



International Conference
Plagiarism across
Europe and Beyond 2015
10th-12th June 2015

Reasons of plagiarism in undergraduate academic writing and benefiting from Turnitin



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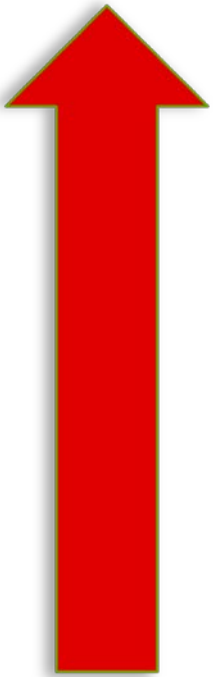
Outline

- ◆ Plagiarism increase
- ◆ Detection
- ◆ Interpreting similarity reports
- ◆ The study
 - ◆ Methodology
 - ◆ Findings and discussion
 - ◆ Conclusion and implications
 - ◆ Ongoing research



Plagiarism Increase

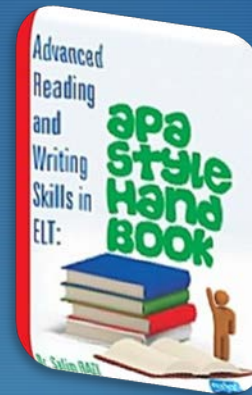
- “[T]he practice of claiming credit for the words, ideas, and concepts of others” (APA, 2010, p. 171).
- “Although plagiarism may occur incidentally, it is often the outcome of a conscious process” (Barron-Cedeno et al, 2013).
- Estimations of plagiarized content in student papers:
 - Around 30% (Association of Teachers and Lecturers, 2008)
 - More than 40% (Comas et al. 2010).



- 💧 **Why to use a plagiarism detector?**
 - 💧 To check student papers against plagiarism.
 - 💧 To provide more effective feedback.
- 💧 **Advantages:**
 - 💧 **Instructors:** Saves time.
 - 💧 **Students:** Provides rich feedback.

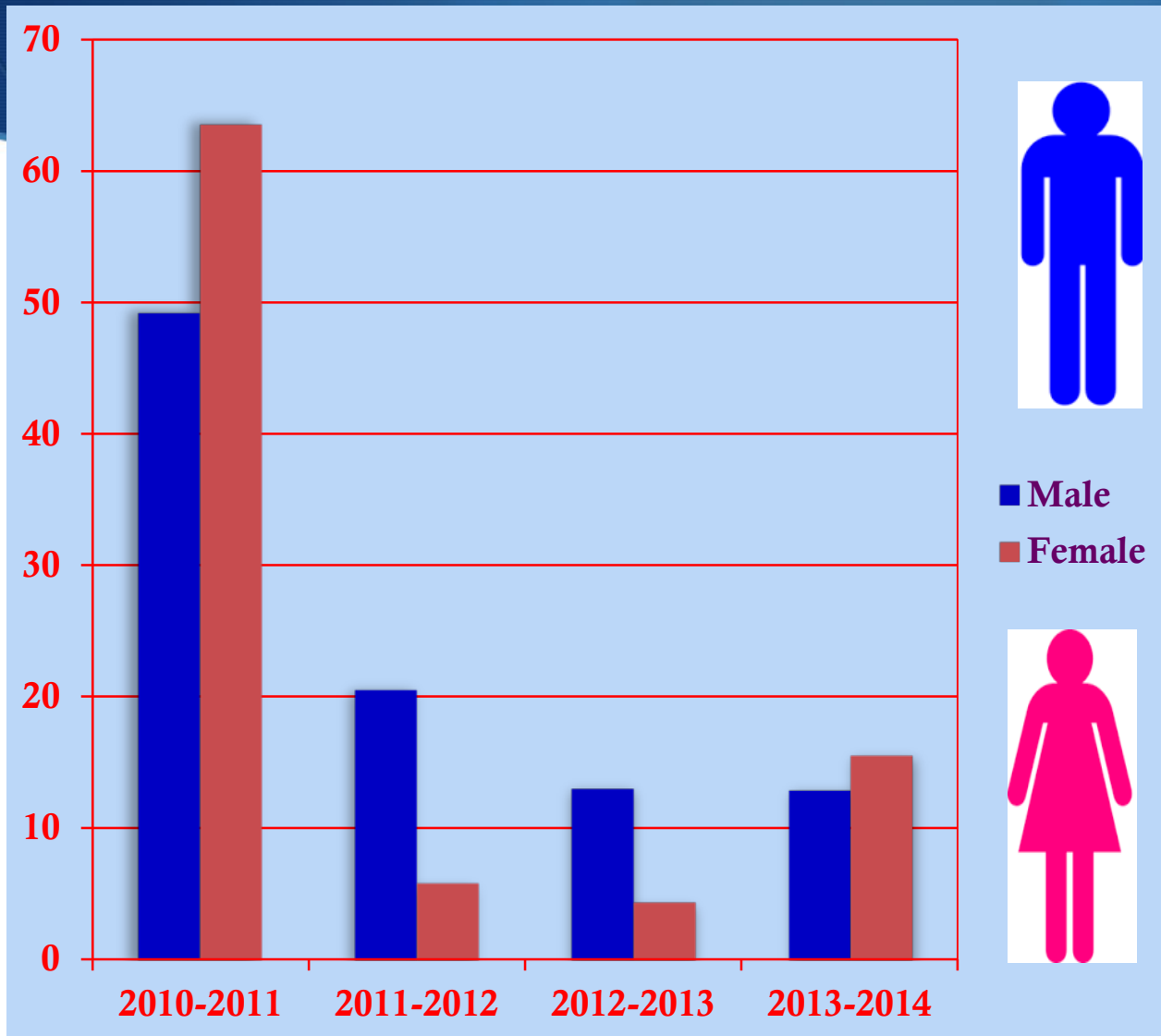
Interpreting similarity reports

- ◆ Detectors cannot solve the problem on their own (Carroll, 2009).
- ◆ Detecting genuine academic plagiarism requires a systematic approach (Meuschke & Gipp, 2013).
- ◆ Reliability of similarity reports (Brown, Fallon, Lott, Matthews & Mintie, 2007).
- ◆ Variations in interpreting similarity reports
 - ◆ Strict legalistic interpretations vs. More contextual interpretations (Hayes & Introna, 2005)
- ◆ Discriminate students who accidentally plagiarise from the ones who intentionally do so.
- ◆ The final responsibility for detecting plagiarism belongs to the lecturer, not to a plagiarism detector (Ellis, 2012).



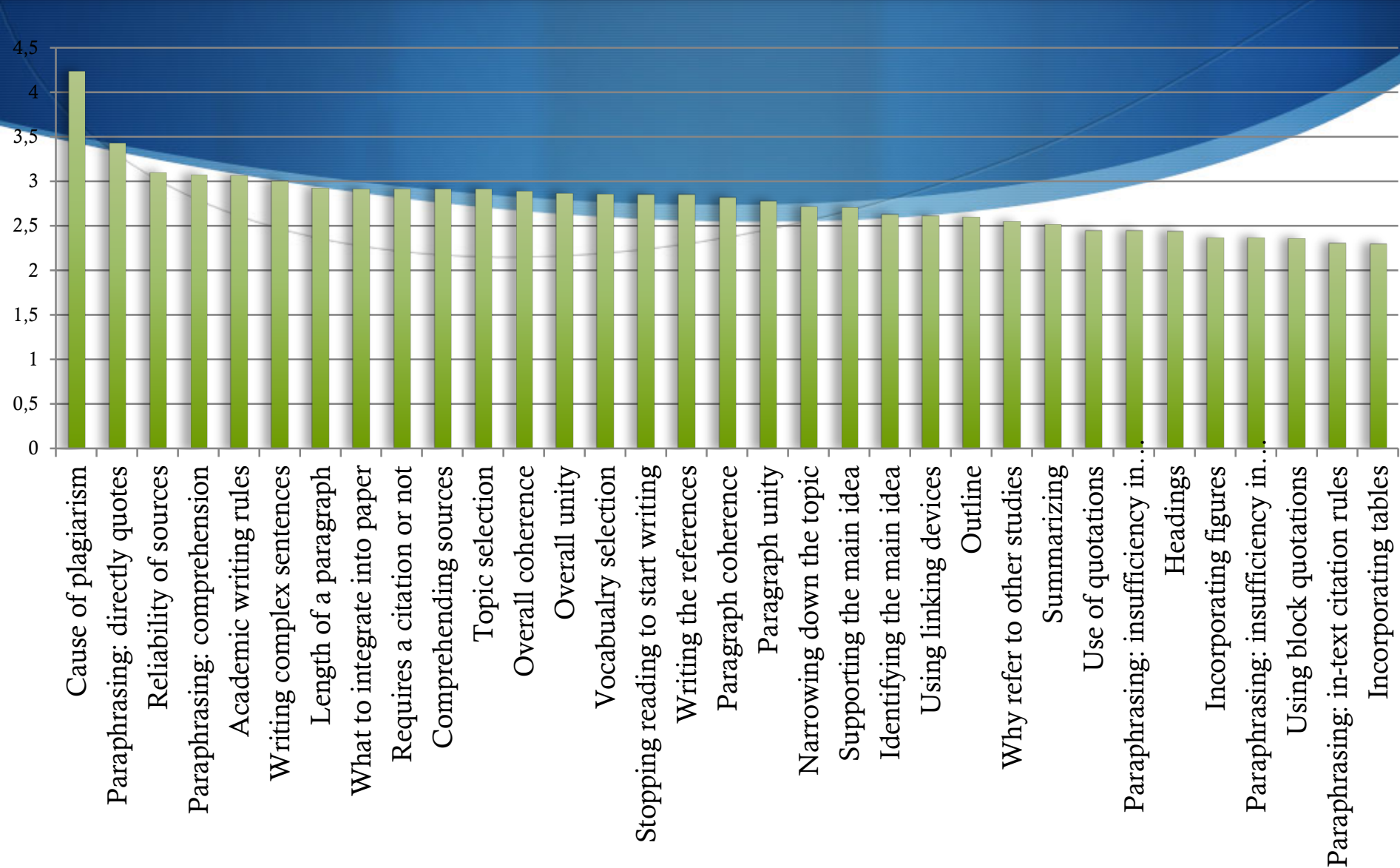
The case of COMU ELT Advanced Reading and Writing Skills Course

Gender comparison on plagiarism (% - Razi, 2014b)

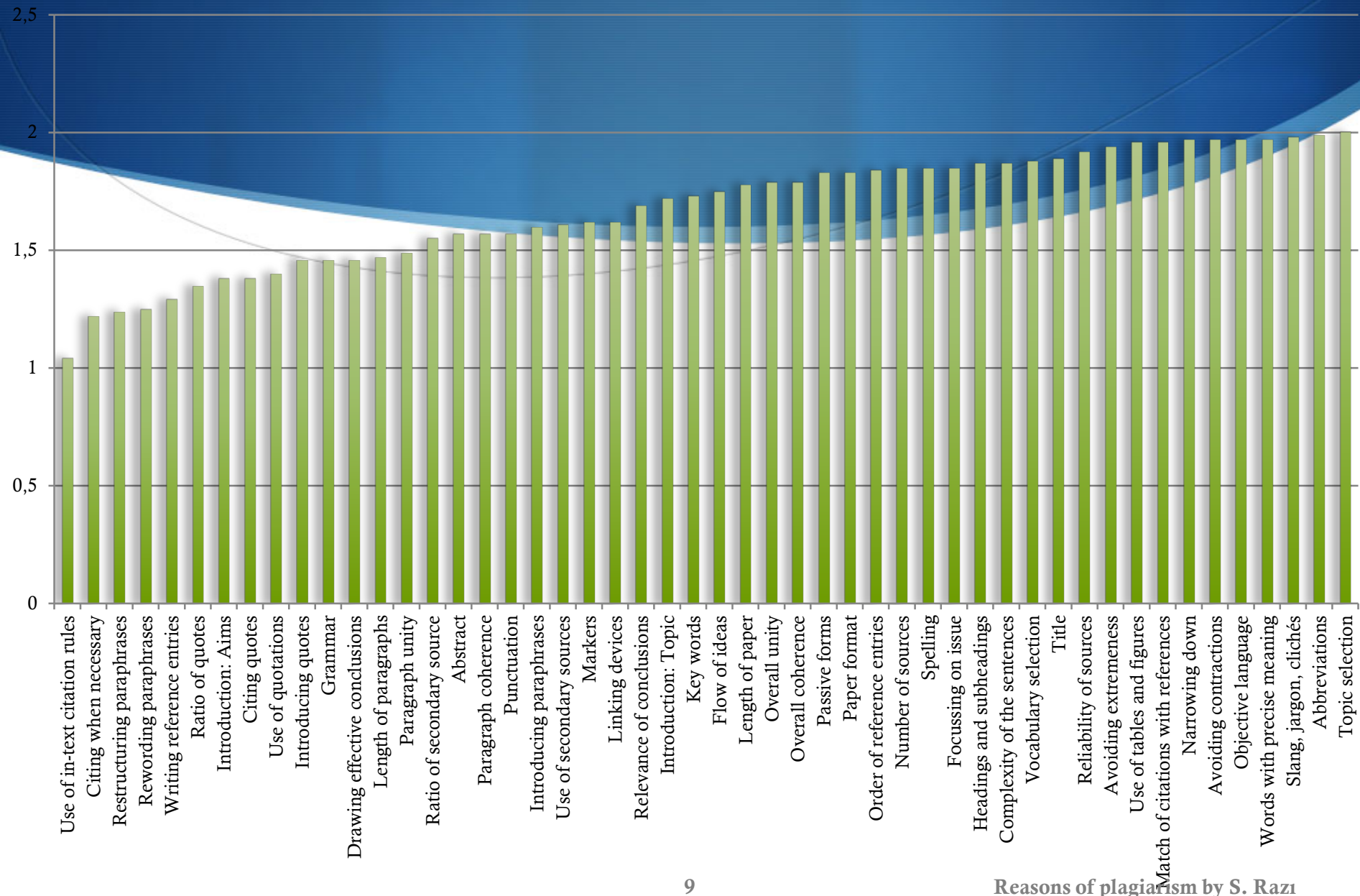


- No gender differences (Walker, 2010).
- Male students plagiarise more (Rakovski & Levy, 2007; Razi, 2015).
- Consider their poor performance (Severiens & ten Dam, 2012).
- First-year undergraduates inexperience (e.g., Park, 2003; Razi, 2015; Yeo & Chien, 2007).

Self-reported difficulties in academic writing (Razı, in press)



Lecturer-reported difficulties in academic writing (Razi, in press)



Student submissions (Razı, 2014b)

Year	Gender	Status	Group	Plagiarism	No Submission	Accepted	Total	Total
2010-2011	male	regular	day	20	8	4	32	172
			evening	9	7	3	19	
		repeat	day	3	3	1	7	
			evening	0	4	3	7	
	female	regular	day	39	4	11	54	
			evening	26	4	16	46	
		repeat	day	2	1	1	4	
			evening	1	2	0	3	
2011-2012	male	regular	day	8	11	4	23	272
			evening	3	13	14	30	
		repeat	day	6	9	17	32	
			evening	4	4	9	17	
	female	regular	day	2	13	23	38	
			evening	2	16	32	50	
		repeat	day	0	12	35	47	
			evening	6	4	25	35	
2012-2013	male	regular	day	5	18	17	40	243
			evening	3	4	7	14	
		repeat	day	3	19	6	28	
			evening	3	16	6	25	
	female	regular	day	0	10	41	51	
			evening	1	5	24	30	
		repeat	day	2	15	9	26	
			evening	3	12	14	29	
2013-2014	male	regular	day	5	9	6	20	194
			evening	0	0	0	0	
		repeat	day	3	23	13	39	
			evening	3	15	8	26	
	female	regular	day	13	11	37	61	
			evening	0	0	0	0	
		repeat	day	2	17	6	25	
			evening	2	7	14	23	

Plagiarism incidents (Razı, 2014b)

Year	Gender	Status	Group	Plagiarism	Total
2010-2011	male	regular	day	20	32
			evening	9	19
		repeat	day	3	7
			evening	0	7
	female	regular	day	39	54
			evening	26	46
		repeat	day	2	4
			evening	1	3
2011-2012	male	regular	day	8	23
			evening	3	30
		repeat	day	6	32
			evening	4	17
	female	regular	day	2	38
			evening	2	50
		repeat	day	0	47
			evening	6	35
2012-2013	male	regular	day	5	40
			evening	3	14
		repeat	day	3	28
			evening	3	25
	female	regular	day	0	51
			evening	1	30
		repeat	day	2	26
			evening	3	29
2013-2014	male	regular	day	5	20
			evening	0	0
		repeat	day	3	39
			evening	3	26
	female	regular	day	13	61
			evening	0	0
		repeat	day	2	25
			evening	2	23
Total				179	881

Frequency of plagiarism (Razı, 2014b)

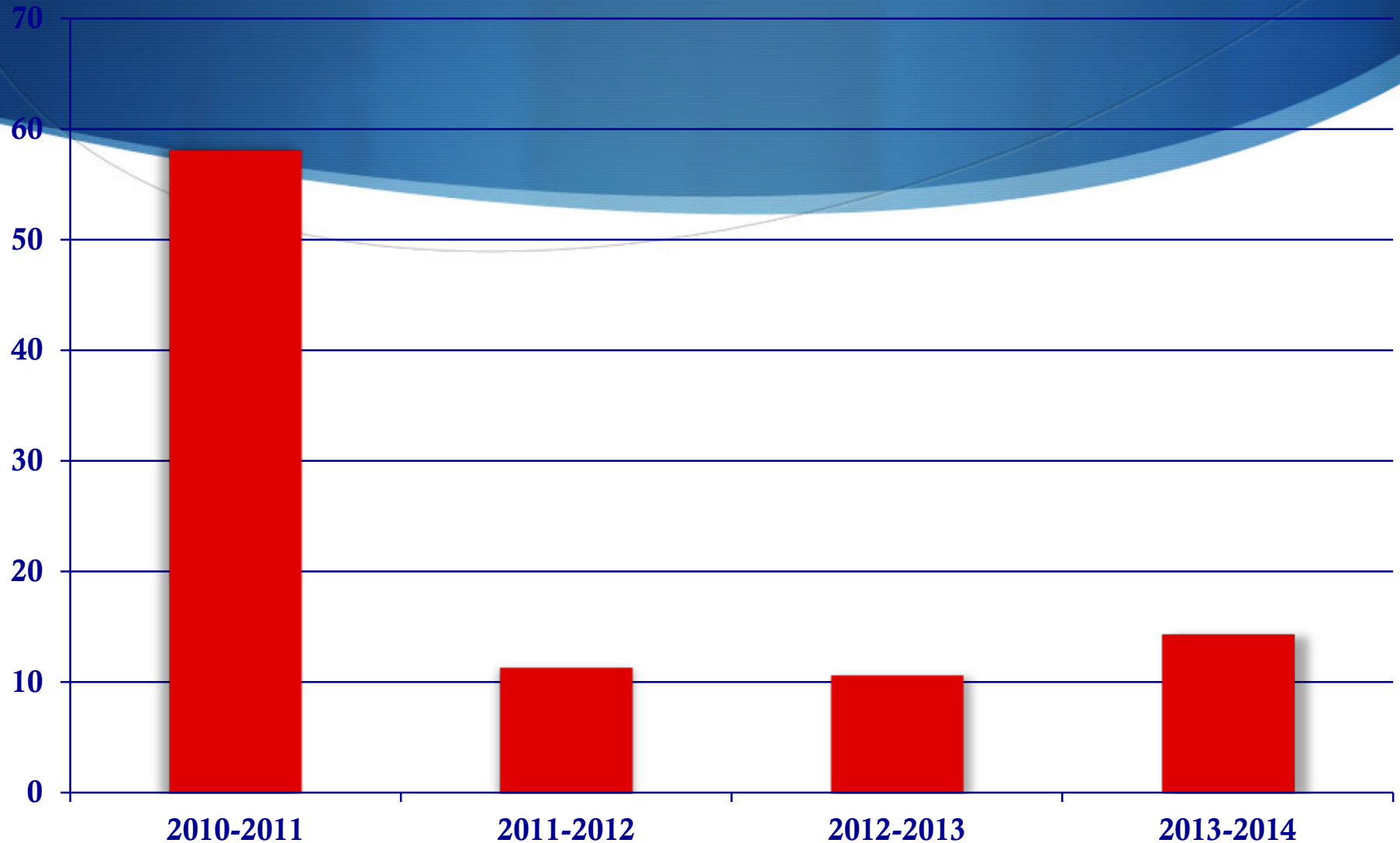


1 every 5 student

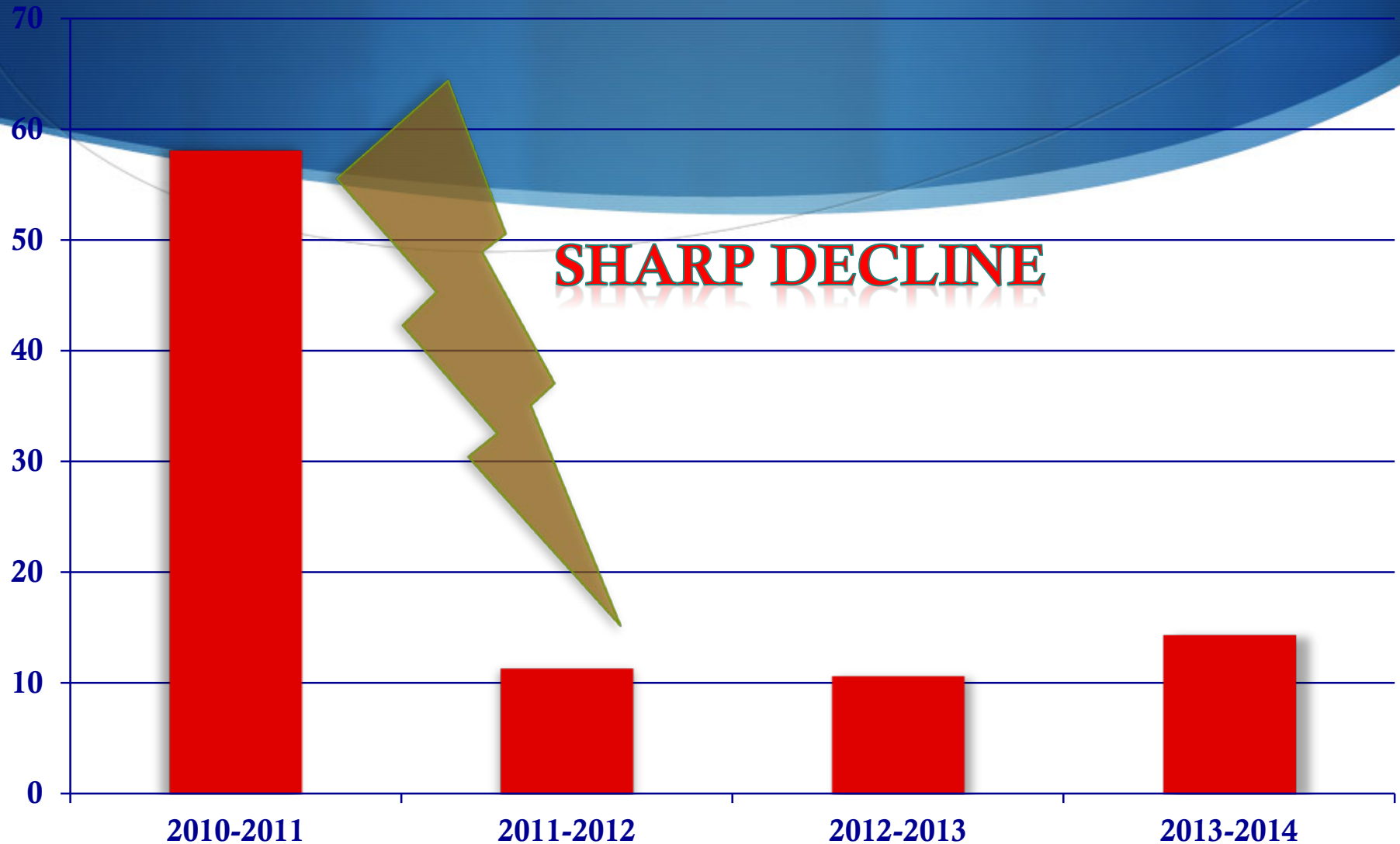
4 year average

$\approx 20\%$

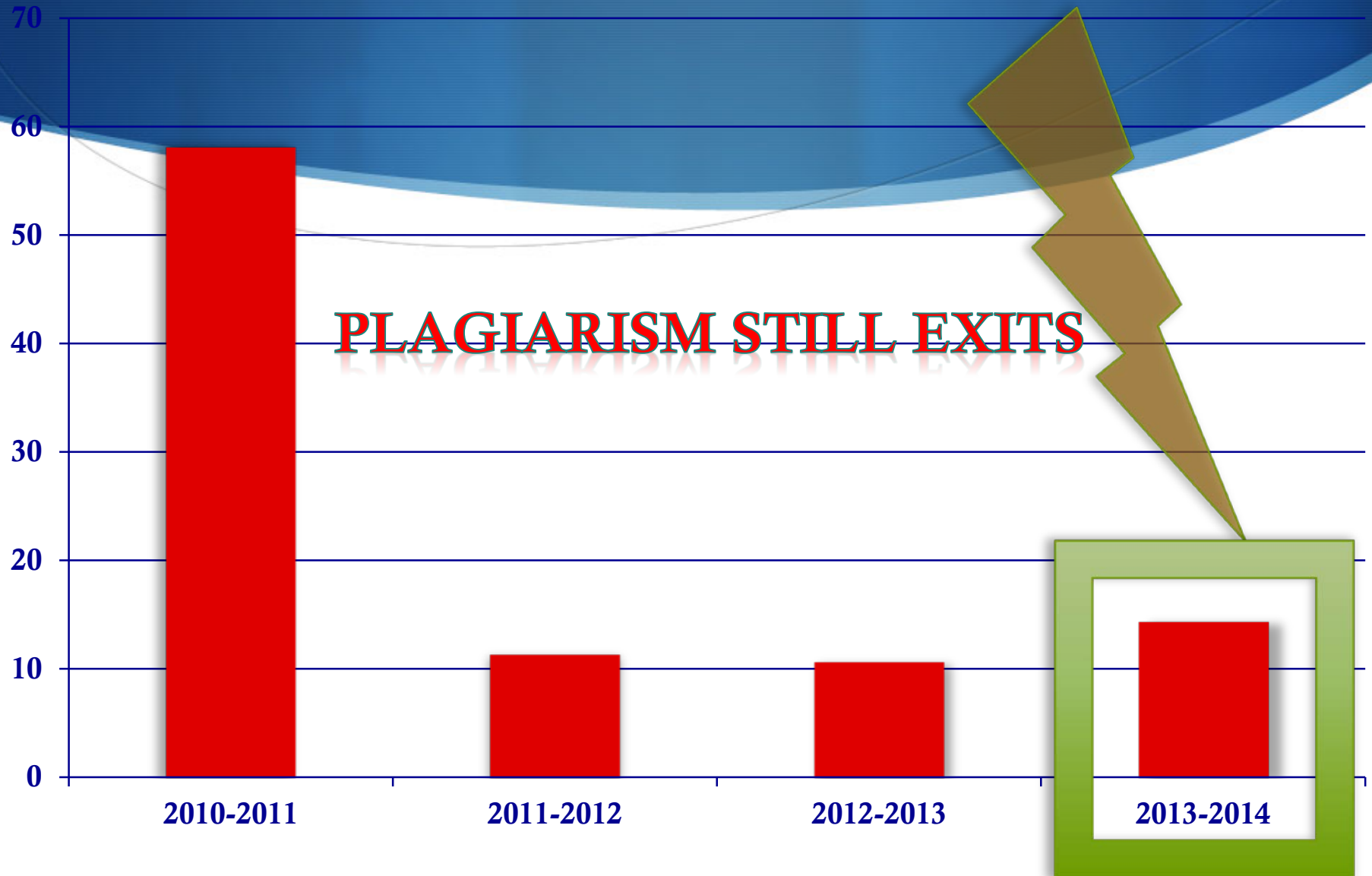
The impact plagiarism detectors (Razı, 2014b)



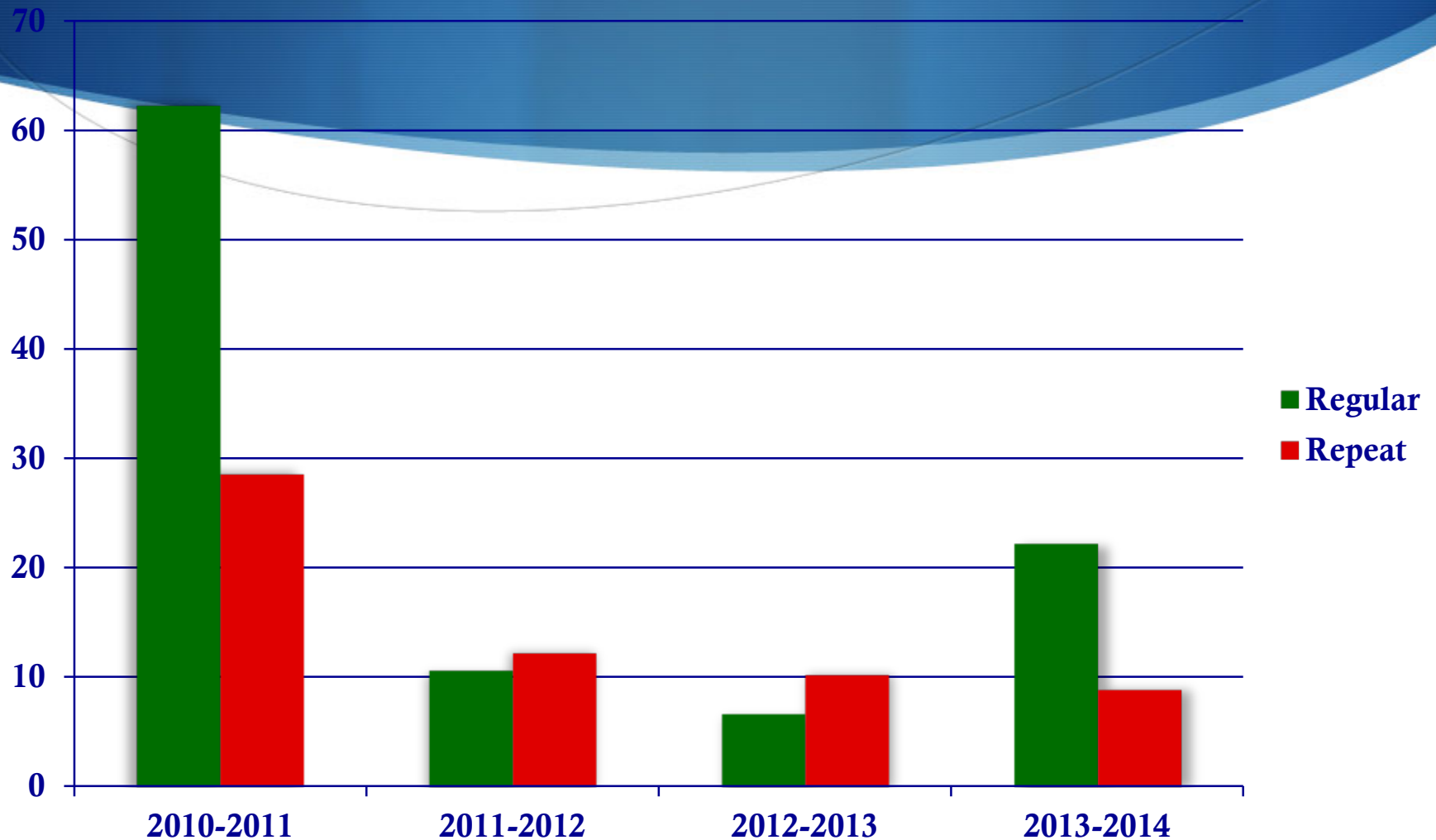
The impact plagiarism detectors (Razı, 2014b)



The impact plagiarism detectors (Razı, 2014b)



Status (% - Razı, 2014b)



Problem Statement

💧 PLAGIARISM STILL SURVIVES IN
UNDERGRADUATE ACADEMIC WRITING!

WHY???



THE STUDY

Aim of the study

- ◆ **Revealing the reasons of plagiarism.**
- ◆ *Research question:*
 - ◆ How do plagiarizers explain their reasons to plagiarize?

Setting

- *Turkey:*
 - *Çanakkale Onsekiz Mart University*
 - *ELT Department*
- *2013-2014 academic year*
 - *Spring semester*



Participants



◆ Advanced Reading and Writing Skills Course:

◆ 194 students enrolled.

◆ 28 plagiarized.

◆ 11 male

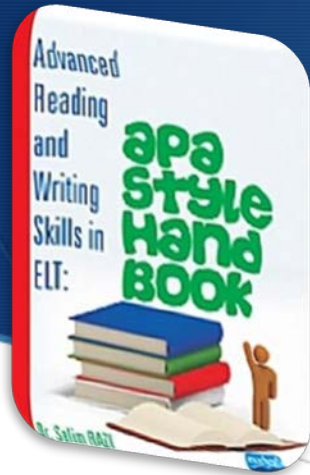
◆ 17 female

male	regular	day	5	20
		evening	0	0
	repeat	day	3	39
		evening	3	26
female	regular	day	13	61
		evening	0	0
	repeat	day	2	25
		evening	2	23
			179	881

INSTRUMENTS

- ◆ Semi-structured individual interview questions.
- ◆ Transparent Academic Writing Rubric:
 - ◆ Valid and reliable (Razı, 2015).
- ◆ Turnitin:
 - ◆ Institutional license and
 - ◆ Superiority (Hill & Page, 2009).





PROCEDURES OF DATA COLLECTION

**Advanced Reading and Writing Course Contents
suggested by Razi (2011).**

Accused students were interviewed.

They were instructed on benefiting from similarity reports.
After the interview, they revised and resubmitted within
two weeks.

PROCESS WRITING AND TYPES OF FEEDBACK



PRE SCREENING

- 💧 *The length*
- 💧 *The quotation ratio*
- 💧 *Similarity reports*
- 💧 ***Not all students can proceed further.***



Limitations

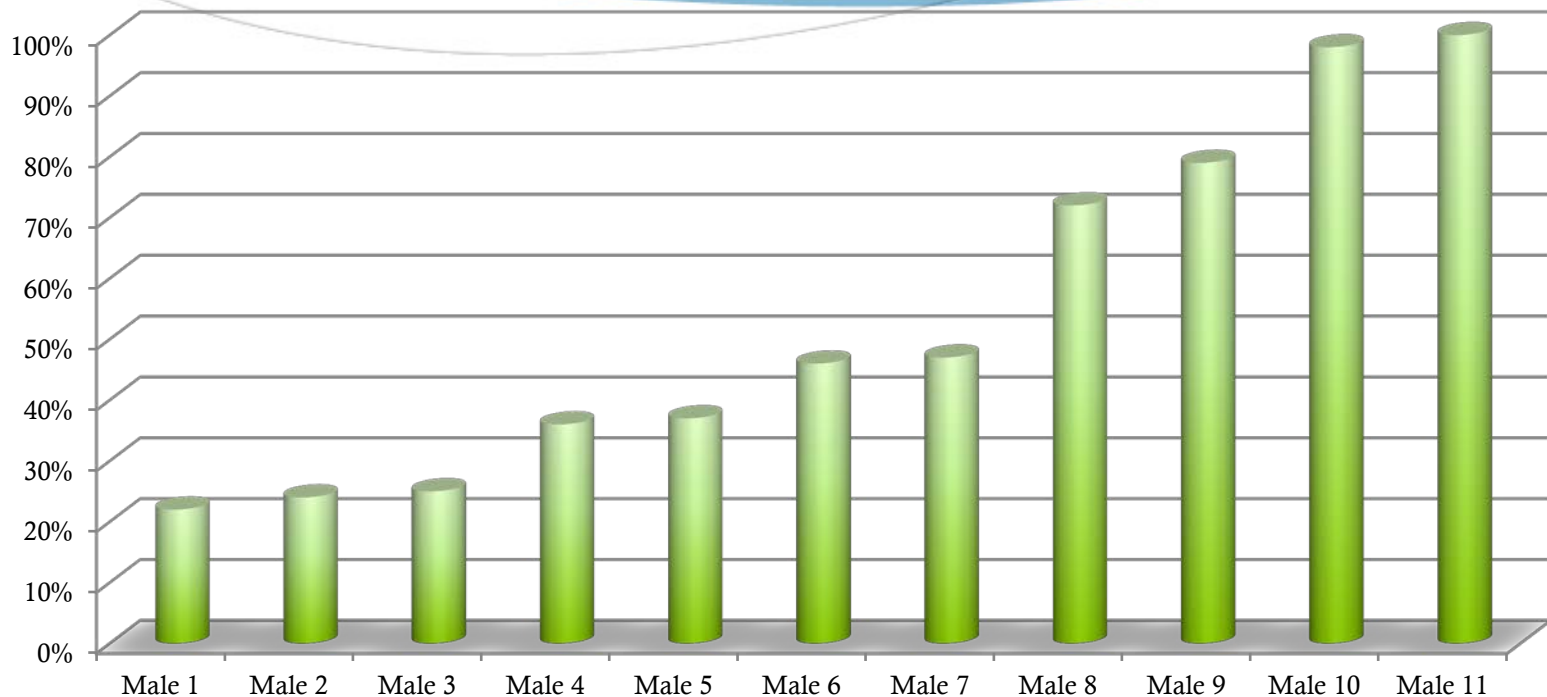
- ◆ *Concerns Turnitin similarity reports:*
 - ◆ *Sources not exist in databases.*
 - ◆ *May not report actual plagiarism*
(McKeeever, 2006; Walker, 2010).
- ◆ *Generalization:*
 - ◆ *Data from a single university in the*
Turkish tertiary context.





Findings and Discussion

FINDINGS: MALE SIMILARITY

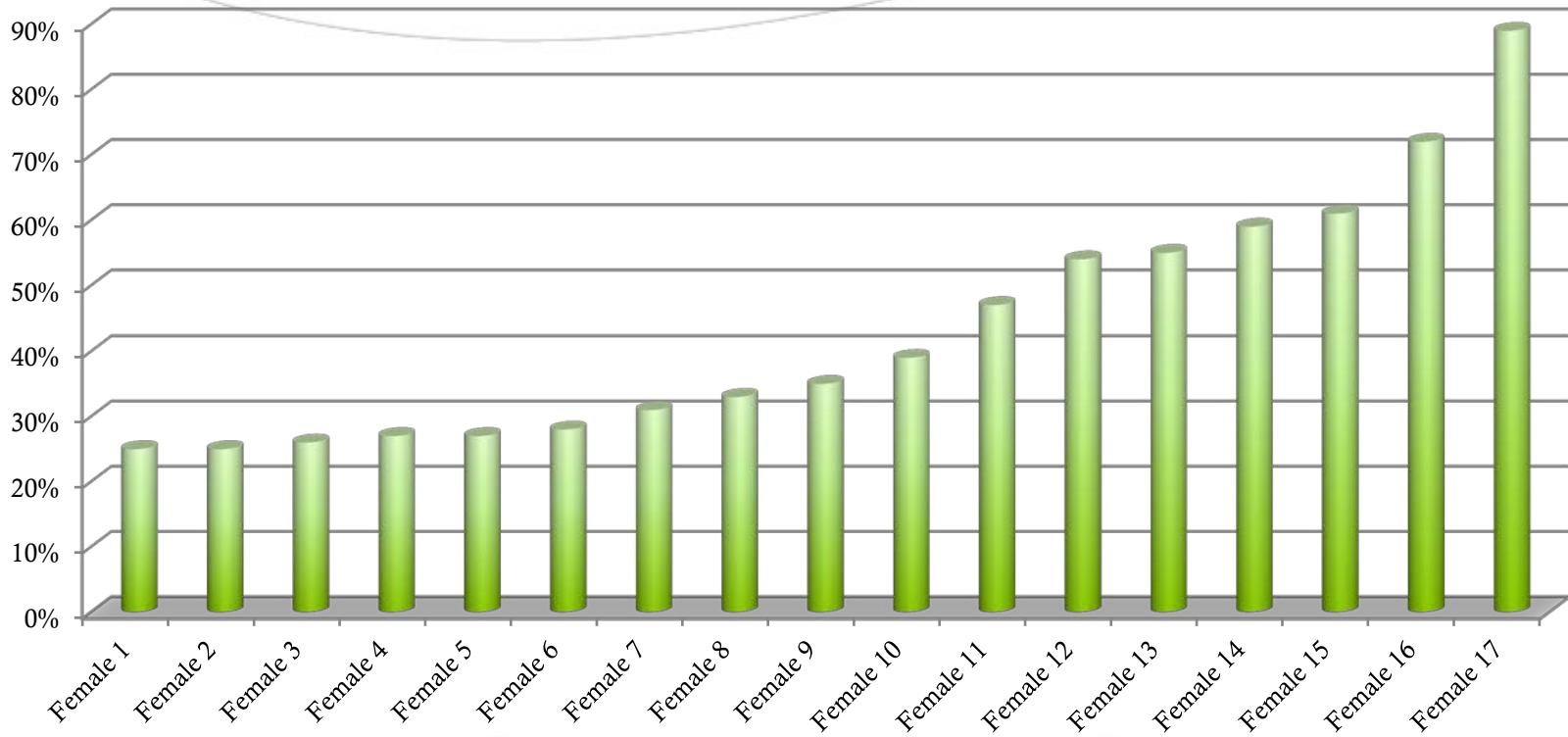
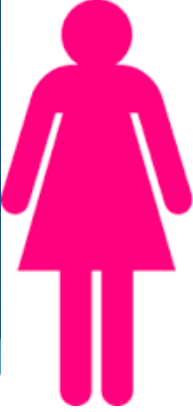


Minor



Major

FINDINGS: FEMALE SIMILARITY



Minor



Major

Findings: Male



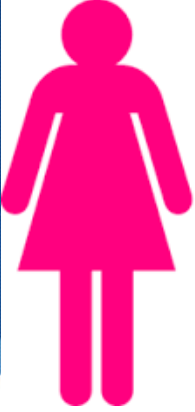
- 3 accidentally; 8 on purpose
- Male₁₀: “One of my class mates told me that she had an assignment that she hadn’t submitted on Turnitin previously. I decided to submit her assignment since there was no risk but she was mistaken since she didn’t remember that she had submitted it on Turnitin last year.”

Findings: Reasons male



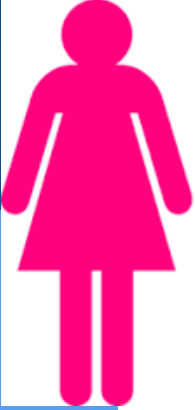
- **M1:** Did not know how to paraphrase.
- **M2:** Forgot to use quotation marks.
- **M3:** Tried to catch deadline.
- **M4:** Did not know how to paraphrase: Problems in restructuring.
- **M5:** Bored and then tried to catch deadline.
- **M6:** Cited like paraphrase to reduce quotation ratio.
- **M7:** Did not know how to paraphrase.
- **M8:** Did not know how to cite.
- **M9:** Insufficient number of sources. Cited a single source poorly.
- **M10:** Submitted a friend's assignment since she told him that she had not submitted it on Turnitin.
- **M11:** Submitted the same assignment for two courses.

Findings: *Female*



- 1 accidentally; 16 on purpose
- Female₉: “I realized that attending tutorials helped me avoid plagiarism as I had the chance of directly asking to you [the lecturer] but I got bored towards the end of the semester and did not attend the tutorials. To finalize my paper I simply copied expressions from other sources.”

Findings: *Reasons female*



- **F1:** To catch deadline, borrowed some expressions from a friend.
- **F2:** Since it was difficult to paraphrase, she avoided paraphrasing.
- **F3:** Thought that mentioning the author would be enough to copy the sentence.
- **F4:** Bored and then tried to catch deadline.
- **F5:** Tried to catch deadline.
- **F6:** Did not how to paraphrase.
- **F7:** Tried to catch deadline.
- **F8:** Bored towards the end of the paper and did not paraphrase carefully.
- **F9:** Bored in some parts of the paper and did not paraphrase carefully. Non-attendance to tutors resulted in weak paraphrase.
- **F10:** Tried to avoid submitting a short paper and integrated weak paraphrased expressions.
- **F11:** Tried to avoid spoiling meaning in restructuring so only changed some words.
- **F12:** Non-attendance to tutors because of illness and then tried to catch the deadline.
- **F13:** Did not how to paraphrase.
- **F14:** Thought that mentioning the author would be enough to copy the sentence. Tried to avoid spoiling meaning in restructuring so only changed some words.
- **F15:** Did not how to paraphrase.
- **F16:** Tried to catch deadline.
- **F17:** Did not accept being interviewed.

FINDINGS

- Accused students were instructed on benefiting from similarity reports.
- After the interview, they revised and resubmitted within two weeks.
- 17 of 28 of them submitted plagiarism-free assignments.

Discussion & Conclusion

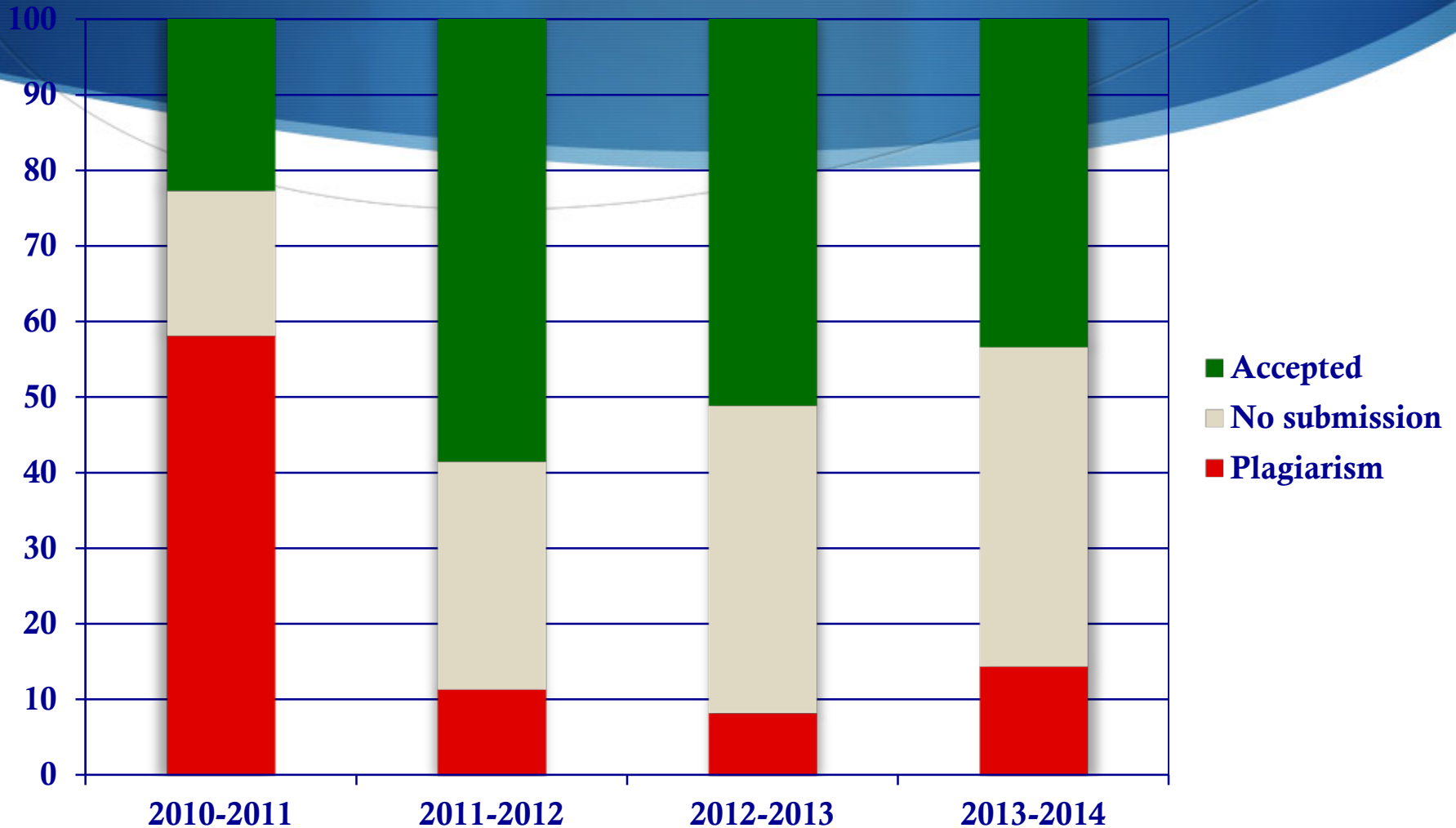
- ◆ There exist several reasons of plagiarism.
- ◆ Reasons of female and male students might be different.
- ◆ Students seem to adapt themselves to new situations and behave accordingly.
- ◆ Consider first-year undergraduates inexperience (e.g., Park, 2003; Razı, 2015; Yeo & Chien, 2007).
- ◆ Provide awareness on plagiarised expression.
- ◆ Teach how to benefit from **digital feedback**.
- ◆ Encourage resubmission rather than penalizing.

Implications:

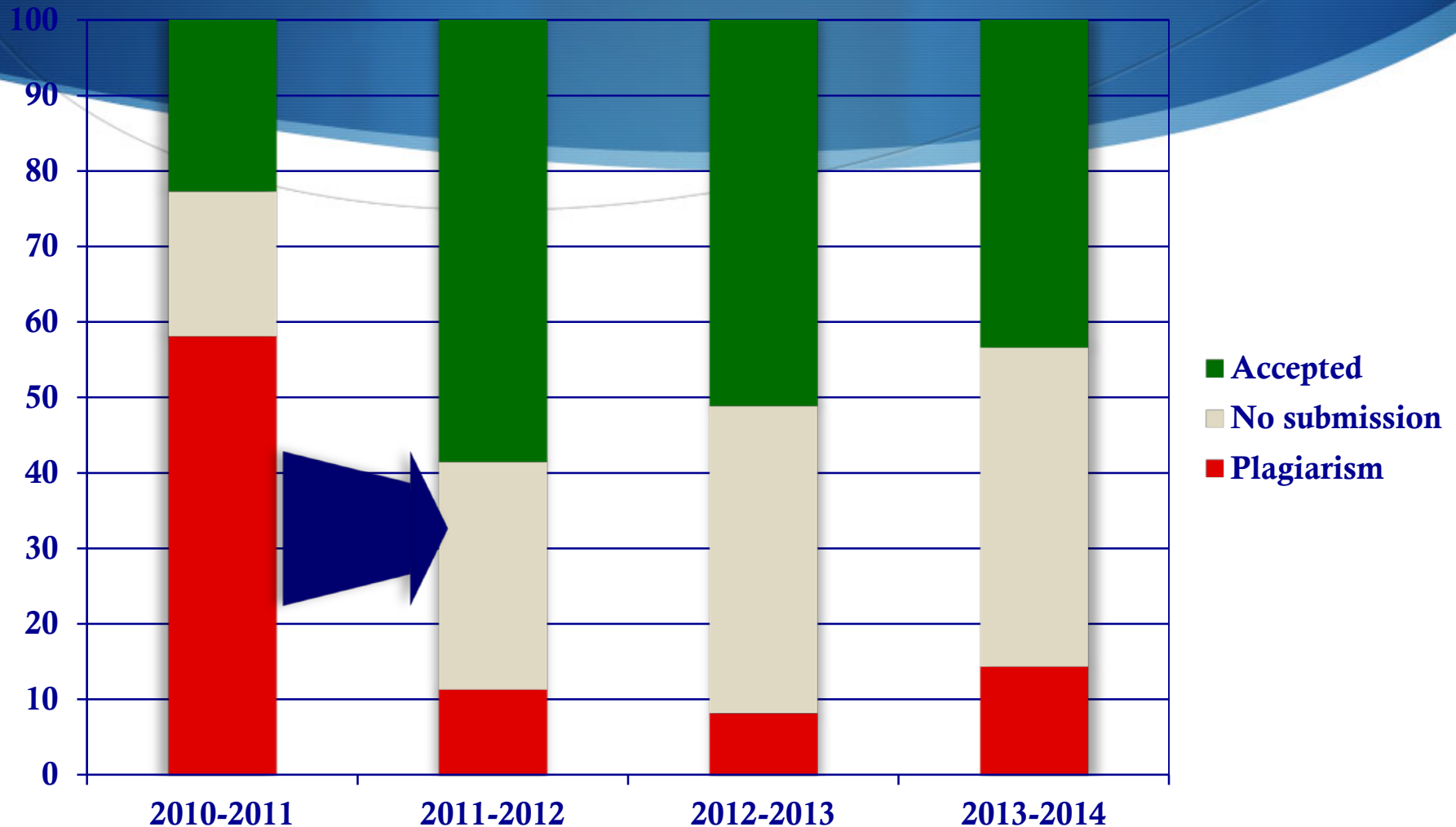
On-going research

- ◆ In 2014-2015 academic year
 - ◆ **Teach how to benefit from digital feedback (Razi, 2014a).**
 - ◆ **Multiple submissions:**
 - ◆ Consider drop in plagiarism incidents from the 1st to the 2nd assignment (Ledwith & Rsques, 2008).
 - ◆ **Peer review:**
 - ◆ 3 anonymous peer reviews for each student:
 - ◆ An invaluable experience both for the author and the reviewer (Aghaee & Hansson, 2013).

Expectation: Removing the side effect of plagiarism detectors (Razı, 2014b)



Expectation: Removing the side effect of plagiarism detectors (Razı, 2014b)



Recent citation!

URKUND's (2015) attitude

- ◆ The best and the worst scenarios may not be valid for every case!
 - ◆ **Best scenario:** “They would delete.”
 - ◆ **Worst scenario:** “We would be helping the students get away with plagiarism.”
 - ◆ Students learn from their mistakes and correct.
- ◆ Aim of the lecturer:
 - ◆ Penalizing??? Receiving zero on the assignment, Failing the course, Suspension, Expulsion???

OR

- ◆ Develop awareness against plagiarism.
- ◆ Students might not feel that cheating on assignments is a serious problem (Brent & Atkinson, 2011).

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THE
End

