



EPG NEWS

Educators' Professional Group Newsletter
Human Factors and Ergonomics Society

<http://www.indiana.edu/~iuepsyc/HFES/EPG.html>
Number 1, 1999-2000, January 2000

Election Ballot on page 7!!!

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Program Chair's Update 2000 - 2001

I have received 19 proposals from all over the world for the IEA 2000 congress. The review process was completed by the first week of September. I would like to thank the following for the excellent review work they are doing.

1. Dr. Susan Shapiro
2. Dr. Chuck Halcomb
3. Dr. Susan Halbeck
4. Dr. Joe Goldberg
5. Dr. Nancy Stone

Subramaniam (Deivy) Deivanayagam

Chair's Message

The role of Human Factors in education is becoming increasingly important. When teaching a class meant a lecture in front of the brightest and best, it was relatively easy to come up with things to say. Now with increasing emphasis on active learning and interactivity, the use of technology in the classroom, and the admission of under prepared students, the task of an educator is very different.

How do we help people to learn? How can we present material so that it facilitates learning rather than interferes and confuses. Which of the uses of technology actually improve students learning? Should we prepare colorful PowerPoint slides outlining our lecture? Print the slides out for students to use to take notes? or stick to the chalkboard? What about all of those colorful multimedia CDs being prepared by publishers? Do they help students to learn the material or are they just a matter of "keeping up with the Jones".

What does it mean for a student to be interactive or actively learning? Is it enough to ask rhetorical questions, or must we go further in changing the way that the classroom works? Do we need to do more that have students discuss a problem in pairs? Should more classes have "laboratory" components?

I always feel that part of the reason that the EPG sessions are well attended is that they often address these types of issues. As educators we need to talk to each other. We need to find out what works and what doesn't work. This is a very fertile area for research in Human Factors.

I hope that those of you attending the annual meeting will find time to sit down with colleagues from another institution and talk about what you are doing. My experience has led me to believe that the EPG members are creative, innovative, and experienced teachers. We should continue to draw on these resources to improve our own teaching skills.

My best to you all,

Suzi Shapiro

Remember to Vote - Ballot on page 7!!



EPG Business Meeting Minutes

September 29, 1999

Houston, Texas

The meeting was chaired by Gary Klatsky, Program Chair, as Suzi Shapiro was unable to attend.

Announcements from Council of Technical Groups:

COTG will provide a webserver for all technical group web pages. This webserver will also include email address for all TG members. The server should be on line 1/00.

As part of developing a list of technical expertise within each TG, COTG would like each TG to provide a taxonomy of technical areas that would specify areas of specialization. This list is to be provided to COTG by 2/00. Until we have our elections the recommendations for this list can be forwarded to Suzi Shapiro sjshapir@indiana.edu or Gary Klatsky klatsky@oswego.edu

COTG would also like to put together a list of the most influential Human Factors publications. Each TG is to provide their list to COTG by 2/00. Again forward recommendations to either Suzi Shapiro sjshapir@indiana.edu or Gary Klatsky klatsky@oswego.edu

HFES has made its first issue statement regarding the OSHA ergonomics standards. This statement was published in a recent Bulletin. The executive council would like to be more proactive with issues that relate to the society. They asked the TGs to forward any potential issues.

There is an effort underway to help students from developing countries attend the upcoming IEA/HFES meeting. Each TG has been asked to provide a scholarship that would defray some of the travel costs for these students. Specifically these scholarships will be provided to students from developing countries who will be presenting papers at the joint meeting. The Educators Professional Technical Group voted to provide one \$750 dollar scholarship. It is expected that this money will be used for travel and registration fees will be waived for these students.

Financial Report:

Opening balance, 1/1/99	3869.52
Income	
Dues	805.00
Expense	
1998 Annual Meeting Social	293.09
Newsletter	21.29
Total Expenses	314.38

New Business:

The following were nominated for the 1999 elections

President: Gary Klatsky

Program Chair Elect (2002 – 2003): Nancy Stone

Newsletter Editor: Barrett Caldwell

Technical Group Charter:

During last year's business meeting preliminary discussions were held regarding expanding the Educators Professional Technical Group charter to include educational ergonomics. Tom Smith, University of Minnesota, had initiated that discussion and presented the technical group with a proposal. This was discussed in great detail during the remainder of the business meeting. It was agreed that a committee would review the proposal and would make a formal recommendation to the TG. Barrett Caldwell, Joe Goldberg, Gary Klatsky and Tom Smith volunteered during the business meeting. Any additional members of the Educators Professional Technical Group who would like to serve on this committee should contact Gary Klatsky

Gary Klatsky

Cheating 101: Paper Mills & You

Margaret Fain & Peggy Bates

<http://www.coastal.edu/library/papermil.htm>

Kimbel Library

Coastal Carolina University

Conway, SC 29528

Margaret@coastal.edu

(843) 349-2410

Welcome to "Cheating 101: Paper Mills and You", this is an abbreviated version of the presentation given by Margaret Fain and Peggy Bates as part of the Teaching Effectiveness Seminars held at Coastal Carolina University, March 5, 1999.

This presentation is aimed at providing faculty with an overview of the current state of Internet Paper Mills, how to locate Paper Mills, how to detect plagiarized papers, how to track down suspicious papers, and how to combat plagiarism.

Cheating in school "has been around as long as organized education" (Chidley - <http://www.coastal.edu/library/tpmread.htm>). So have term paper mills. Today however, with the rise of Internet paper mills, we see a new twist in the term paper industry. No longer relegated to back alleys of college campuses and discreetly whispered about, the term paper industry is flourishing, prosperous, and reaching a much larger and much younger audience.

Current State of Cheating

For lots of students, lofty ideas about honesty and integrity have very little to do with the "real" world or why they are going to college.

- Some students have no idea what an "education" really is.
- Some students have come to college to get a credential--a credential that will allow them to pursue a chosen career. How they get this credential might be less important than simply getting it.
- Some view any course not directly related to their major as a waste of time.



- Some will cheat or plagiarize to maintain high GPAs--there is tremendous pressure from parents, grad school admissions, corporate recruiters, even from themselves.
- Some think it is no longer "socially unacceptable".
- Some manage to make it to college thinking anything and everything on the Internet is public domain.
- Many simply do not know what constitutes plagiarism--they have not learned about plagiarism in high school.
- Some students actually engage in this behavior out of self-defense--students in their classes are using it to excel, creating unfair competition.

Faculty Reluctance to Report Plagiarism

Another part of the problem is faculty reluctance to report plagiarism to university authorities when it occurs. This reluctance is seen in the preference for handling suspected plagiarism privately between faculty and student, as a counseling matter or not at all. Some faculty feel that they are in the business of teaching specific subject matter, not discipline or moral values.

Circumstances in universities today, with administrations pushing student retention, litigious students, students threatening physical harm, is not conducive to "going out on a limb" to prosecute plagiarism. Then there is always the fear of "sticking your neck out" to prosecute and having the administration or trustees not only dismiss your allegations of plagiarism as insignificant but damage your career in the process. In the last few months, there has been a series of articles in "The Chronicle of Higher Education" about this very subject. See "Why Professors Don't Do More to Stop Students Who Cheat." (<http://www.coastal.edu/library/tpmread.htm>)

Current State of Internet Paper Sites

Term Paper Mills have been available on the Internet since 1996 and have already gone global. We call them paper mills because despite their rhetoric, these sites are in the business of providing pre-written research papers. Most sites contain disclaimers telling potential buyers not to submit these papers for grade, but students can and do turn in these papers as their own.

Our list of Internet Term Paper Sites (<http://www.coastal.edu/library/mills2.htm>) includes over 51 sites that were active as of March 1, 1999.

How much does it cost to get a paper?

- Some sites give the papers away for free--click on the site and download the paper.
- Some give papers away but require you to register.
- Some sites act as an exchange--you must submit a paper to get a "free" paper.
- Some sites charge only a membership fee that allows subsequent access.
- Most charge by the page, ranging from \$1-\$10 per page. They'll bill your credit card as something unrecognizable like "Research Inc." or "AmeriCorp".

- If your paper is due tomorrow and mail is too slow, you can get immediate delivery by e-mail--for an extra \$15.
- After scanning the papers available, you don't see anything suitable for your assignment--No Problem—they will custom write one for you for an exorbitant fee.
- They even run sales and summer blowout specials.

What are students really getting?

- No guarantee of quality or currency.
- Papers that are dated and not reflective of current events and trends.
- Substandard writing and research.
- See William McHenry's "Reflections on the Internet Paper Mills" for a more detailed discussion of prices and quality. (<http://www.georgetown.edu/honor/papermill.html>)

In addition to the term paper mill sites, there are other options for the enterprising student. Although these sites do not have papers for sale, and the papers are posted with copyright warnings, the unscrupulous student can still copy and download a paper from these sites and turn it in as their own work.

- Some web pages are posted by well-intentioned academics with their own papers and those of their really good students.
- Technical papers are posted to NASA and other sites and are often linked to from academic web sites.
- Proceedings of conferences are posted online.
- Students attach their essays and papers to their personal home pages.
- Using Internet search engines and searching under "term paper", "research assistance", "model papers", "research papers", or "technical papers" will retrieve both term paper sites and web pages with papers on them.

Detecting Plagiarized Papers

Using the list "Detecting Plagiarized Papers" (<http://www.coastal.edu/library/plagiartz.htm>) can help professors identify some of the common giveaways of plagiarized papers. Some professors also ask students, as part of the final exam, to summarize the main points of their research paper.

Tracking Down Plagiarized Papers

Professors may be able to locate the original paper on the Internet using a variety of techniques.

- Identify a unique string of words in the paper. Using a variety of search engines, search for the phrase using quotes " " and the plus sign,+. For example: +austen +"fair share of monsters" turns up only one paper.
- Search for the title, again using quotes " ". If the student hasn't had the foresight to change the title, you may find it listed on a term paper site.

Remember to vote - Ballot on page 7!!



Combatting Plagiarism

In most instances it is easier to combat Plagiarism from the outset of the class than it is to deal with it later in the semester. Using term paper mills is a "crime of opportunity". Students faced with deadlines and a sense of being overwhelmed may turn to term paper mills. Students who have been guided in the research process and encouraged to think about the paper have less motive and less opportunity to turn in work that is not their own.

Easy Steps to Combat Plagiarism (<http://www.coastal.edu/library/easystep.htm>) outlines some basic techniques and issues that professors can use in any class to lessen the opportunities for plagiarism. Research papers or projects that are designed as an integral part of the course offer students a greater opportunity to learn. Well thought out assignments are less conducive to plagiarism. In addition, students learn quickly which professors expect them to work and which don't.

Term Paper Mills are a fact of life. How we as faculty and teachers and librarians deal with them is up to us.

Sources (<http://www.coastal.edu/library/tpmread.htm>)

About the authors:

Margaret Fain is Assistant Head of Public Services, and Peggy Bates is Reference Librarian at Kimbel Library, Coastal Carolina University. The impetus for this presentation came from comments made to us by faculty and students regarding the availability and use of term paper sites.

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Request for Assistance

Hello. I am an Instructional Designer, creating Continuing Education curriculum for an Engineering School. I am working to develop a Human Factors Engineering Certificate Program that will meet the needs of professionals in the industry. Would you be willing to have a brief discussion with me (email or phone) about what folks need? Any information will be appreciated. I'm also hoping to recruit instructors.

K. Reinhartsen

kreinhar@spsu.edu

770-528-7375

What's New!

Send in news of your teaching and research activities. Use this space to promote your programs. Send your submissions to the editor.

Remember to Vote! Ballot on page 7!



Announcement of the 2000 Liberty Mutual Prize in Ergonomics and Occupational Safety and 2000 Liberty Mutual Medal in Ergonomics and Occupational Safety

The 2000 Liberty Mutual Prize

The award of US \$5,000 seeks to recognize outstanding original research leading to the reduction or mitigation of work-related injuries and/or to the advancement of theory, understanding and development of occupational safety research.

To be considered for the Liberty Mutual Prize, the applicant must submit a letter of application and a research paper. The paper must be:

- 1) An original report of laboratory, field, or intervention research
- 2) Relevant to the field of occupational safety and ergonomics
- 3) Non-proprietary
- 4) Unpublished at the time of submission
- 5) Thirty pages or fewer, single spaced.

Relevant disciplines include: ergonomics, epidemiology, biomechanics, cognitive and behavioral psychology, design, physiology, economics and optimization, and so forth.

The 2000 Liberty Mutual Medal

In addition, the Liberty Mutual Medal in Ergonomics and Occupational Safety will be bestowed in year 2000. This is given to the best of the three awardees during the last three years: 1998, 1999, and 2000. This award consists of a medal and US \$15,000.

An international review committee will select the winning contribution. The Prize as well as the Medal are then handed out by the International Ergonomics Association at The IEA/HFES 2000 Congress, which will be held in San Diego, California July 30 to August 4, 2000.

Persons wishing to be considered for the 1999 prize should submit an application to the IEA Awards Committee Chair: Prof. Martin Helander, School of Mechanical and Production Engineering, Nanyang Technological University, Singapore 639798.

If you have any questions please write an e-mail to: mahel@ntu.edu.sg

A letter of application should be accompanied by 5 copies of the 30-page report. The deadline for submission is March 1, 2000. Applicants will be notified by May 1, 2000.

Frequently Asked Questions

Q1 What is the purpose of the prize?

The purpose of the prize is to recognize individuals whose efforts have contributed the reduction or mitigation of

work-related injuries. In particular, the prize is awarded to recognize original research leading to a better understanding of avoiding or mitigating, occupational accidents or injuries, or to rehabilitation and return to work of an injured workers. The main criteria, therefore, include significant advancement of theory and understanding, innovation and development of new directions or approaches.

Q2. Does the IEA endorse Liberty Mutual policy directions?

The establishment of the prize should not be construed as endorsement of Liberty Mutual. However, it is recognized that Liberty Mutual sponsors a variety of activities aimed at improving worker health and safety. The IEA shares the belief that the prize will stimulate efforts to combat the unacceptably high incidence of work-related injuries and raise awareness within the industrial, governmental and academic communities of the pervasive nature of the problem and its associated high social and economic consequences.

Q3. Is this prize limited to ergonomics?

No. Significant contributions can come from a variety of disciplines such as ergonomics, epidemiology, biomechanics, design, cognitive and behavioral psychology, physiology and anatomy, economics, optimization, and so forth.

Q4. Why is Liberty Mutual doing this through the International Ergonomics Association?

The IEA is a federation of ergonomics and human factors societies throughout the world. As such, it fosters an extensive network of experts in work sciences and related disciplines. This network will ensure that the selection of the winners reflects the best judgment of the international scientific community. Furthermore, the implementation procedures established by the IEA ensure that decisions are impartial.

Q5. Who will select the winners?

A committee of three world-renown experts (currently Prof. Tom Singleton, UK, Prof. M.M. Ayoub, USA and Dr. K. Kogi, Japan) will oversee the process and select the winner.

Q6. What does the prize comprise?

The annual Liberty Mutual Prize consists of a financial award of US \$5,000. Every three years, the best of the three most-recent winners will receive the Liberty Mutual Prize Medal, which consists of a further award of US \$15,000.

Q7. When will the awards be made?

The annual prize will be awarded during an IEA-sponsored conference or a conference in the country of the recipient. The triennial medal will be given during the IEA Congress. The first Liberty Mutual Prize was awarded the HFES Conference in Chicago, 1998. The first Liberty Mutual Medal will be awarded during the IEA Triennial Congress in San Diego, California, 2000.

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Q8. Who will pay for the travel expenses?

The awardee will have to pay. The awardee must also promise to show up at the awards ceremony.

Q9. How does one apply?

The prize will be awarded to individuals. If the winning submission names more than one individual, the named individuals shall share the award. Persons wishing to be considered for the prize should submit applications to the IEA Chair of the Awards Committee: Prof. Martin Helander, School of Mechanical and Production Engineering, Nanyang Technological University, Singapore 639798. E-mail: mahel@ntu.edu.sg 5 copies of the report or paper should accompany applications. The report or paper must be unpublished and be at the most 30 pages long (single spaced and minimum 11 points typeface).

Q10. What is the difference between the Prize and the Medal?

The prize is awarded each year. The medal is awarded to the best of three winners every three years in conjunction with the IEA Triennial Congress.

First Announcement & Call for Papers

A new journal is being announced for 2000 – *Theoretical Issues in Ergonomics Science*. The aim of this new journal is to stimulate and lead the development of a theoretical basis for the science of ergonomics, and to formulate a methodology of this science. Ergonomics must define itself in order to break with traditional ties to its predecessors, psychology and engineering. The new journal will be pro-active in its aim of developing a unique science and will seek to define ergonomics as distinct and inherently valuable for the learned world at large.

The emphasis of the new journal will be on publishing original, high-quality, peer-reviewed papers. The Editor and two independent referees will review all manuscripts. The journal will publish both qualitative and quantitative methodological frameworks and theories of ergonomics. Reviews and commentaries will be commissioned. The journal will be looking for papers which discuss principles of the investigative process in ergonomics research, social and historical issues, and 'science of science' perspectives on ergonomics. The journal will also publish papers examining the discipline itself, including bibliographical analysis of 'classic' published papers.

Theoretical Issues in Ergonomics Science will focus on the discussion of a broad array of theoretical issues, methodology, and philosophical aspects of the science of ergonomics. The philosophy of ergonomics will include logic (theory of reasoning), epistemology (theory of knowledge),



ethics (theory of evaluation), and some aspects of metaphysics (theory of concepts and their relations).

The journal will synthesize a knowledge that is currently fragmented across the entire field by focusing on a systems-oriented approach, and by analyzing human factors and ergonomics research at the philosophical and theoretical levels. For example, the journal will examine the paradigms and models of humans in the work process, models of work systems, models and concepts of health at work, models of human efficiency, paradigms and models of work organization, models of practice, and models of application of ergonomics knowledge.

Theoretical Issues in Ergonomics Science will suggest future research directions, in the context of new technologies, cultural differences, social problems, ecological consideration, related political and legislative issues, and the development of standardization methods and educational programs.

Please submit articles to the Editor-in-Chief: Professor Waldemar Karwowski, Center for Industrial Ergonomics, Lutz Hall, Room 445, University of Louisville, Louisville, Kentucky 40292 USA, Tel: (502) 852-7173, Fax: (502) 852-7397, Email: karwowski@louisville.edu

A full Guide for Authors, including the Electronic Submission Guide, is available from Taylor & Francis (<http://www.tandf.co.uk>).

David Meister

Web Corner

This list of websites may be helpful to Professional Educators. Please send contributions to the newsletter editor.

EPG Web Page

<http://www.indiana.edu/~iuepsyc/HFES/EPG.html>

HFES Web Page

<http://hfes.org>

Bad Human Factors Designs

<http://www.baddesigns.com/>

Engineering Your Future

American Society for Engineering Education

<http://www.asee.org/precollege/>

Office of Special Education and Rehabilitation Services

US Department of Education

<http://www.ed.gov/offices/OSERS/>

Thomas Register of American Manufacturers

<http://www.thomasregister.com/>

Learning Productivity Network

<http://www.gse.buffalo.edu/org/lpn/>

IBM Healthy Computing

<http://www.pc.ibm.com/US/healthycomputing/index.html>

CTDNews Online

<http://www.ctdnews.com/>

Ergonomics at Work

<http://www.combo.com/ergo/atwork.htm>

Board of Certified Professional Ergonomics

<http://www.bcpe.org>

Calculate Your Body Mass Index

<http://www.kcnet.com/~marc/bmi.html>

Calendar of Events

March 14-16, 2000. 3rd Annual Applied Ergonomics Conference, Los Angeles, CA. (800) 494-0460; <http://www.iienet.org/conted/ergoconf.htm>

July 30 - August 4, 2000. IEA 2000 / HFES 2000. San Diego, CA; <http://iea2000.hfes.org>

Editor's Corner

This is my final newsletter as your editor. Thanks for putting up with me and the delays. I hope you have found the newsletters interesting and useful. Please support the next newsletter editor with your contributions. Also, drop a note of thanks to Suzi and Gary for their efforts over the past couple years.

Carter J. Kerk

EPG Officers

Chair 1997 - 1999

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Program Chair 2000 - 2001

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Carter J. Kerk

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Fax: (605) 394-2405
Email: ckerk@silver.sdsmt.edu

EPG Election Ballot

Vote for your EPG Officers now. Mail or fax ballots by March 1, 2000 to:

Susan J. Shapiro
Department of Psychology
Indiana University East
2325 Chester Boulevard
Richmond, Indiana 47374-1289 USA
Fax: (765) 973-8508

Chair 1999 - 2001 (Vote for One):

_____ Gary Klatsky
_____ Write In: _____

Program Chair 2002 – 2003 (Vote for One):

_____ Nancy Stone
_____ Write In: _____

Newsletter Editor 1999 - 2001 (Vote for One):

_____ Barrett Caldwell
_____ Write In: _____



