Teaching digital scrapbooking strategies as a preventative measure against plagiarism

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Abstract:
The arrival of technology in schools has meant that students must now develop new digital literacy skills and strategies. When writing assignments, their first action is to search the web for information. The copy/paste function has facilitated the integration of information (text, images, videos, graphics, etc.) into student's written work. However, students, for various reasons, lack of knowledge, of time or effort, sometimes forget to give credit to the author whose work they have copied and pasted. This translates into plagiarism, voluntary or not. Students need to learn how to prevent plagiarism and teachers need to foster the learning of appropriate skills that will encourage academic integrity. Learning how to use digital scrapbooking strategies at different steps of writing an assignment can help. Digital scrapbooking strategies are actions mobilized when students use their informational, writing and referencing skills, actions such as searching, sorting, evaluating information, taking notes, integrating information into writing, quoting, paraphrasing, etc. Our research project aimed to identity how these strategies can prevent plagiarism. Through questionnaires and interviews, we examined the use of these strategies by students as well as the teaching of these strategies by university professors. Results show that students' and professors' perceptions of digital scrapbooking strategies differ greatly.

Keywords: Academic integrity, digital scrapbooking strategies, plagiarism, universities.