

 **BURSA TEKNİK
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*Strategies
to detect and prevent plagiarism
by the help of plagiarism detectors*

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outline

- What is plagiarism?
- Types of plagiarism
- Plagiarism detectors
- Available/Fashionable plagiarism detectors
 - Strengths and weaknesses
- Institutional policy and cooperation
- Suggestions
- Effective strategies
- Practice on Turnitin

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Plagiarism

- "[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" (Baron-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).

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Types of Plagiarism (Standler, 2012)

- Two basic types:
 - Minor plagiarism:** quoting a sentence or two without quotation marks and without a citation.
 - Major plagiarism:** almost the entire work written by someone else.

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Types of Plagiarism (Martin, 2004)

- Plagiarism of ideas:** ideas, knowledge, or theories from another person are claimed without proper citation.
- Plagiarism of references & Plagiarism of authorship:** citations and entire documents are included without any mention of their authors.
- Plagiarism word by word (copy-paste or verbatim copy):** consists of the exact copy of a text (fragment) from a source into the plagiarized document.
- Paraphrase plagiarism:** in order to conceal the plagiarism act, a different form expressing the same content is often used.

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Web Plagiarism

- Directly copying from the net and pasting.**
- Internet:** the most probable source of plagiarism:
 - Sentleng and King (2012)
 - Austin and Brown (1999)
 - Culwin and Lancaster (2000)
 - Lathrop and Foss (2000)

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Reasons of plagiarism (Razi, 2015c)

- Not knowing how to paraphrase.
- Not knowing how to cite.
- Forgetting to use quotation marks.
- Trying to catch deadline.
- Boredom.
- Citing like paraphrases to reduce quotation ratio.
- Avoidance of paraphrases since it is difficult.
- Mentioning the author would be enough to copy the sentence.
- Non-attendance to tutors
- Avoidance of short paper submission and integration of weak paraphrased expressions.
- Avoidance of spoiling meaning in restructuring, only minor changes.
- Submitting a friend's assignment since she told him that she had not submitted it on Turnitin.
- Submitting the same assignment for two courses.

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What is a plagiarism detector?

- A tool which helps to detect.
- Do not directly detect plagiarism.
- Detects matches/similarities among texts.

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How does it work?

- Makes a digital fingerprint of a document (Introna & Hayes, 2011).
 - The fingerprint: a small and compact numerical representation of the content of the document.
- Uses this to compare documents against each other.
- Submit a similarity report to the user.

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Problems with detectors

- Shortcoming of detectors:
 - Students are aware of them.
 - They plagiarize more carefully (Brown et al., 2007).
- Experiments on Turnitin (Hayes & Introna, 2005):
 - Replace a single word systematically at the right place:
 - e.g. often every 7th and 14th word:
 - May not detect plagiarism despite similarity in the rest.

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Interpreting similarity reports

- Detectors cannot solve the problem on their own (Carroll, 2009).
- Need for a systematic approach (Meuschke & Gipp, 2013).
- Reliability of similarity reports (Brown, Fallon, Lott, Matthews & Mintie, 2007).
- Variations in interpreting similarity reports (Hayes & Introna, 2005).
- Accidental plagiarisers vs. intentional plagiarisers.
- Final responsibility to detect plagiarism belongs to the lecturer, not to a plagiarism detector (Ellis, 2012).

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Available plagiarism detectors

iParadigms	SHERLOCK
Turnitin & iThenticate	Saxon
EduTie	MyDropBox
Ephorus	JPlag
Urkund	Jones
Plagtracker	Gossip
Wcopyfind	Ferret
CopyTracker	EVE2
PlagiServe	DetectaCopius
MOSS	CopyFind
WORDCheck	CopyCatch
Tranker	Big Brother
Tetlow	

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Strengths and weaknesses

- **Plagium:**
 - No more than 250 characters
- **Plagiarism checker:**
 - Check against online database
- **DupliChecker:**
 - Restricted with one check for a day
- **PaperRater:**
 - Does not allow to save the report
- **PlagiarismChecker:**
 - Press enter for each sentence
- **Quetext:**
 - No file upload, only copy-paste
- **PlagTracker:**
 - Similarity report is not reliable

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Remember!

The effectiveness of a plagiarism detector depends on its database.

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Fashionable

- **iParadigms**
 - Turnitin (Student)
 - iThenticate (Academic)
- **Urkund**
- **StrikerPlagiarism**
- **Cross Check (Oxford University Press)**
 - Uses iThenticate database

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turnitin Features of Turnitin

Originality GradeMark PeerMark

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Originality GradeMark PeerMark

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Originality GradeMark PeerMark distant education turnitin 65%

Using technology in teaching language can enhance learning. Al-Jarf (2004) studied the influence of using technology in teaching and learning writing skills for English Foreign Language college students in King Saud University, Saudi Arabia. The two groups engaged in

the study were exposed to the same traditional class writing instruction based on the textbook. However, students of the experimental group were encouraged to use the Internet and computers to check and improve their class essays at home. Both groups were post-tested. Findings revealed that the experimental group made higher gains in writing achievement, improved in motivation, sense of achievement and self-esteem. Technology had a positive effect on their attitude towards the writing process and made writing an enjoyable task.

Learners are encouraged to view the video lessons again and again as their observation and understanding levels increase. Al-Yaman (2002) defines one way of technological equipment used in English classrooms like e-mails, computers, interactive radio and television programs, teleconference and internet conferences. With the help of technology, students can be active, motivated and involved in language learning process. Krupka (2000) explains the importance

Match Overview

1	web.first.edu.tr	12%
2	ilacgretim-online.org.tr	10%
3	topik.aramodu.edu.tr	5%
4	Bahous, Rima. "Motiv..."	4%
5	Submitted to Victoria ...	4%
6	www.befgames.com	3%
7	www.asmeprogramm...	3%
8	repository.cmu.edu	2%
9	cscsands.net	2%
10	www.angh.kuaz.edu.tw	2%

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Turnitin in process writing

- Turnitin:
 - Not only a plagiarism detector (Dahl, 2007).
 - Helps learners throughout writing process:
 - Submission of several drafts.
 - Peer review.

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Peer feedback

- ◆ Peers may draw a student author's attention to problematic aspects of a paper that had been overlooked (Ruecker, 2010).
- ◆ A valuable experience both for authors and reviewers (Aghae & Hansson, 2013)
 - ◆ Greater benefit for the reviewer than the author (Lu & Law, 2012).
- ◆ Provide feedback throughout the term (Comer, 2009).



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Peer feedback: Potential risks

- Its **reliability** questionable (Aghae & Hansson, 2013).
- Students with limited abilities
 - **misleading** each other due to their own deficiencies;
 - leading to **lack of trust** in their peers' feedback (Paulus, 1999; Rinehart & Chen, 2012; Rollinson, 2005; Ruecker, 2010; Saito & Fujita, 2004).



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Asymmetrical vs. symmetrical feedback (Hanjani & Li, 2014)

- Subsequent applications of ZPD enable both asymmetrical and symmetrical considerations.
 - **Asymmetrical**: feedback from an expert to a novice learner.
 - **Symmetrical**: feedback between learners of equal ability.



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Anonymity in feedback

- ◆ Online peer review eliminates the social constraint of face-to-face feedback (Ho & Savignon, 2007).
- ◆ Very few studies.
 - ◆ More effective and critical feedback can be provided in case of anonymity.
 - ◆ **Open peer review**: Felt like giving feedback to a friend, avoid criticizing.
 - ◆ **Anonymous peer review**: Felt like a teacher who gives feedback to a student.



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*Do plagiarism detectors
really work?*

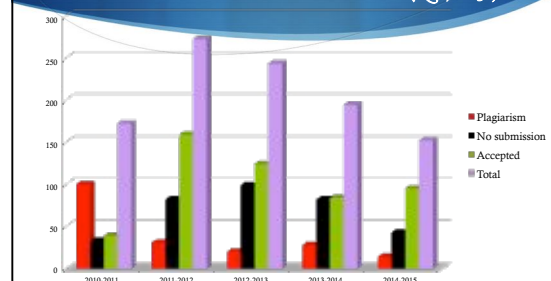


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COMU - ELT Dept. Last 5-year Plagiarism incidents in Academic Writing Course (Raza, 2015a)




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Deterrent impact of Turnitin



- ◆ More than a quarter of the students did not submit their assignments.
- ◆ Preferred not to submit a plagiarised paper as their efforts would be in vain.

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turnitin 2010 report

- 21 independent studies.
- Scientific basis of their services by highlighting the results of research studies on pedagogy and practice in writing.
- The overall conclusions:
 - teachers should integrate process writing, pay attention to originality, provide formative feedback, benefit from peer review, appreciate the contribution of writing on learning in the content areas, and impose technology to enhance writing.

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turnitin 2012 report

- 39 independently published studies on the impact of Turnitin services.
- A consensus:
 - Turnitin is an effective tool in the prevention and detection of plagiarism.

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turnitin 2014 report

- Evidence on Turnitin's educational gains
 "by encouraging students to become more original writers, facilitating electronic submission and helping instructors reduce the amount of time spent grading, while increasing the quality of feedback they give and the level of student engagement" (p. 9).

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Global Use of Turnitin

- ◆ More than 15 thousand institutions
- ◆ More than 1.6 million instructors
- ◆ More than 26 million students
- ◆ Why are they important?

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The importance ...

- Plagiarism detectors check against their database.
- Turnitin database:
 - Internet sources (present and past)
 - Articles
 - Books
 - Student assignments

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*The possibility of creating a
native plagiarism detector???*

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**European Network for
Academic Integrity**

- Criteria for academic integrity in higher education:
 - Mendel University in Brno (Czech Republic)
 - Canakkale Onsekiz Mart University (Turkey)
 - Coventry University (UK)
 - EuroScience (UK)
 - Mykolas Romeris University (Lithuania)
 - Nottingham Trent University (UK)
 - Rīga Technical University (Latvia)
 - Slovak Centre of Scientific and Technical Information (SCSTI)
 - Swansea University (UK)
 - UCLouvain Limburg (Netherlands)
 - Universität Konstanz (Germany)
 - University of Insubria (Italy)
 - University of Nicosia (Cyprus)
 - University of Maribor (Slovenia)
 - University of Porto (Portugal)
 - VU University Amsterdam (Netherlands)

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**What would you do
in the case of
plagiarism?**

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How do you act?

- Students might not feel that cheating on assignments is a serious problem (Brent & Atkinson, 2011).
- What is your position as the lecturer against plagiarism?
 - Penalizing?
 - Giving zero on the assignment?
 - Failing the course?
 - Suspension or expulsion?
- OR
- Enabling learning from their mistakes?

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Plagiarism = Crime?

- Howard (2007):
 - Plagiarism is not necessarily a crime, benefit as a teaching strategy.
 - Academic writing is a complex intellectual skill.
 - Plagiarism is the first vital step in the development of academic writing skills.
 - 'Patchwriting' by Howard: in other words 'weak paraphrasing skills'.

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