







## ABOUT THE PROJECT

The [copy] KATS toolkit was developed as a practical resource to support participatory design workshops aimed at art & design educators. This toolkit is the practice-based outcome of a two year research project which explored four key issues that are faced by art and design faculty when addressing visual plagiarism in the classroom.

Firstly, the research uncovered gaps in **Knowledge** amongst faculty of differing disciplines. Secondly, there were incorrect **Assumptions** made about how much knowledge students had on the topic. Thirdly, the study highlighted a significant challenge; there was insufficient **Time** to adequately teach about visual plagiarism in already packed curricula, and lastly, there was a lack of **Support** from academic institutions where policy was often catered towards text-based plagiarism and did not take into account the nuances of image production and consumption in creative practice. These four issues are acronymed as **KATS**.

*The [copy] KATS Toolkit was designed to be a practical resource, with four hands-on activities developed to address each of the four KATS issues. Each activity has a supporting instructional guidebook, and the kit also consists of a MAKER PACK to facilitate the ideation and design element of the participatory design workshop.*

The [copy] KATS brand identity was designed to be friendly and approachable. A vivid colour palette and strong graphic elements are supported by the addition of adorable cats, adding a warm fuzzy vibe to what's often perceived as a dull topic.



Semin, S. (2020). Scottish Kitten  
<https://unsplash.com/photos/Y0WX3xqJz0>



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## The MAKER PACK

The MAKER PACK supports workshop participants in completing the four hands-on activities. It contains lots of custom designed goodies which not only look great but to serve a practical purpose. Each MAKER PACK serves five participants and contains:

*Die Cut Notepad*  
*A Custom Pencil Box*  
*Custom Sharpies Box*  
*Custom Sticky Notes*  
*Custom Name cards*  
*Custom Tape*

*Custom Glue Stick*  
*Custom Eraser*  
*Ruler*  
*Pencil Sharpener*  
*Bulldog Clips*







[copy] KATS

TOOLKIT WORKBOOK

LET'S TALK

01

Welcome to the [copy] KATS preventing visual plagiarism participatory design workshop.

We'll do our best to keep to the schedule but please stay nimble with us!

AGENDA

- Welcome and Intro
- Icebreakers and Intentions
- About the Project
- Activity 1: Visual Prompt
- Activity 2: Visual Thinking
- Coffee Break
- Reconnecting Exercise
- Activity 3: Brainstorm
- Activity 4: Future Workshop
- Thanks and Goodbys
- Feedback

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[copy] KATS

HELLO.

Assistant Professor  
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Welcome to this [copy] KATS Preventing visual plagiarism participatory design workshop.

We'll be spending around three hours together and this workbook is intended to support that time.

We'll be inviting you to take part in four different activities, each covering different aspects of how we as art and design educators, experience visual plagiarism. The idea is that we'll investigate the current status quo and collectively explore potential solutions to issues faced by art and design educators. Hopefully, the workshop will be fun, engaging and productive and give us an insight into the kind of solutions that are needed to support art and design educators. The information will be used as part of a wider study to develop tools and resources created by design educators.

Thank you for being a part of this research project.  
Lisa Winstanley

WELCOME.

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[copy] KATS

WORKSHOP MINDSETS

- Curiosity
- Bias Towards Action
- Radical Collaboration
- Open Conversation

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[copy] KATS

addressing visual plagiarism

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This work is funded by Nanyang Technological University, Social Science & Humanities Research (SSHR) 2025 seed grant

The KATS Framework

DON'T CUT CORNERS!

OVERARCHING RESEARCH QUESTION: What methods can be employed to address lack of Knowledge, false Assumptions, lack of Time and lack of Support (KATS) in order to empower art & design educators in preventing visual plagiarism?

(K) LACK OF KNOWLEDGE: What are the current ways in which design educators understand academic integrity issues specific to interdisciplinary design practices?

(A) INCORRECT ASSUMPTIONS: What ways are students currently educated on issues of Visual Plagiarism?

(T) LACK OF TIME: In what ways can preventing visual plagiarism be integrated into curricula?

(S) LACK OF SUPPORT: How can higher education establishments support design educators in addressing Visual Plagiarism?

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[copy] KATS

addressing visual plagiarism

03

ACTIVITY 01

RESEARCH QUESTION 01

What are the current ways in which art & design educators understand academic integrity issues specific to interdisciplinary art & design practices?

INSTRUCTIONS

This is a space to explore everyone's opinions, there are no right or wrong answers.

The images you will see have been specifically selected to foster open discussion & debate. You may hold different opinions that your peers and that's OK! We want to hear everyone's voice.

Open the Visual Prompt postcard pack, Labelled 01.

As a group discuss your perceptions of the images shown on each postcard. You have 5 minutes per postcard, you'll be given a reminder on time.

Consider what you think the images might mean in the context of Visual Plagiarism in art & design education.

Write the key points of your discussion on the post-it notes provided in your team's marker pack.

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[copy] KATS

addressing visual plagiarism

04





## DESIGN CONCEPT

The design industry faces a recurring challenge with visual plagiarism, raising ethical concerns and impeding creativity. [copy] KATS harnesses the power of cuteness to address this issue! By integrating our adorable feline friends into this toolkit, we aim to inspire conversations on originality and discourage the harmful practices. This entry showcases our dedication to innovation, ethics, and creating a positive impact within the design community.

## BRAND STRATEGY AND RATIONALE

The brand strategy behind the [copy] KATS Toolkit is anchored in a thoughtful combination of wordplay and visual elements to resonate with our target audience of art and design educators. The acronym KATS represents the four challenges in addressing visual plagiarism: Knowledge, Assumptions, Time, and Support. This wordplay not only encapsulates the essence of the toolkit's mission but also establishes a playful connection with the imagery of cats woven throughout the brand identity.

The incorporation of floofy kitties serves a dual purpose in our visual language. Firstly, these feline companions inject a whimsical and friendly dimension, making the toolkit more approachable and relatable. Secondly, the feline cats playfully echo the acronym, creating a memorable association that reinforces the challenges being addressed. This visual metaphor adds a layer of creativity and warmth to the toolkit, making it not only conceptually robust but also visually engaging for educators.



## COLOUR PALETTE AND TYPEFACE

The choice of a vivid colour palette aligns with the creative nature of art and design education, capturing attention and infusing energy into the toolkit. The simplicity of the font *Ubuntu* ensures clarity and readability, underscoring the toolkit's commitment to transparency and accessibility in addressing complex issues like visual plagiarism.

Moreover, the recurring triangle motif, aside from symbolizing the toolkit's commitment to avoiding cutting corners, subtly echoes the playful feline theme. Triangles, reminiscent of cat ears, create a cohesive link between the brand's visual elements, contributing to a unified and memorable identity.

In summary, the [copy] KATS Toolkit's brand strategy harmoniously blends wordplay with visual elements fostering engagement with art and design educators in a way that is conceptually rich, visually delightful, and memorable.

*The image right shows the KATS custom deck of cards. Each deck contains several card categories: Role, People, Places, Skills, Memories Emotions and Experiences plus a very scary wild card Grrrrrrrr!*











The image here shows the KATS custom sticky note pack and the brainstorm booklet for Activity three





[copy] KATS Double Sided Posters.  
The reverse of each poster serves as a  
template to complete a hands-on activity.

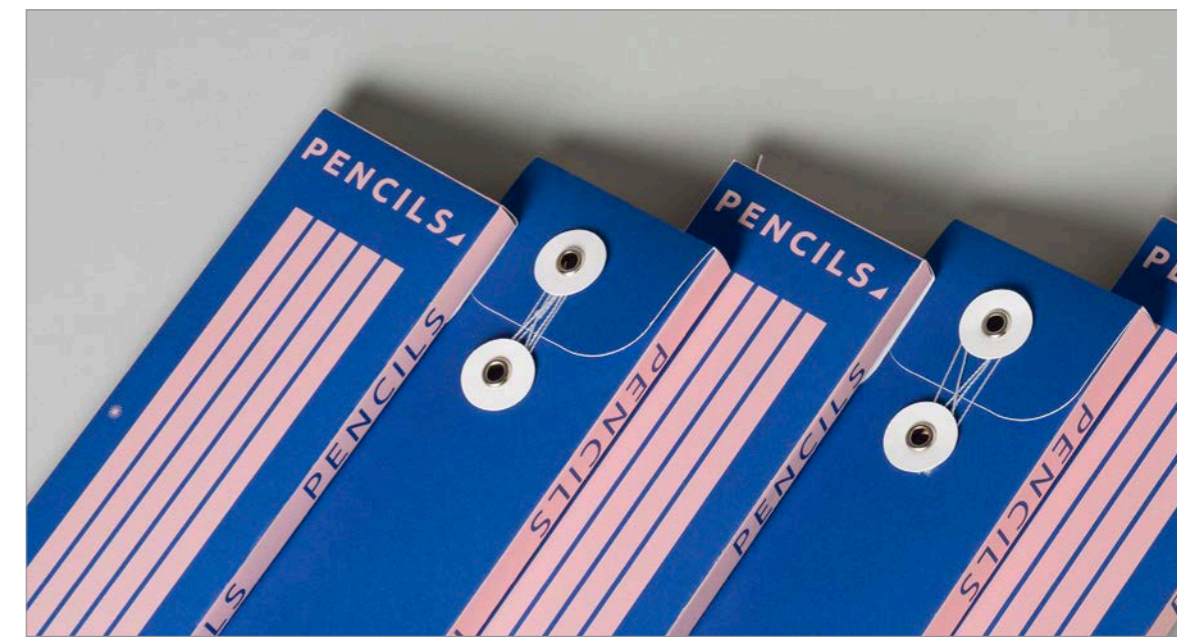
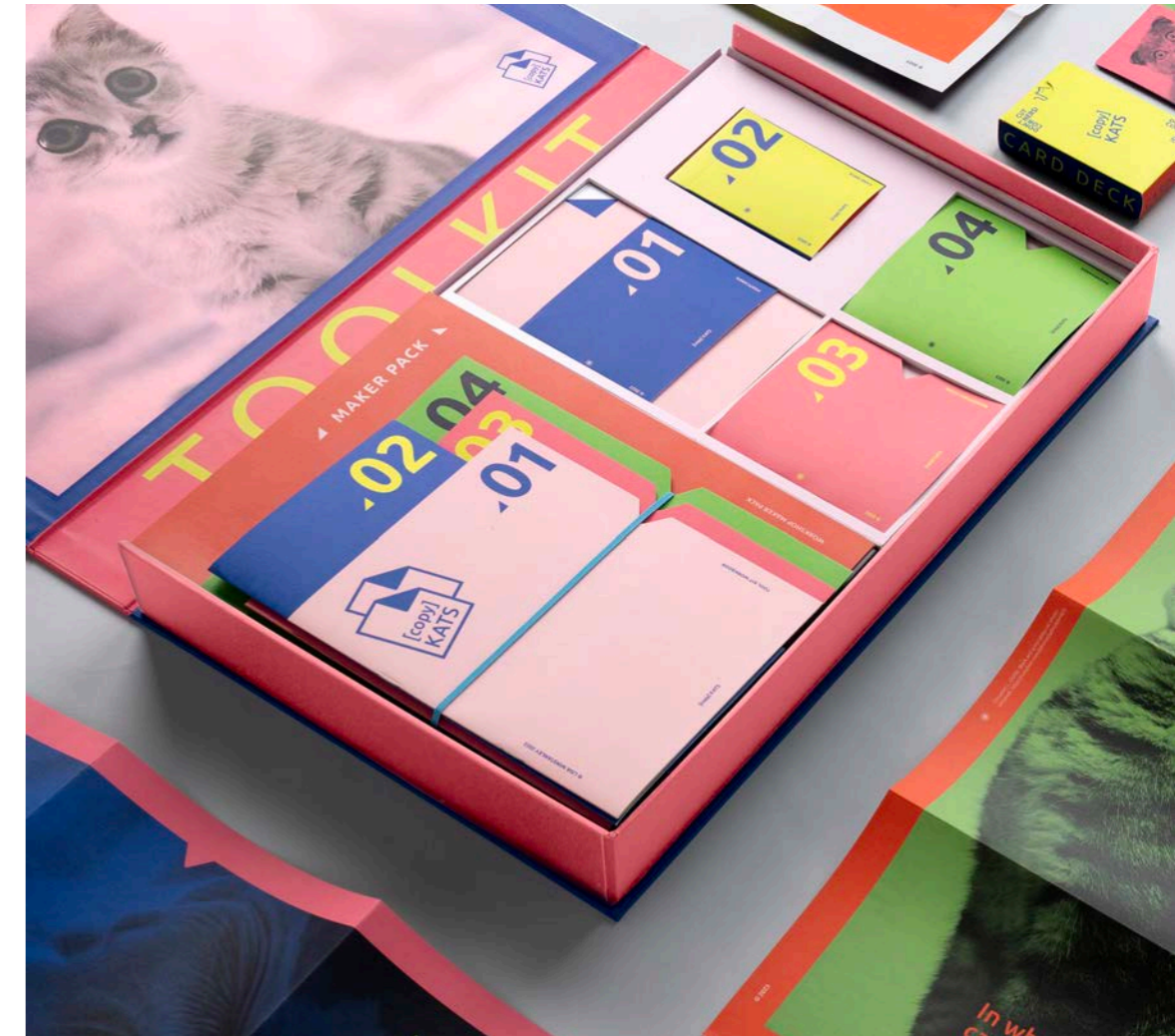
What are students currently studying on visual plagiarism?

In what ways can preventing visual plagiarism be integrated into curricula?

How can educational establishments support design educators in addressing visual plagiarism?

What are current educational issues on visual plagiarism?





**Above: KATS Toolkit Outer Box**  
Top right: shows the contents of the kit and  
bottom right: shows the custom pencil box  
which is provided in the MAKER PACK.





## TOOLKIT WORKBOOKS

The project toolkit is supported by four booklets which are playfully configured and bound with an colourful elastic. Each of the four booklets provide written support on how to complete the activity and also serve as containers for colourful cat posters. Each poster has an activity on its reverse side making them not only adorable but functional too.





[cc  
py] KATS

What ways are students currently educated on issues of visual plagiarism?

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[cc  
py] KATS

How can higher education establishments support design educators in addressing visual plagiarism?

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py] KATS

In what ways can preventing visual plagiarism be integrated into curricula?

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[cc  
py] KATS

Grrrrrrr

How can higher education establishments support design educators in addressing visual plagiarism?

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## EACH PARTICIPATORY DESIGN TOOLKIT CONTAINS:

- Die cut Activity 1 book
- Custom Postcards
- Die Cut Activity 2 folder
- Custom Card Deck
- Custom size Double sided Poster
- Die Cut Activity 3 folder

- Brainstorming guidebook
- Custom Size Double sided Poster
- Die Cut Activity 4 folder
- Custom Activity 4 dashboard template
- Custom size Double sided Poster
- One MAKER PACK





## About Lisa

Full Name: Lisa Winstanley

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Singapore Resident

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## Bio

Lisa Winstanley is an Assistant Professor in the School of Art Design & Media at Nanyang Technological University in Singapore. With 20 years of commercial experience and over a decade of international research and teaching, she explores ethical and collaborative design practices and pedagogies. Her creative work has received over 80 international awards and has been exhibited across 28 countries. Lisa's scholarly research focuses on transformative pedagogical approaches to interdisciplinary collaboration, more specifically, addressing visual plagiarism in art and design. She advocates for creative integrity, promoting ethical mindsets in the production and consumption of art and design to support design communities and foster positive change.

## Project Funding

The [copy] KATS Toolkit was funded by **Nanyang Technological University**  
**Social Science & Humanities Research (SSHR) 2025 Seed Grant**

*Survey and Analysis of Pedagogical Awareness of Visual Plagiarism from Design Teachers and Academics*  
Research Account No: 03INS001301C410

## Project Credits

### [copy] KATS Toolkit and Branding

*Art Director, Designer and Principle Investigator:*

**Lisa Winstanley ©2023**

*CO-PI Associate Professor Gray Hodgkinson*

*CO-PI Senior Lecturer Paul Benedict Lincoln*

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*Printer: Allegro Print Singapore*