

Concurrent Session 3 | Room 1

WHY DO WE NEED AN INTERNATIONAL RESEARCH PARTNERSHIP ON PLAGIARISM PREVENTION?

Martine Peters¹, Joseph Atoyebi², Nicole Boubée³, Irene Glendinning⁴, Jim Hu⁵, Alyson King⁶, Kathleen O'Reilly⁷, Ceceilia Parnther⁸, Martine Pellerin⁹, Salim Razi¹⁰, Monica Soto¹¹, Angelina Weenie¹²

¹*Université du Québec en Outaouais, Canada*

²*University College of the North, Canada*

³*Université Toulouse - Jean Jaurès, France*

⁴*Coventry University, United Kingdom*

⁵*Thompson Rivers University, Canada*

⁶*University of Ontario Institute of Technology, Canada*

⁷*First Nations University of Canada*

⁸*St-John University, Canada*

⁹*University of Alberta, Canada*

¹⁰*Çanakkale Onsekiz Mart University, Turkey*

¹¹*Université du Québec à Montréal, Canada*

¹²*First Nations University of Canada*

Keywords

Academic integrity, Partnership, International, Digital scrapbooking strategies

Abstract

In 2021, an international research initiative was financed by the Canadian government to examine how to prevent plagiarism in universities. This presentation will present 1) the research project and its theoretical foundations and 2) how 63 researchers work collaboratively to achieve their goals.

Research on plagiarism is nothing new but it has mostly been centered on understanding how, why (Camara, Eng-Ziskin, Wimberley, Dabbour et Lee, 2017; Cleary, 2017; Eaton, 2020; Sarita, 2015; Strangfeld, 2019) and how many students plagiarize when writing their assignments (Pierce et Zilles, 2017), or on detecting

plagiarism (Amin et Mohammadkarimi, 2018; Keuskamp et Sliuzas, 2007) and punishing the culprits (Halasek, 2011; Hamann et Kerwin, 2018). The present research project concentrates on working with students and faculty on trying to solve the problem before it arises.

Many researchers have declared that plagiarism is often caused by lack of knowledge (Chen et Chou, 2017; Elander, Pittam, Lusher, Fox et Payne, 2010b; Gravett et Kinchin, 2018; Ison, 2018), skills (Elander, Pittam, Lusher, Fox et Payne, 2010a; Rosser-Majors et Anderson,

2018), and training (Glendinning, 2014; Heckler, Forde et Bryan, 2013).

Unfortunately, we know very little about these deficits because they are spread over a large combination of skills needed to write academic papers. These can range from not knowing how to search and document the information needed to referencing the sources used. Certain authors will talk about university literacy (Miller et Schulz, 2014), other about writing from sources (Howard, Serviss et Rodrigue, 2010), doing patchworking (Howard, 1999) or in our case digital scrapbooking (Peters, 2015).

We suggest that when students write an academic paper, they need three sets of skills: informational, writing and referencing skills. They also need knowledge about how to prevent plagiarism. These skills and knowledge

combined with digital scrapbooking strategies enable them to write their assignments. In order to do this without plagiarizing, they need to be trained and this training needs to be done progressively, from primary school to the Ph.D. level. Our presentation will address the skills, knowledge and strategies in details.

In the second part of our presentation, we will talk about the research project, the people behind it, how it came to be and what we aim to do. The seven-year project, with two phases and research done in 31 universities in Canada, Europe and the United States will be introduced by researches taking part in the project. The following aspects of the project will be discussed: the partnership agreement, the data management plan, the creation and validation of the research instruments and generally what we all hope will come out of this project.

References

- Amin, M. Y. M. et Mohammadkarimi, E. (2018). ELT Students' Attitudes toward the Effectiveness of the Anti-Plagiarism Software, Turnitin. *Applied Linguistics Research Journal*, 3(5), 63-75.
- Camara, S., Eng-Ziskin, S., Wimberley, L., Dabbour, K. S. et Lee, C. M. (2017). Predicting students' intention to plagiarize: An ethical theoretical framework. *Journal of Academic Ethics*, 15(1), 43-58.
- Chen, Y. et Chou, C. (2017). Are we on the same page? College students' and faculty's perception of student plagiarism in Taiwan. *Ethics & Behavior*, 27(1), 53-73.
- Cleary, M. N. (2017). Top 10 reasons students plagiarize & what teachers can do about it (with apologies to David Letterman). *Phi Delta Kappan*, 99(4), 66-71. doi: 10.1177/0031721717745548
- Eaton, S. E. (2020, January 15th 2020). Cheating may be under-reported across Canada's universities and colleges. *The Conversation*. Repéré à <https://theconversation.com/cheating-may-be-under-reported-across-canadas-universities-and-colleges-129292>
- Elander, J., Pittam, G., Lusher, J., Fox, P. et Payne, N. (2010a). Evaluation of an intervention to help students avoid unintentional plagiarism by improving their authorial identity. *Assessment & Evaluation in Higher Education*, 35(2), 157-171.
- Elander, J., Pittam, G., Lusher, J., Fox, P. et Payne, N. (2010b). Evaluation of an intervention to help students avoid unintentional plagiarism by improving their authorial identity. *Assessment & Evaluation in Higher Education*, 35(2), 157-171. doi: 10.1080/02602930802687745
- Glendinning, I. (2014). Responses to student plagiarism in higher education across Europe. *International Journal for Educational Integrity*, 10(1), 4-20.
- Gravett, K. et Kinchin, I. M. (2018). Referencing and empowerment: exploring barriers to agency in the higher education student experience. *Teaching in Higher Education*, 1-14. doi: 10.1080/13562517.2018.1541883
- Halasek, K. (2011). Theorizing Plagiarism in the University (Vol. 73, p. 548-568): JSTOR.

- Hamann, H. et Kerwin, M. (2018). Nurtured on Wikipedia, Can an Honor Code Foster Better Student Writers? *New Directions for Community Colleges*, 2018(183), 35-43.
- Heckler, N. C., Forde, D. R. et Bryan, C. H. (2013). Using Writing Assignment Designs to Mitigate Plagiarism. *Teaching Sociology*, 41(1), 94-105.
- Howard, R. M. (1999). *Standing in the shadow of giants: Plagiarists, authors, collaborators*. Greenwood Publishing Group.
- Howard, R. M., Serviss, T. et Rodrigue, T. K. (2010). Writing from sources, writing from sentences. *Writing and Pedagogy*, 2(2), 177-192.
- Ison, D. C. (2018). An empirical analysis of differences in plagiarism among world cultures. *Journal of Higher Education Policy and Management*, 40(4), 291-304.
- Keuskamp, D. et Sliuzas, R. (2007). Plagiarism prevention or detection? The contribution of text-matching software to education about academic integrity. *Journal of Academic Language and Learning*, 1(1), A91-A99.
- Miller, A. et Schulz, S. (2014). University literacy: A multi-literacies model. *English in Australia*, 49(3), 78-87.
- Peters, M. (2015). Enseigner les stratégies de créacollage numérique pour éviter le plagiat au secondaire. *Canadian Journal of Education*, 38 (3), 1-28.
- Pierce, J. et Zilles, C. (2017). *Investigating student plagiarism patterns and correlations to grades*. Communication présentée Proceedings of the 2017 ACM SIGCSE Technical Symposium on Computer Science Education.
- Rosser-Majors, M. et Anderson, S. (2018). Innovative integration: Developing writing ethics and values in higher education. *EDULEARN18 Proceedings*. Retrieved from <https://iited.org/edulearn/publications>.
- Sarita, R. D. (2015). Academic cheating among students: pressure of parents and teachers. *International Journal of Applied Research*, 1(10), 793-797.
- Strangfeld, J. A. (2019). I Just Don't Want to Be Judged: Cultural Capital's Impact on Student Plagiarism. *SAGE Open*, 9(1), 2158244018822382