

Quick facts and uncontrolled sources can lead to plagiarism

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Romance and Classical Studies

What happens in your department in case of plagiarism? Who are the persons involved?

- #Group discussion 1



Facts about plagiarism

- Many cases are reported to the disciplinary board of Stockholm University
(<https://www.su.se/english/staff/organisation-governance/governing-documents-rules-and-regulations/education/guidelines-for-disciplinary-matters-at-stockholm-university-1.181>)
- <https://www.dn.se/nyheter/sverige/studentkaren-stressen-kan-vara-en-orsak-till-okande-fusk/> (30 September 2018). 137 cases were reported at SU



Facts about plagiarism

- <https://www.plagiarism.org/article/plagiarism-facts-and-stats>
- <https://www.expressen.se/nyheter/larmet-stor-okning-av-fuskande-studenter/> (increase of 40% between 2015 and 2017 in Swedish universities)
- Problem of image for universities (Chankova, 2017: 3)
- Impact of digital tools to detect plagiarism cases
- Necessity of working in open access (Weller, 2014)



The danger of plagiarism

- Consequences in Stockholm University (you cannot pass any exams. you cannot register in a course and you have to pay back your scholarship to the Central Board of Studies)
- Bad reputation (disloyalty / dishonesty / manipulation).
Copyright (Stealing the others' production)
- More and more plagiarism is discovered in our digital time
- For teachers, there is a need to show students what is true/false (critical thinking).
- For the first courses, **critical thinking** can be practised through source criticism.



Definitions of plagiarism

- Difficulty: there are rules and policies but nobody reads them (Gullifer, Tyson, 2014: 1205)
- Cheating, non-attribution, patchwriting (Howard, 2000; Chankova, 2014). Most of the students are not aware of the problem
- "This is text that is taken and used without appropriate attribution to its original source. Using text without proper attribution with the intention to deceive is called **prototypical plagiarism**, whereas in cases where such an intention is irrelevant – **textual plagiarism** is also used as an umbrella term, covering both prototypical plagiarism and **patchwriting**" (Chankova, 2014: 2).
- Difference between **writing** and **reading** (Robillard, 2015: 202).



Urkund

- Panorama on the sources
- All the registered texts are archived in Urkund
- Interpreting the figures (there is nor rule *per se* that can reveal a plagiarism case).
- What do figures such as 20%, 50% mean in Urkund?
- **Does Urkund have any pedagogical utility (Vilhelmsson, 2010)? #Group discussion 2**



Difficulties to define what plagiarism is

- Kahoot.it on plagiarism
- <https://www.plagiarism.org/teaching-about-plagiarism>
(Last visit, 24 april 2019)



Your experience of plagiarism

- #Group discussion 3
- 1) Have you ever faced a case of plagiarism? What did you do or what would you do?
- 2) In your field, what are the typical cases of plagiarism? (risk groups, levels...)
- 3) Did you identify other practices of cheating?



Plagiarism practices

- Translated plagiarism
- Quick access to sources (Wikipedia,...) thanks to “socially-constructed Web technologies” (Kalin, 2012). **Collaborative practices** challenge the problem of plagiarism.
- Black market that sells papers to students
- Problem of **academic literacy** (how do students cite sources / art of quotation)
- **Textual pagiarism** (but it could be used in different modes)
- Oral presentations
- Patchwriting strategies (Pecorari, 2015: 97)



A real case at SU (Fall 2017)

- The student was excluded from exams
- “In the third question of the Examination, the case study with 5000 words, by reading through this question you can see that I have written almost of the answer by myself, but some parts which you have regard it as disciplinary it was by mistake. I did not mean it. According to the small sentences I think that many of those sentences are facts and how I can write it by another way. I did not mean to write it as a copy of the original one from the other resources, I have just read it several times to understand the context, but it seems that my mind remembered it and could not make distinguish between the text words or my words”



A real case (Fall 2017, SU)

- “About the tow long paragraphs, I used to take many parts of different articles and keep them on word file to read them and compare between them to reach to my findings and results based on different researches, and then I **remove** those original resources and keep just my own analyzing, I do this step to save the time because I had **limited time** to submit the assignment and I should read many articles to discover the relationships in my case study, because it was **not common study** and there were **not sufficient researches** which cover the relationship between students stress and rush hours in the daily commuting. But unfortunately, I forget to remove these parts” (public document, the names were anonymized)



Time problem

- Problem of time for students and for educators
- Difference of motivation levels (Jereb et al., 2018).
Intrinsic motivation (more awareness among motivated students)
- Existing resources at Stockholm University (Student house / library / courses in Academic writing)
- For teachers, you have the **regulation** but also many guidelines (Stockholms Universitet, 2011; Carroll, Zetterling, 2009).
- For urkund users, there are edited guidelines



Talking about plagiarism

- When do you (would you) talk about plagiarism in a course ? #Group discussion 4



Recommendation 1 = it is important to include a discussion on plagiarism to avoid it

- Talk about plagiarism in the beginning of the course and before **each exam** (the students need to be reminded of the problem). Explain what can be considered as **plagiarism** (rewriting a text).
- Be careful with oral **presentations** and PPT (a lot of plagiarism happens in PPT presentations) (see <http://plagiarism.org>)
- You can also discuss around the problem after an exam with a PPT presentation (**feedback**) (Hattie, Timperley, 2007). Students must assess the credibility and the quality of what is expected
- If you teach a course where plagiarism is a problem, it can be worth discussing some cases so that students can be aware of the multiplicity of the problem.
- If you do not have time, a quick discussion can be completed with **written instructions** before an exam.



Course descriptions

- **Plagiarism and cheating**
- "Follow carefully given instructions for each individual exam. In addition to the instructions in this document, additional guidance can be provided through separate documents (distributed or available on Mondo) and / or by the teacher at the lesson)
- The text matching tool Urkund is used to depict any form of plagiarism. For general information about cheating and plagiarism, see also the Stockholm University Regulations, Book 2 (<http://www.su.se/regelboken>): Regulations for examination at Stockholm University and Guidelines for Disciplinary Affairs at Stockholm University" (Course descriptions available in the Department of Romance Studies, Stockholm University, Fall 2018)



Introducing a discussion on quick facts

- Lack of time / difficult agenda / quick facts on the internet.
Googling practices (quantity of information). No perspective on knowledge (relation between scientific phenomenon / concepts)
- Quick facts / poor references / risk of patchwriting
- Risk of giving an opinion instead of focusing on knowledge
- Knowledge takes time
- Likely Opinion / propaganda
- Risk of copyediting / pasting information ✂✂✂
- Quick facts are not good for the acquisition of scientific knowledge (Premat, 2019)



A cognitive dilemma

- Access to facts (complexity of sources)
- Students need to repeat, remember things in their learning practices
- It is a challenge for new students at the University
- Do they have to remember concepts? Do they have to repeat and imitate some structures in order to be creative in a later process?
- Writing / reading (Robillard, 2015)
- Students do not dare to cite sources found in Wikipedia, they perceive themselves as **illegitimate authors** (Premat, 2019).

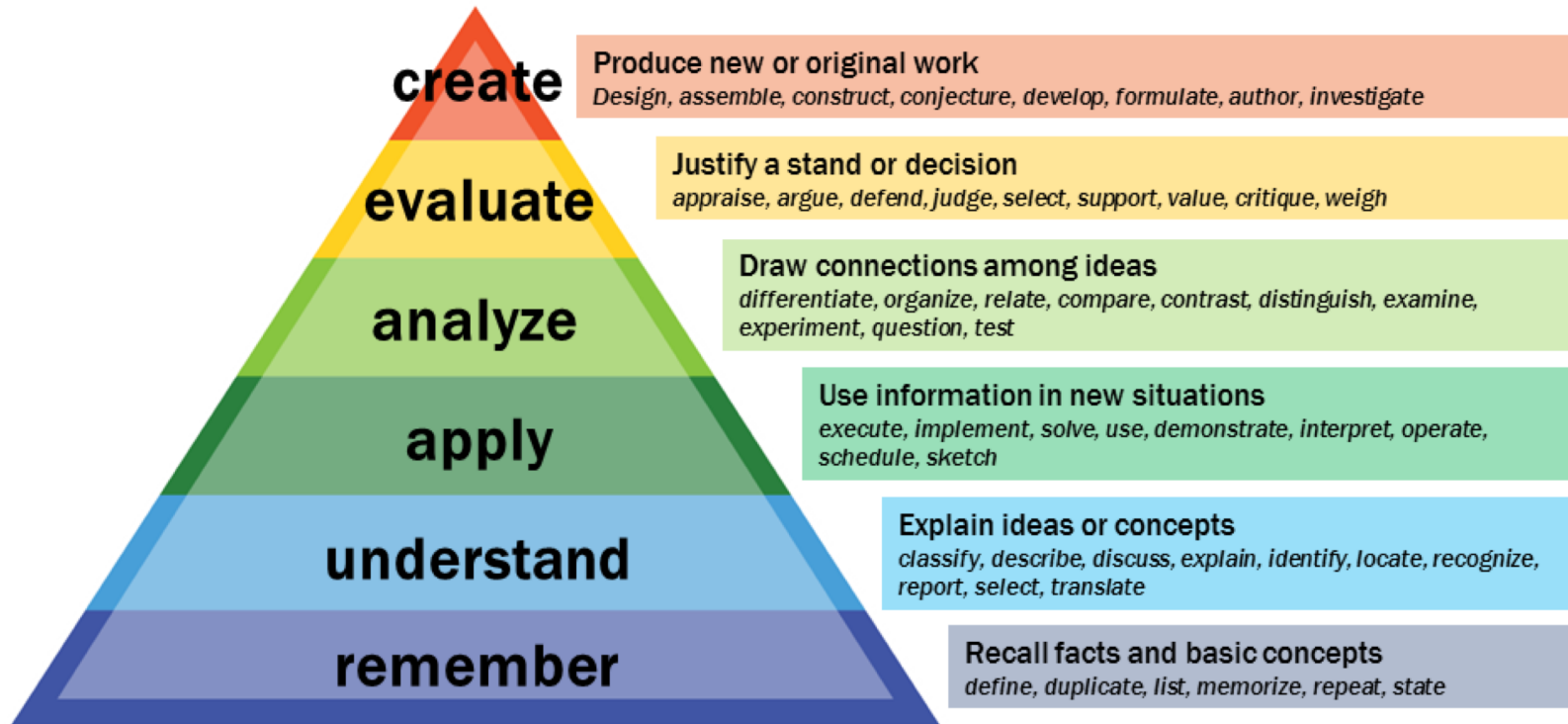


Bloom's taxonomy (1956)



<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/> (Retrieved on 20 april 2018) (Armstrong, 2018)

Bloom's Taxonomy



Vanderbilt University Center for Teaching



Stockholms
universitet

Plagiarism prevention

- Black market (business of writers) Problem of authorship
- Pedagogical studies (*Scholarship of Teaching and Learning*),
<https://digitalcommons.georgiasouthern.edu/ij-sotl/>
- Evolution of softwares that detect plagiarism.
- Urkund system (data integration, overview of sources)



Recommendation 2: have a discussion on sources and facts

- Need of quoting sources (even poor sources should be quoted)
- A source should be identified (author / date / description of the frame / search motor)
- Difference between primary and secondary sources
- Selecting sources (you can use quick platforms to search other sources)
- Platforms of quick facts (Wikipedia / Nationalencyklopedi)
- For students (important to develop a critical habit regarding sources). **Generic competence:** ability to select adequate sources (Davies, 2013)
- Possibility to use Urkund as a systematic detector of the main sources surrounding the topic



Conclusions

- Do not neglect plagiarism issues by postponing discussions. The discussions are pedagogical as they open the debate on **learning strategies**.
- Convert discussions into **methodological debates** on how to answer exam questions depending on the format (oral presentation, written essay...)
- Deal with the **cognitive dilemma** when you give a feedback on an examination
- Check all the current sources around your topic (Wikipedia, Nationalencyklopedi...)
- Make students aware that they have to cite all used sources
- Try to use Urkund in different ways (consulted sources...)



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Practical resources on plagiarism prevention

- <https://www.plagiarism.org/teaching-about-plagiarism>
- <https://www.youtube.com/watch?v=pCd0oAJlxyI> (short movie on the necessity of citing all sources)

