VIDEO ANALYSIS OF HIGH SCHOOL AND COLLEGE STUDENTS' USE OF CITATIONS AND PARAPHRASES

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Keywords

Citation, paraphrase, plagiarism, high school, college

Abstract

Our research project investigates digital scrapbooking strategies used in academic writing by students. Digital scrapbooking strategies are a type of learning strategy, which involves cognitive processing and execution of actions that fall under three skills: informational, writing, and referencing (Peters, 2015). When writing assignments, students will look for information (Ma et al., 2008; Réseau Éducation-Médias, 2005), then integrate it into their writing using quotes and paraphrases (Shi, 2010) which they then need to reference (Gravett & Kinchin, 2018). If students fail to reference their sources, they will be plagiarizing. One of the difficulties students experience when they use sources is the proper integration of the information found in their text, for different reasons such as lack of understanding of the text read or lack of vocabulary (Flores & Lopez, 2019). Students often explain how they are not familiar with the correct ways to quote (Auger, 2013), which norms to use (Ellery, 2008). They also have difficulty paraphrasing (Mori, 2018); they often produce a sentence that is too similar to the original one (Hayuningrum & Yulia, 2021). Several research studies highlight the difficulty students have in properly integrating information and bringing out their own voice (Hutchings, 2014).

This pilot project examined specifically two digital scrapbooking strategies: quoting and paraphrasing. Two high school students and two college students wrote an essay (approximately 500 words) on the project's computers an assignment. The computers tracked the real-time evolution of all of the students' actions with a screen recording software which produced a video of the whole writing process. The results demonstrate that video recording as a research tool offers rich, varied, and meaningful data.

A first analysis was done to evaluate the quality of the texts produced. Data shows that all four participants are familiar with the type of text assigned and that they understand that they have to use sources to justify their opinions. However, another analysis using Compilatio (a similarity detection software) shows that even though students knew their actions were being recorded, all of them plagiarized when writing their text.

The participants' individual videos were then analyzed quantitatively for four kinds of citations: referenced direct citations, non-referenced direct citations, referenced indirect citations and non-referenced indirect citations. Results show the frequency at which students use direct quotes and paraphrases. Surprisingly, participants used paraphrases more often than

quotes. However, the number of non-referenced paraphrases was higher than those that were referenced. The data also shows clear differences between the high school students and the college students. For example, one of the college students plainly understands how to reference her sources but she still has difficulty not plagiarizing because her paraphrases are too similar to her original sources.

We will conclude by proposing pedagogical avenues to better train students in the use of direct and indirect quotation so that they can correct their deficient practices by resorting to more effective and honest strategies.

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