<u>Praxis Paper</u>

The New London Group emphasizes the need for literacy education to grow to incorporate "the burgeoning variety of text forms associated with information and multimedia technologies" (New London Group, 1996, p. 61) through multimodality which serves as a basis for Michalovich's emphasis on play and playfulness in education (2021). Literacy education should not be static, rigid, and boring, but instead imaginative, interesting, and compelling, accounting for the very social context in which literary skills are used. To these ends, we have designed a game-based assessment tool for teaching plagiarism to adolescents. While we were targeting grade 10 students, the tool would likely be effective for students in grades 7 to 10.

The video game is designed to place the student into a hypothetical scenario wherein they are submitting a paper and must make a series of decisions around various assignment requirements and real-life obstacles that arise as they attempt to complete the project. These obstacles and their responses to them may result in either accidentally or intentionally plagiarizing someone else's work. The tool is designed to assess student understanding of the basic concept and rules surrounding plagiarism in a non-traditional and entertaining way. The activity is based on a multiliteracy framework, combining visual and textual modes of meaning making in a technological context, as well as role-play in the form of the hypothetical scenario and decision-making built into the experience. Plagiarism is a topic that is vital to success in academic spheres; more broadly, many young people get their information from social media where proper citations and credible sources are uncommon. A solid understanding of the importance of sourcing information will benefit students as they navigate this information in their own digital lives, giving this subject a social dimension. The topic of plagiarism provides an opportunity to talk about the danger of appropriating

other people's stories, especially the stories of marginalized groups, and the importance of giving credit to creators. Students often believe that no one is harmed as a result of plagiarism, which is a common misconception.

This game acts as an affirmation to the teacher that the student(s) understand what plagiarism is (they will be required to "win" each strand for their participation that day) to prevent any disputes later on should a student choose to plagarize. Furthermore, it is an assurance to students that, should they be tempted to plagarize another's work, they have the knowledge and resources to contact their teacher for either assistance or an extension, which prevents the need to claim another's ideas as their own in the first place. Should a student be concerned that the writing they produce is not at the same level as that of their peers due to socioeconomic status, extenuating circumstances, mental illness, and so on, the game provides assurances that their work will not be graded poorer than that of their peers, as we were deliberate in not programming in any strands comparing the quality of work from one student to another. Instead, we chose to focus on the message that any student working hard, seeking out support, and following proper citation practices "wins" the game, which is achievable by all.

References

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