



## PLAGIARISM PREVENTION

*Good plagiarism prevention outcomes in an institution depend primarily on each teacher's knowledge of academic integrity, copyright, and the links between academic literacy and plagiarism prevention.*

The teacher must also use the institution's recommendations or guidelines for written work, and provide students with the same information on plagiarism prevention that is communicated at the institutional level.

The institution should have a **plagiarism prevention system** that clearly defines responsibilities, the concept and types of plagiarism, and provides for various plagiarism prevention measures and procedures. As a result, the students trust the study process, are motivated to prepare independent and creative written works. Individual cases of plagiarism prevention do not yield positive results, and students face a lot of uncertainty about the evaluation of different procedures and research papers. If the institution does not already have plagiarism prevention procedures in place, the teacher may initiate discussions about it and submit proposals to the institution's administration.

The plagiarism prevention system in the institution from the teacher's perspective should include the following aspects:

1. teaching students how to prepare written assignments and informing about plagiarism prevention,
2. proper preparation, submission and evaluation of study assignments,
3. use of plagiarism recognition and text matching tools for plagiarism prevention and education. The teacher is the most important participant in the plagiarism prevention system, on whose actions the success of plagiarism prevention in the institution depends.

## How to inform and teach students about plagiarism prevention?

Students must be systematically informed and taught about the prevention of plagiarism by various means throughout all years of study. The teacher should cooperate with the institution's library, recommend courses, prepare tasks for students to find scientific sources in databases or the library, etc. The study material in the institution and for the specific subject should be prepared on the principle: "look and learn" or "see-do".

The teacher should provide information on:

- the **meaning and context of writing papers** (what skills are acquired when writing papers, why honesty is important as social responsibility, critical thinking, etc.);
- **specific study paper requirements** (structure, scope, sources, submission, feedback and evaluation procedures, evaluation criteria, etc.);
- **how to plan and prepare written works**, how to find, select and cite sources, compile a bibliography;
- **plagiarism prevention**, types of plagiarism and their consequences, how text matching tools work and how to interpret the results, in relation to citation of sources and copyright.

## How to implement it in a VLE course?

- ▶ Using Moodle HP5 interactive tools, such as:
  - *Image Hotspots* task, in which students associate skills acquired in the preparation of a job with their use in professional activities
  - *Interactive video* tool provides information with interactive links to written work requirements, library resources, video tutorials, self-assessment questions, etc.
  - *Timeline* task provides processes and dates for the submission, review, feedback, and evaluation of the written work
  - In *Drag the Words* or *Fill in the blanks* tasks students have to drag words to the correct place in a sentence according to citation rules or terms according to the types of plagiarism, etc.
  - In *Documentation Tool* task students list the parts of their research methodology (goal, objectives, methods, criteria, etc.) according to the given structure and explanations or organise the work according to the required structure, etc.
- ▶ A detailed scale for the evaluation of written work is developed (if Turnitin is used, the evaluation scale is developed with the Turnitin *Rubric* tool, which is then used in the feedback and work evaluation process)

- ▶ A demonstration of Turnitin or other text matching tool, explanation of properly used sources and plagiarism in a text matching report.
- ▶ Student-generated audio or video recordings, providing analysis of small practical tasks, storytelling-based stories (why it is worth being honest, able to think critically, respecting copyright, etc.), which are then discussed in a general discussion.

## How to prepare, submit and evaluate written assignments?

Teachers must prepare tasks for which it would be impossible to use pre-written work, there must be a good organisation of the submission and evaluation of the work, interesting tasks, high-quality assessment of each work using constant feedback from students.

The teacher must consider the following aspects:

- ▶ **There should not be too many assignments**, so that students would have enough time to prepare. The work should be targeted at specific student skills.
- ▶ **The topics of the written work must be individual, problem-oriented or creative**, adapted to a specific study subject or module (students should not write on broad or theoretical topics, they should analyse, explain, apply their experience, analyse specific cases, etc.)
- ▶ **The topics must be updated annually** (research problems, cases, time period, latest sources used, specific scientific journals or other resources may change)
- ▶ **The preparation of large-scale works must be monitored** (students can present the work in parts, present intermediate results, explain the chosen sources, discuss the choice of theoretical aspects, etc.)
- ▶ **Each work must be honestly reviewed and evaluated** according to the plan and evaluation criteria prepared in advance and provided to the students, and specific feedback given.

## How to implement it in VLE?

- ▶ **Annual updates** of written works information, providing teaching materials, and an updated list of study topics, so that each student can choose a separate topic.
- ▶ The task is published in the Moodle environment for submitting, commenting, and evaluating. Students are informed about this through Moodle messages, calendar, etc.
- ▶ Word may be used in editing mode, and comment section used for checking/consulting individual parts of paper or drafts, to **monitor the writing process**.
- ▶ Review parts of the written work and all planned work in the Moodle task or **Turnitin** verification report. Use an evaluation scale and a *Grade Mark* for comments and evaluations, where comments in the text can be linked to a specific point on the evaluation scale and its reasons.
- ▶ **CaptureCam** or similar tools may be used to visualise the writing process when consulting the students, or student can use these tools to demonstrate their ability to search for sources.
- ▶ **Google Meet, Zoom** or other tools may be used for consultations, work presentations, and discussions.

# How to recognise plagiarism and use text matching tools?

*Text match = text overlap found in the screening tool with texts and other sources from previously prepared or published work.*

If the written work is prepared independently, creatively, with proper use and citation of information sources, in accordance with the provisions of copyright and academic integrity, then plagiarism cases should be avoided.

## How do text matching tools work?

Text matching tools perform text matching report of submitted work by comparing other sources and show: the percentage of text overlap coloured text overlaps the sources in which the overlap was found and the references to them.

The text matching tool does not show how many cases of plagiarism there are! It only provides text overlaps to be reviewed by the person in charge and to assess whether specific overlaps are cases of plagiarism!

Text matching tools only perform text matching (can't check images, drawings, program codes, etc.), checks only the sources they have access to (institution's database and on the Internet), and sources in the same language as the written work (or has to have an additional translation function)

### Text match that may not considered as plagiarism:

- ▶ citations, such as exact excerpts of the text in quotation marks with the source of the citation indicated. The citation may be smaller than a few sentences (some institutions may define them in more detail).
- ▶ bibliographies, descriptions of sources, references to sources
- ▶ general knowledge (e.g., the Earth is round);
- ▶ tables, formulas and figures by other authors with references to the sources, provided that they are used lawfully (and/or in accordance with the rules of the institution) and that their size and quantity are not abused.
- ▶ various names, title and terminology
- ▶ single words or single sentences of a general nature
- ▶ appendices with references to sources containing additional material (statistical tables, legal or other documents, etc.) that was used to prepare the work for analysing and summarising information.
- ▶ other possible legal cases

## What does text match percentage mean?

The percentage of matches reported in the text match report shows how much the text overlapped with other sources relative to the volume of work. The smaller the volume of work, the higher the percentage of overlap in the submission, e.g. a quote of the same size.

The percentage of text matches displayed by the tool does not indicate the level of plagiarism at work, and overlaps are not considered as plagiarism – they must be evaluated!

## What percentage of text matches is allowed?

Good practice suggests that specific percentages of potential overlap should not be set, as this undermines the perception of plagiarism prevention. Students and teachers should aim to prevent plagiarism at work and not to set or formally reduce the percentage of text matches. The institutions decide how the text match reports should be assessed, whether the percentage of text matches should be assessed or whether this figure should not be relevant for the detection of plagiarism. Some institutions have decided that written papers may not contain more than 10% or 15% overlap, provided that there can be no coincidence to a certain extent in one place. Basically, the percentage of overlap does not show the true size of the plagiarism. Even above 30% or 50% text match in the work does not mean that there is plagiarism and vice versa – the text match may be 10% and the whole coincidence is a case of plagiarism. Each case of overlap needs to be reviewed and evaluated. Also, the restriction on the percentage of a specific overlap cannot be applied when preparing works that require the submission and analysis of excerpts from larger sources, etc.

## Using a text matching tool

The institution should only use the trusted and approved text matching tools. Students and teachers should not submit their work in unknown systems that are not officially used by the institutions, as they may be subject to expropriation, copyright or other infringements. Text matching tools can be used by logging into individual systems or integrated into the Moodle environment. In this case, the teacher creates an interface for submitting work in the Moodle course as a Moodle task to which students upload the work and then the teacher and the student can see the text match report.

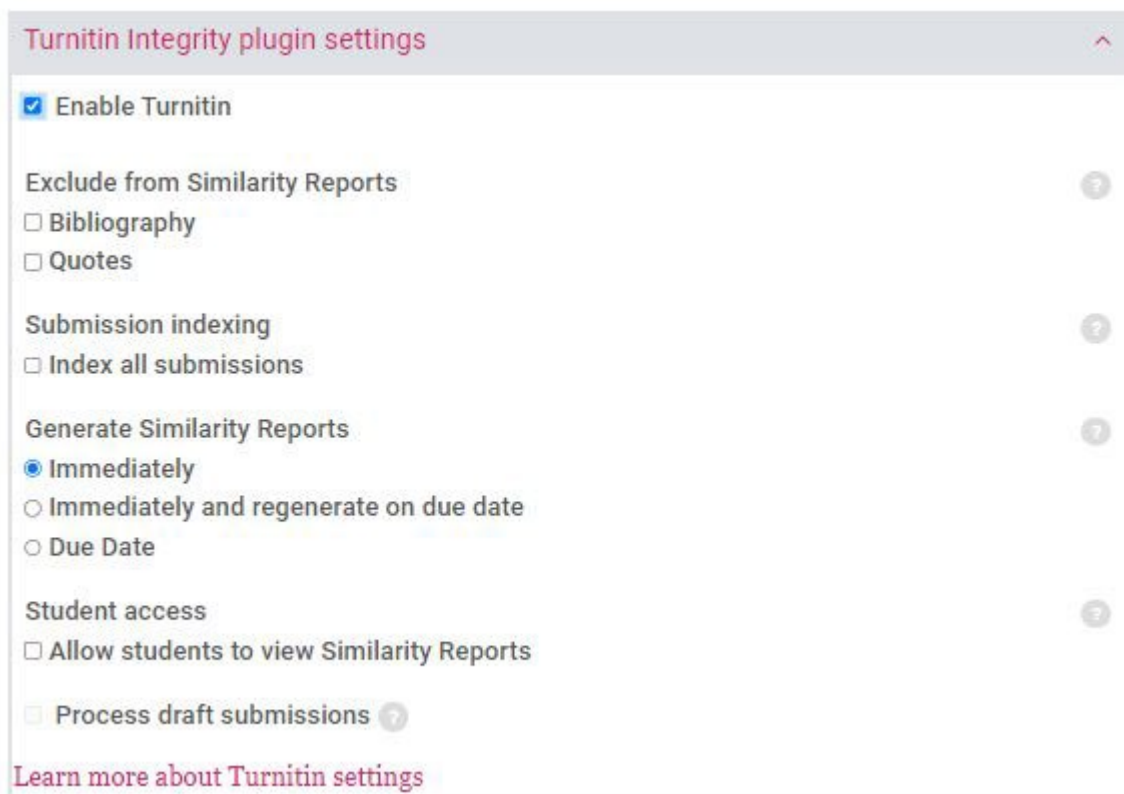
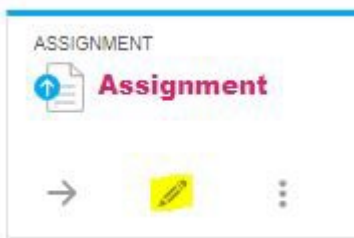
Text matching tools should be used as a tool to prevent and teach plagiarism, not as a means of punishing the students. Assignment review procedures must be in place in advance, so that the students know when and how many times revised assignments may be submitted, and when the teacher will give comments. It is good practice for students to be able to see the inspection report for the first time after uploading the work and to correct it on their own before the teacher has reviewed them. This gives the student an opportunity to adjust the work without fear of the teacher's initial comments and assessments.

The works submitted during the set period must be checked by the teacher, specific remarks must be made and the students must be allowed to correct their papers. Editing of papers is not allowed if the submitted work contains cases of large-scale plagiarism or it is related to the revisions of the final thesis in the last stage of its submission.



The institution should define how cases of plagiarism should be understood, what their types may be, what size citations may be in the written work, what is a natural coincidence of the text and what is a



case of plagiarism, what penalties should be given to a student for a certain amount of plagiarism, etc. The teacher should know this information and follow it in the study process.



*An example on how to enable Turnitin in a Moodle assignment:*

Turnitin darbo ID	Pateiktas	Sutaptis	Vertis					
--	--	--						
1979481419	22/12/12, 23:05	8% 	--/10					
--	--	--						
--	--	--						
--	--	--						
--	--	--						
1976612333	22/12/9, 21:17	75% 	--/10					

After the student has submitted the assignment, the Turnitin displays the percentage of the plagiarized text



Similarity Report ID: oid:17247:142195575

**31% Overall Similarity**

Top sources found in the following databases:

- 28% Internet database
- 7% Publications database
- Crossref database
- Crossref Posted Content database
- 17% Submitted Works database

TOP SOURCES

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

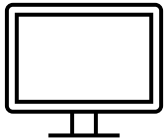
<b>1</b>	<b>alliance.edu.in</b> Internet	<b>3%</b>
<b>2</b>	<b>guides.library.upenn.edu</b> Internet	<b>3%</b>

Turnitin report with links to used databases

## Best practices

- ▶ [Plagiarism prevention](#) (Kaunas University of Applied Sciences, Library and Information Resources Center, 2023).
- ▶ [A Writing Process for Avoiding Plagiarism](#) (Walden University, 2019)

## Resources



- ▶ [A holistic approach to higher education plagiarism: agency and analysis levels](#) (Domingues, 2021).
- ▶ [Organising research on university student plagiarism: a process approach](#) (Pàmies, Valverde & Cross 2020).
- ▶ [Measures for plagiarism prevention in students' written works: case study of ASU experience](#) (Stabingis, Šarlauskienė & Čepaitienė 2014).
- ▶ [How to Pick the Best Plagiarism Checker?](#) (Lee, 2023)