones and Johnson-Yale [2005](#)). At the same time, student writing has suffered. One of the survey authors, Steve Jones, elaborates on this problem in an interview for the *Chronicle of Higher Education*, noting that 42% of professors report a decline in the quality of student writing while only 22% report an improvement (Young [2005](#)). I have experienced this decline in my own classes; students do not work hard enough either to understand their sources or to synthesize the collected information into their own work. Thus their writing reflects too little of their own thinking. Even when they have managed to use their own words, they often commit plagiarism of ideas.

At the same time, I have dealt with increasing numbers of papers over the years that display more fundamental misunderstandings of what plagiarism entails. My first reaction was to impose stricter penalties for cheating, but that did not work; I continued to have more student papers every semester that were copied directly from the Internet. Some were blatant, making no attempt to hide the misappropriation. One student

even copied the words "click here for an animation of..." The paper that changed my approach, however, involved a really good job of editing. The student had cut and pasted sentences and paragraphs from several different Internet sources, and she had done so in such a way that she produced a coherent and "well-written" paper. It was three pages, single-spaced, and only seven words of the text were original. I found it (this was before [Turnitin](#)) because another student had done a less elegant job of copying, and I recognized some of the same sentences in that student's paper. But when the former student came to see me about her F, she was shocked. A graduating senior with a 3.7 GPA, she had always written this way, and she said she had no idea there was anything improper about it. I concluded that either she was a very accomplished liar or we were failing our students miserably. I decided to take a more proactive approach to teaching students proper research and writing techniques, beginning with this student and her rewrite of that assignment.

Faculty Perceptions and Responses

The standard definition of plagiarism is a person's use of other people's ideas or words without attribution. Most professional academics think they have a pretty good idea of what that means. However, evidence suggests that the definition of plagiarism and how we view it is not entirely clear (Price 2002). There are degrees of plagiarism—from a deliberate attempt to mislead to an inadvertent use of a familiar phrase. Faculty members do not always agree on what constitutes a serious breach of ethics and what implies incidental plagiarism (Robinson-Zanartu et al. 2005). As a consequence, responses to plagiarism, generally left to the discretion of the faculty member, vary widely.

For example, Robinson-Zanartu et al. (2005) surveyed 270 university faculty, presenting 10 different cases of plagiarism varying in degree, source, and use. In every case faculty response varied, but the most widely varying response regarded a case in which the assignment was to produce a Web site, and the student submitted a project in which 75% of the writing came from material written by students in previous classes. In this case, 28% of faculty respondents would have the student redo the assignment while 26% would give the student a failing grade for the course—certainly a widely divergent response. In addition, 13% would not report the incident and 41% would not expect sanctions at the university level, whereas 30% think it should be reported at the college or university level and 43% consider it serious enough to warrant probation, suspension, or expulsion. Clearly faculty are not in agreement about the severity of or the appropriate response to plagiarism.

Meanwhile, faculty have more information than ever about the plagiarism their students undertake. Universities are increasingly turning to electronic plagiarism detection as a way to catch and deter plagiarism, and such technology can be very effective. A study at Harvard University (Braumoeller and Gaines 2001) concluded that one in eight students plagiarize even when they are sternly warned not to; however, when they were warned that a plagiarism detection device would be used, plagiarism nearly disappeared: Only 1 in 151 students turned in a plagiarized paper. Perhaps plagiarism detection is so popular today because of its easy use. Electronic plagiarism detection software searches the source students most often use—the Internet—and then provides a report with the percentage of plagiarized text, including the source and thereby giving tangible evidence professors can use to impose sanctions.

While electronic plagiarism detection can help address the problem, it still falls short of preventing the problem because it fails to teach students the skills of information analysis, synthesis, writing, and editing. Moreover, Townley and Presnall (2004) point out that although the technology of catching plagiarism currently has the upper hand, the technology of cheating will eventually evolve to beat it—which will lead to more sophisticated detection systems, leading in turn to better cheating systems, and so on ad infinitum. The solution, they argue, must address why students plagiarize, and it must contain strategies to address both why and how to avoid plagiarism; others agree that a more proactive approach is required (Robinson-Zanartu et al. 2005; Devlin 2006).

Internet Solutions to an Internet Problem: Online Tutorials

In response to increasing plagiarism in the courses I teach, I developed a tutorial about plagiarism. Because several of my courses are online, it was important that the tutorial be self-contained, provide feedback, and keep the students interested. My goals were fourfold:

1. To increase student awareness of plagiarism and the penalties for it.
2. To teach through examples how to paraphrase material properly.
3. To teach through examples how to use quotation properly.
4. To teach when and how to use citation.

I deliberately left out formatting citations since styles vary between disciplines. I find that most students are familiar with at least one citation style, and I am content to let them use the style with which they are familiar.

First Iteration: Word Document, Blackboard Quiz

The tutorial was originally produced as a downloadable document with a simple quiz, delivered through [Blackboard](#)'s courseware package. I began to use this form of the tutorial in 2004. It was simple and effective. Students responded positively; they felt they learned some important distinctions, and incidents of unintentional plagiarism dropped. The tutorial contained examples of proper and improper paraphrasing and of proper and improper citation, drawn directly from former student assignments. The format, however, was very dry, and since it was linked to my classroom space in Blackboard, it was hard to make the tutorial available to a wider audience.

Second Iteration: Interactive Web-Tutorial

Students get most of their information online, so it makes sense to use that technology to educate them about how to use the information. To this end, an [online version](#) of the tutorial I created was developed with the support of the University of South Florida's ([USF](#)) Center for 21st Century Teaching Excellence; Neil Gomes of the Center did the Web design and production. The interactive tutorial is much more interesting to students. They can skip to the parts they need, get feedback about their understanding, and see real examples taken from my classes.

The first interactive Web version of the tutorial launched in Spring 2005, and the current version was completed the following summer. The Center added an [introductory scenario](#) that illustrates how the lack of critical skills can affect a student in the long term. Neil Gomes used photographs and names to make the content more real. The response from the students is positive—they like it, and they learn from it.

I use the tutorial in conjunction with electronic plagiarism detection. I instruct students to work through the tutorial before they turn in any written work. Not all of them do. The first time students are caught plagiarizing, I send them to the tutorial again. Because I began using the tutorial and the plagiarism detection at the same time, it is difficult to quantify the effect of the tutorial; however, the two measures together have reduced plagiarism in my classes from 10% to 2% overall. In addition, students who did plagiarize and then completed the tutorial did not repeat their poor performance.

Other Tutorials

Our tutorial is by no means the only online source for students and faculty struggling with plagiarism. Duke University has an [online guide](#) explaining plagiarism and how to avoid it and a [comprehensive outline of research practices](#) that teaches students step-by-step how to complete a research paper properly. Both of these sites contain excellent information and examples and are easy to navigate.

Dalhousie University has a [site](#) that links to many other university sites with examples and advice about plagiarism. It organizes a lot of information in a navigable format so that students and faculty can compare

ideas across academia.

Two of the best tutorials I have seen with examples and quizzes come from the University of Memphis and Taylor University. Both of these sites contain excellent information in a clear format. Both quizzes contain passages for the reader to analyze with respect to plagiarism, and they provide feedback on the answers. The [Taylor site](#) is more visually interesting while the [Memphis site](#) offers more options in the quiz and therefore requires more thinking.

The Need for an Institutional Response

Online tutorials, such as the one I have created and the others highlighted here, are an important step toward changing the focus from catching the cheaters to educating the students. At the same time however, universities need to address the inconsistencies in defining and applying policy as it relates to plagiarism. Faculty need to agree on what constitutes plagiarism and how to respond to it; they need to give a consistent message to students, with clear expectations and consequences that are universally applied; and they need to communicate with each other so that students cannot plead ignorance of the standards each time they encounter a new professor.

Devlin (2006) recently highlighted one such institution-wide approach to reducing plagiarism at Swinburne University of Technology in Melbourne. The [Swinburne program](#) involves educating students about academic norms and expectations in writing, designing assessments that minimize the opportunity for and possibility of plagiarism, and enforcing a strict policy to discover, punish, and re-educate plagiarists. Online tutorials can be an important part of such a program since they can be easily accessed by students, they teach a common standard, and they can convey expectations and consequences in an interactive format. In conjunction with comprehensive programs such as the one implemented at Swinburne University of Technology, the widespread use of online tutorials should reduce incidents of plagiarism.

Conclusion

Educators facing the substantial challenges of the electronic age will face increasing pressures to ensure that the student writing they receive is free from plagiarism, whether in the form of misappropriated language or misappropriated ideas from the Internet. Rather than adopting online technology only to detect plagiarism, such educators may best employ such technology in a more proactive fashion to guarantee that their students fully understand what constitutes plagiarism in their work. Online tutorials in conjunction with clearly established norms and policies at the institutional level will provide a much stronger foundation for educators in this regard. Most importantly, students will learn accepted academic and ethical practice—vital knowledge for their academic and professional success and imperative for their personal development as responsible citizens of an evolving, increasingly digital, global community.

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GUIDELINES FOR THE WRITING PROJECT

1. The Writing Project essay writing will be on Thursday, May 21 at 18:00.
2. You can get your three texts one week in advance from the Photocopy Centre (14.05.2015) or you can print from the electronic version on the university main webpage. The texts will be about a topic related to your faculty. You can also do further research about the topic yourself.
3. When coming to the exam, you need to bring the assigned texts with you to use as sources for your citations. You are allowed to take short notes on these texts. However, you cannot have big sections of sentences or paragraphs. You cannot have sentences from other sources and cannot have prepared paraphrases of the text.
4. You are required to write a full essay answering one of the questions making sure that you include at least:
 - two paraphrases (or one paraphrase and one summary)
 - one quotein the correct format.
5. You can only use your paper dictionaries while writing your essays. You cannot use electronic dictionaries, cell phones or computers.
6. The exam duration is 110 minutes.
7. You are expected to write a minimum of 350 words. If you write less than the minimum, you will lose marks.
8. You cannot ask any questions once the exam has started.
9. Your essay will be graded on the following bases:

Language Use	10 pts
Lexical resources	16 pts
Coherence	10 pts
Task Achievement	52 pts
Quote/Paraphrase/Summarising	12 pts