



Réseau des répondantes
et répondants TIC



Respecting intellectual integrity and preventing plagiarism is possible

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Réseau des répondantes et répondants TIC



Game Plan

1. Context:
 - Data on electronic plagiarism
 - Generation C
2. Intellectual integrity and plagiarism: two basic concepts
3. Types of cheating: plagiarism and purchase of assignments
4. Plagiarism: why ?
5. Preventing plagiarism

Game Plan

6. Detecting plagiarism
 - Tricks and tips
 - Software for detecting plagiarism
7. Sanctions
8. Issues related to electronic plagiarism
9. Mediagraphy

Data on electronic plagiarism

- **100% of teachers:** confronted by copy and paste
- **100% of disciplines touched by plagiarism:** Math, History, Natural Science, Social Science, Humanities, Languages and Literature, etc.



Data on electronic plagiarism

- **78% of students:** copy and paste without quoting sources
- **70% of students:** typical assignment = one quarter of texts copied from the internet without any sources quoted
- **15% of students:** purchase on the internet of 'ready-made' assignments



Data on electronic plagiarism

- **13% of students** use assignments from other students as documentary sources
- **95% of plagiarists** state that they never get caught



Generation C (Create, Communicate, Collaborate)

Survey by CEFRIO (2009):

- Laws related to the internet: 26%
- Potential dangers linked to using the internet: 26%
- Evaluating the credibility of sources: 36%

Survey by Cégep de Jonquière (2011):

- Strengthen laws related to the internet: 57,9%
- Potential dangers linked to using the internet: 57,3%
- Evaluating the credibility of sources: 56,9%



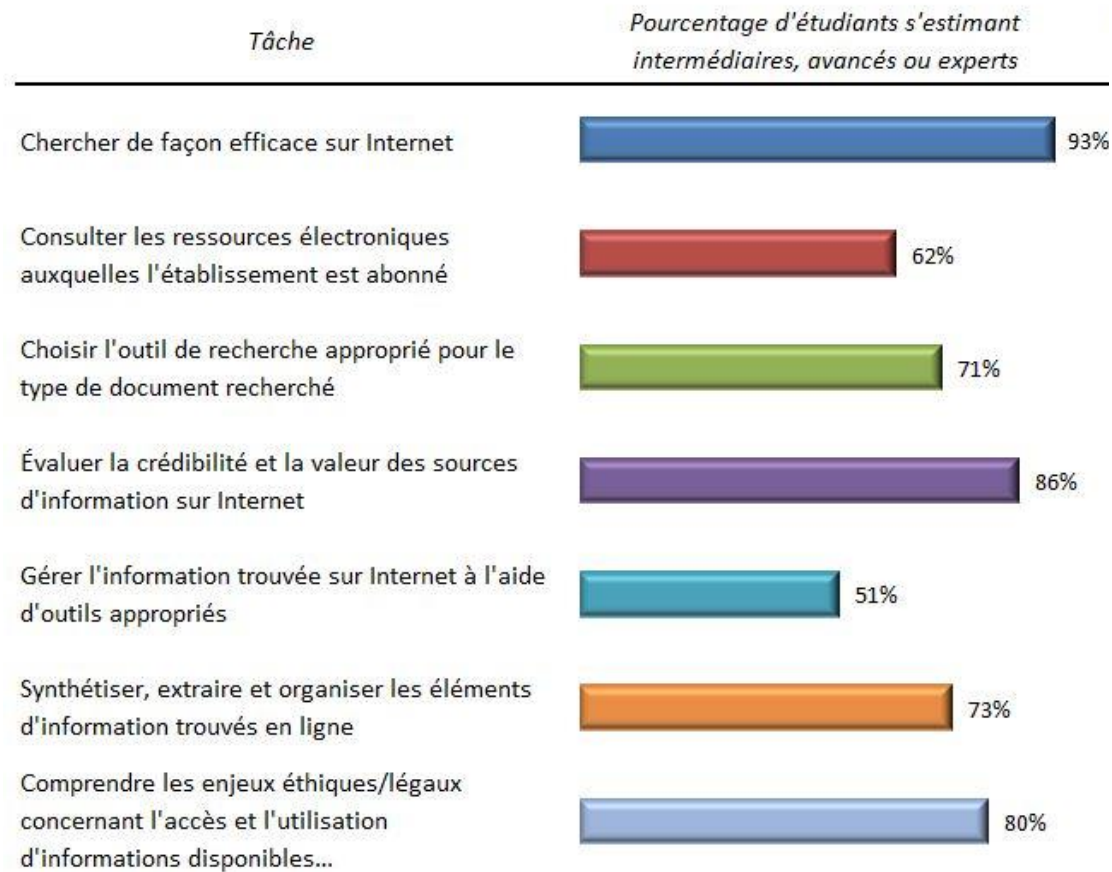
Source of image :

http://www.cefrio.qc.ca/media/uploader/rapport_synthese_generation_final.pdf



Generation C (Create, Communicate, Collaborate)

Perception des étudiants quant à leur maîtrise de tâches associées à des compétences informationnelles (Poellhuber, Karsenti et coll., 2012)



Intellectual Integrity*

Intellectual integrity is based on values such as respect, justice and transparency. Showing intellectual integrity is adopting **responsible** behaviours in accordance with principles of **honesty** and equity.

Students who reference their sources correctly, who don't cheat and who obtain their diplomas honestly meet the standards of intellectual integrity.

* Source : Plagiarism and intellectual integrity team (IT REP network and REBICQ)

Plagiarism*

Plagiarism means to pretend , intentionnally or not, that all or part of someone else's text, production or idea, is one's own.

Every time we use what others have said, written or produced while leaving out the original source, it is called plagiarism.

The only way to not plagiarize is to reference sources correctly and in conformity with your College's or program of studies' referencing standards.

* Source : Plagiarism and Intellectual Integrity team (IT REP network and REBICQ)

Plagiarism

Without source referencing, the following examples are considered plagiarism:

- To copy a text, word for word, or to copy and paste;
- To borrow part of a text, change a few words and integrate it in one's own work;
- To entirely reformulate an idea or theory;
- To translate a text or a speech and integrate it in one's own work.

Plagiarism

- To copy an image, a graph or data;
- To integrate music or a video clip found somewhere else in one's own work ;
- To repeat or take words or ideas from someone and not reference this person;
- etc.

Buying assignments: ready to use

- Paid websites for downloading **already completed academic papers**
- Searching by topic (categories) or key words:
 - Summary (content from document)
 - Extract of document to verify the style of the author
 - Number of sources referenced
 - Information on the author
 - Number of words and pages



Buying ready to use academic papers

- Cost: approximately \$3/page
- Payment accepted by credit card: Visa, MasterCard, American Express



Buying ready to use academic papers

- For-pay services offering **personalized writing of academic papers**
- Adapted level of language (including errors if desired)
- Approximately \$15/page



Ignorance

- A situation that was permitted in primary school and that continued through high school and college
- Does not know what plagiarism means
- Does not know about standards for referencing sources
- Does not know that referencing authors is in fact value added for an assignment
- What is found on the web belongs to everyone
- Does not understand the meaning or goal of a college assignment



Indifference, laziness

- Principle of least effort
- Procrastination
- Content to hand in an assignment just to get a passing grade...
- Lack of motivation
- Well, if everybody else does it...
- Believing that the chance of getting caught is slim, with little penalty if caught.



Cheating is attractive

- Thrill of exploiting the cracks in 'the system'
- Personal challenge: cheat one's teacher
- If everybody does it...



Performance

- Wants perfect grades
- Has own 'ministerial' agenda: works, studies, is an activist, etc.
- Competes with others
- If everybody does it...



Insecurity

- Fear of failing
- Does not believe in oneself
- Task too difficult or poorly understood
- Weak mastering of information skills
- If everybody does it...



Prejudice against intellectual property

- Believes in free access to information
- A tendency that is increasing with the expansion of social media: wikis, file sharing, collaborative work, etc.
- Cultural phenomenon: in some cultures, information belongs to everyone, not just to one person

Developing Intellectual Integrity

Responsibility shared by:

- The institution (the College)
- The program and the department
- The teacher (course)
- The student

* Source: [L'enseignement explicite des bases de l'intégrité intellectuelle](#)

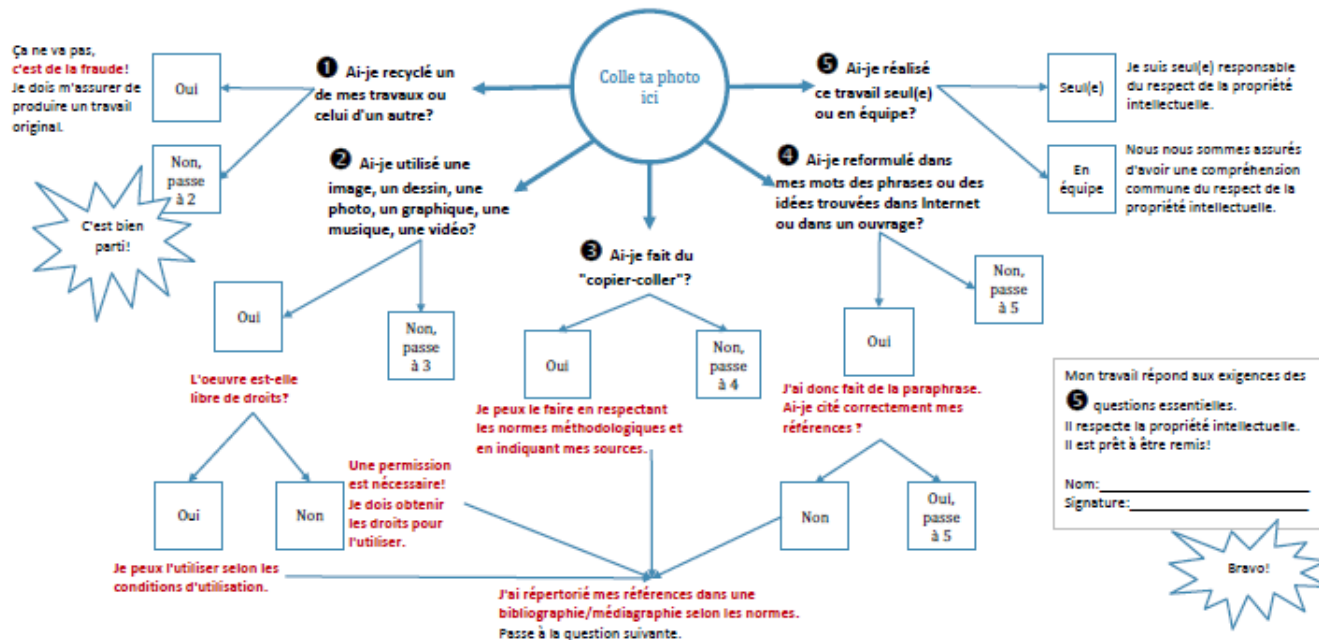


Decision-making Tool



Mon travail est-il prêt à être remis?

5 questions essentielles pour m'assurer du respect de la propriété intellectuelle dans mes travaux



Outil d'aide à la décision pour les étudiants
créé par le Service du développement pédagogique, des programmes et de la recherche, 2017

[Link to adapted document from Collège Lionel-Groulx – in English](#)



Decision-making Tool

What it is: a tool developed by the Pedagogical Development Service at Cégep Marie-Victorin

- Graphic organizer
- Teaching tool
- Reference tool
- Commitment contract



Decision-making Tool

Objective: to support teachers and students in being responsible with regard to intellectual integrity

- Teaching explicitly the basics of intellectual integrity
- Involving students throughout the process



Decision-making Tool

1- Have I recycled one of my assignments or someone else's?

Objectives

- Ensure that the work is an original production
- Learn about the Institutional Policy on the Evaluation of Student Achievement (IPESA)

Pedagogical strategies

- With the help of this tool, to show where to find the IPESA
- Discussion or debate in class on: pretexts for cheating and plagiarism, reasons for adopting good practices, the meaning of plagiarism, possible sanctions

Decision-making Tool

2- Have I used an image, drawing, photo, graph, music or video?

Objectives

- Know how to determine if a work is free of copyright
- Know how to recognize the owner's contribution to a work

Decision-making Tool

2- Have I used an image, drawing, photo, graph, music or video?

Pedagogical Strategies

- In a computer lab, ask students to find different types of works, to determine what rights are attached to them and to insert them in an assignment appropriately
- Class period allocated to asking students to insert visual or auditory content into an assignment

Decision-making Tool

3- Have I copied and pasted?

Objectives

- References support a statement or are used to promote an idea. **They enhance the quality of the work** by providing solid bases for the text
- Referencing sources correctly

Pedagogical Strategies

- Screening the interactive video « [Referencing sources and avoiding plagiarism](#) » (In French)
- Classroom period spent tracking and properly referencing passages that are copied and pasted in an assignment to be completed

Decision-making Tool

4- Have I paraphrased texts or ideas found on the internet or in a publication?

Objective

- To develop good practices for paraphrasing passages

Pedagogical Strategies

- Hands-on activity: present the following tutorial « [Bibliographic Tools](#) » (in French)
- Peer-editing activity in class to work on paraphrasing in assignments to be handed in

Decision-making Tool

5- Have I completed this assignment on my own or as part of a team?

Objectives

- To raise awareness on the concept of responsibility
- When working in a team, to ensure a common understanding

Pedagogical Strategies

- Team contract: have students of a team develop a contract
- Short case studies (ex. lived experience) working in sub-groups on a conflictual teamwork situation over respecting intellectual integrity

Decision-making Tool

Contract

Objective

- To commit to respecting ethical rules

Pedagogical Strategies:

- To sign the contract when submitting the assignment

The College

- Committee on Intellectual Integrity:
 - Procedure for reporting plagiarism behaviours: means of application, role and responsibilities, etc. Evolution of plagiarism and cheating cases discovered since applying these interventions
 - Educational follow-up of students who have already been sanctioned
 - **Important argument: the enhancement of the value of the diploma**
- **Student training:** prevention/deterrence
- Awareness campaigns

The College

- Pamphlets, inserts in the student agenda
- Professional development for teachers
- Lead by example... as teachers, make sure that all documents given to students conform to the usual standards for referencing sources...
- **Promote referencing sources**
- **Consensus among all involved at the College**



The Program

Within a program, and in the context of mastering digital skills, integrate skills linked with intellectual integrity and the prevention of plagiarism



Example : [Collège Ahuntsic - Grille habiletés Profil TIC/cours en Infographie](#) (In French)

The Program

Non-plagiarism contract

- Signed by students at the beginning of the semester
- Examples of plagiarism behaviours
- Consequences and possible sanctions



Source de l'image :

<http://www.uclouvain.be/plagiat.html>

Example of a non-plagiarism contract

(in French)

Signing a non-plagiarism contract may deter students from doing it



The Course

- **Provide very precise expectations as to what is allowed** – can vary depending on the course or discipline and according to the objectives set in an assignment
- **Be specific as to the level of collaboration permitted for the assignment:** unauthorized collaboration is a frequent problem
- **Create doubt about technological skills:** can sometimes stop plagiarism in some cases



The Course

- **Group work:** it is important to mention that everybody involved must ensure that the assignment carried out meets the standards and requirements as all group members will be penalized in case of fraud
- **Varied Evaluation methods** – report on one's learning in a variety of ways:
 - Oral presentations
 - Poster sessions
 - PowerPoints
 - Webpages: blogs, wikis, etc.
 - Concept maps



The Course

Portfolio Approach:

- Permits assessment of the whole process, not only of the completed assignment
- Mobilizing approach which deters plagiarism: it is a lot more difficult to copy/update a ready-made assignment



Source de l'image :

[http://www.eduportfolio.org/
pages/eportfolio](http://www.eduportfolio.org/pages/eportfolio)



The Course

Group work using the Cloud

- Significant enrichment of the learning activity
- Possibility of following each step of the assignment of each student, to consult the history of their modifications, to comment, etc.
- Breakdown of each step of the assignment: noticeable decrease of the risk of plagiarism
- Improvement of the quality of texts produced and of overall student success



Drive

Infos sur Google Drive:

<http://www.google.com/intl/fr/drive/apps.html>



The Course

Activities and pedagogical scenarios, tutorials, software applications, assessments:

ICTProfile.ca Resources

(In English)

Searching for resources by:

- Skill, objective or task
- Type of resource (pedagogical activities, scenarios, tutorials, etc.)
- Software application
- Pedagogical theme



Tips and Tricks

- Compare differences in styles
- Impression of copying and pasting...
- Bibliography a little too... original
- Incongruous layout
- Lack of concordance of references to graphs and tables
- Numerous inactive internet sites found in the bibliography



Tips and Tricks

Texts:

- Submitting parts of the work in a browser such as Google:
 - No quotation marks... because clever students will change a semi-colon with a colon... and voilà!
 - Careful! Browsers don't give access to content from sites that sell school assignments or to magazines and periodicals



Tips and Tricks

Images:

- Go to [Google Images](#)
- Type in the URL of the image or import one from your own computer
- For more information on searching for images, consult the following page (in French): [Effectuer une recherche à l'aide d'une image](#) (*Carry out a search using images*)



Commercial software to detect plagiarism

- Comparison:
 - What is found on the internet
 - Other assignments by students in a digital format found on the server of the enterprise
- Free tools for detecting plagiarism: [click here](#)
- [Scribam](#): Quebec software for detecting plagiarism



Commercial software to detect plagiarism

[COMPILATIO.NET](#) – Finds the percentage of similarities with:

- Webpages
- Publications in all document formats found on the web: Word, PDF, Excel, PowerPoint, etc.
- Percentage of similarities with digital works from over 200 partner institutions



Commercial software to detect plagiarism



Code rouge *

- Integral copying and pasting immediately detected by the software
- Comparative window opens between texts of the student and the sources found
- Percentage of copied words in the whole text.
Example: 80% of similarities indicates that 80% of the text was copied
- Proof is very obvious

* Source : [Bernard Gagnon](#)



Commercial software to detect plagiarism



Code jaune

- Copying and pasting with modifications. The software detects enough similarities to believe that there is a risk of plagiarism
- More subtle: generally indicates that the content should be verified again with a 'human' eye at the comparative section
- Proof is genererally obvious



Commercial software to detect plagiarism



Code vert

- The software detects similarities but they are less relevant or common (fortuitous similarities)
- The detected « plagiarism » is unintended and can be explained with a very common formulation found on the web or in another assignment



Commercial software to detect plagiarism

Benefits

- Dissuasive effect for some students
- Testifies to the perceived will of the College to detect plagiarism
- Opportunity for teachers and students to exchange on the topic

Commercial software to detect plagiarism

Limits

- Does not take into account:
 - Online magazines and other scientific publications
 - Sites for purchasing or exchanging academic assignments
- Does not detect borrowed ideas (paraphrasing) very well
- Smart students can find ways to get around the software



Commercial software to detect plagiarism

Questioning on using commercial software in universities:

- Saving of students work on the server of the enterprise: Intellectual property issues
- This method suggests that students are guilty until proven innocent
- Inconclusive results on the efficiency of such software
- For students and teachers, support and awareness are more efficient



Considerations

- Did the students have all of the required information?
- Is the plagiarism:
 - **Certain:** « Known or proved to be true » (Merriam-Webster online)
 - **Probable:** « Supported by evidence strong enough to establish presumption but not proof » (Merriam-Webster online)
 - **Possible:** « Being something that may or may not be true or actual » (Merriam-Webster online)

Issues related to digital plagiarism

- The majority of students do their bibliographic research solely on the internet
- Group work and collaboration among peers using the internet has become a common practice
- The internet offers different writing and publishing methods (other than the traditional 'paper')



Issues related to digital plagiarism

Digital plagiarism is a reality which we have to deal with.
There are ways to:

- Prevent it:
 - Inform, teach intellectual integrity, design assignments, reach consensus
- Detect it:
 - Software to detect plagiarism are efficient, but... for how much longer?
 - Using them might encourage new ways to cheat, other than copying and pasting, such as purchasing assignments

Issues related to digital plagiarism

The issues raised by digital plagiarism could be an opportunity to try and answer some questions. Are we ready to...

- ... Teach and support students from Generation C?
- ... Review how we design assignments, our methods of presentation and evaluation, and presentation of academic assignments?
- « If we can't beat them, join them? »



Mediagraphy

Bergadaà, M. [Internet : Fraude et déontologie selon les acteurs universitaires](#). Website consulted on February 21, 2016.

CEFRIO (2009). [Génération C – Les 12-24 ans – moteurs de transformation des organisations](#). Analytical report. 55 pages. Document consulted on February 21, 2016.

Commission de l'éthique, de la science et de la technologie du Québec - Avis de la CEST-jeunesse 2005 (2005). [Le pl@giat électronique dans les travaux scolaires – une pratique qui soulève des questions éthiques](#). Website consulted on February 21, 2016.

Mediagraphy

Daigle, C., N. Jolicoeur et C. Morin. Case study:

- *La déclaration du manquement et ses enjeux.*
- *Développer l'intégrité intellectuelle : quelques moyens concrets*

Support documents from the workshop *Développer l'intégrité intellectuelle : rôles et responsabilités de l'établissement* presented at the 2016 AQPC colloquium. Cégep de Sainte-Foy, Service du développement pédagogique et institutionnel (*Pedagogical and institutional development service*)



Mediagraphy

Devauchelle, B. (2007). [Lutter contre le plagiat ou favoriser la collaboration ?](#) Blog posting consulted on February 21, 2016.

[Dossier Plagiat du blogue ActualiTIC du Cégep de Saint-Félicien.](#)
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Duchaine, G. (2015). [Tricherie à l'université - des travaux faits par des « professionnels ».](#) *La Presse+*, November 7, 2015 edition. Page consulted on March 12, 2017.

Mediagraphy

Dupont, H., L. Ouellette et N. Perreault (2014). Le nouveau Profil TIC des étudiants du collégial : pour développer des habiletés essentielles. *Pédagogie collégiale*, vol. 28 n° 1, Automne 2014, pp. 8-16. Page consulted on February 21, 2016.

Dupont, H., L. Ouellette et N. Perreault (2015). Intégrer les habiletés du Profil TIC des étudiants du collégial dans un cours ou dans un programme d'études. *Pédagogie collégiale*, vol, 28 no 2, Hiver 2015, pp. 16-25.



Mediagraphy

- Endrizi, L et L. Sibut (2015). [Les nouveaux étudiants, d'hier à aujourd'hui](#). Dossier de veille de l'Institut français de l'éducation (IFÉ), n° 106, décembre 2015. 40 p. Page consulted on January 10, 2017.
- Fiezendanner, F.D. (2007). [Le plagiat dans les systèmes éducatifs](#). Service écoles et médias (SEM), DIP - Genève. 7 pages. Online. Page consulted on October 9, 2013.
- Gagnon, B. (2016). [Tout ce que vous devez savoir sur le plagiat](#). Article featured on Profweb on February 2, 2016. Website consulted on February 18, 2016.

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Gervais, L.-M. (2013) Université de Montréal – Une méthode de lutte contre le plagiat soulève la méfiance. *Le Devoir*, November 8, 2013 edition. Page consulted on September 20, 2016.

Institut d'Économie et de Management de Nantes - IAE (2008). Les usages d'Internet : « De la documentation... au plagiat ». Results from a survey on 300 students done in April 2008. 44 pages. Webpage consulted on October 13, 2015.

Marquis, D. (2009). Les droits d'auteur et l'utilisation pédagogique d'Internet. Dossier featured in Profweb on September 6, 2005. Webpage consulted on October 15, 2016.

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McGregor, J.H. et Streitenberger, D.C. [Do Scribes Learn? : Copying and Information Use](#). Online. Page consulted on October 9, 2013.

Perreault, N. (2007). [Le plagiat et autres formes de triche scolaire à l'aide des technologies : une réalité, des solutions](#). Dossier featured in Profweb on January 21, 2007. Webpage consulted on April 20, 2017.

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- Teixeira, A. et Rocha, M. (2009). Cheating by economics and business undergraduate students: an exploratory international assessment. [Cité dans Thot Cursus](#). Webpage consulted on February 21, 2016.
- Thivierge, Josée. 2011. [Jeunes, TIC et nouveaux médias : une étude exploratoire au Cégep de Jonquière](#). Jonquière, Cégep de Jonquière, 74 pages. Document consulted on June 6, 2016.
- Thot Cursus (2010). [Étudier, rédiger, plagier, tricher, empêcher la triche ou ne pas tricher. Des ressources...](#) Page consulted on March 9, 2017.

And finally, a neat anti-plagiarism videoclip!

A video from Norway promoting the use of software to detect plagiarism: view it with your students!

- Click on  in YouTube to activate English subtitles



Thank you !

Do you have any questions ?

Contact me !

