Metacognition as a Strategy to Foster Ethical Research:
Pedagogical Approaches to Support Student Writers

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The causes and prevention of plagiarism have been widely researched, but ethical student research continues to be a major pedagogical concern across disciplines. Students most likely to commit plagiarism are those who are underprepared academically, and these students also often lack the academic maturity to accurately identify plagiarism when it has occurred. Faculty play a vital role in designing courses that promote ethical student research, and a focus on metacognition is an essential element of that course design. Students who develop metacognitive approaches for evaluating their own research and writing processes develop a sense of authorship and voice, understand their role as researchers within the academy, begin to view sources as modes of discourse rather than objects of discourse, and recognize better their own thought processes and standards for "good" writing in different genres. Through these developments, students gain more of an intrinsic value for avoiding plagiarism, which will allow them to be more successful in assignments across the curriculum. This presentation will describe tangible strategies for fostering metacognition to support student researchers in ethical use of sources and will be supported by research conducted about the metacognitive strategies of the presenters' first-year composition students. Presenters will analyze assignment design and scaffolding, opportunities for reflection, and teacher feedback to make the case for metacognition in the research process. Preliminary survey data gathered from the presenters' first-year composition courses suggest that students who employ metacognitive practices are better prepared to successfully complete academic research projects. Furthermore, students who develop metacognition through academic experiences in one classroom can more easily transfer those skills to a variety of writing and research situations.