Inaugural Mediterranean Conference

INTEGRITY as a WAY FORWARD

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SEPTEMBER
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Athens
Greece

Reducing plagiarism incidents in student assignments by implementing anonymous multi-mediated writing model

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OUTLINE

You can download this presentation at www.salimrazi.com

* Introduction into plagiarism
* Problem of plagiarism at COMU
* Solutions to plagiarism problems
    * Text-matching software
    * Peer review
        * Anonymity
        * Multiple matching
* Anonymous multi-mediated writing model
* Conclusion and implications
* Q & A (regarding theory)
* Hands-on practice of the model through Turnitin
* Q & A (regarding practice)

Introduction

* Academic writing is complicated (see Matsuda, 2001).
* **Risk of plagiarism!**
    * More common in expanding-circle.
    * Cross-cultural differences with regards to plagiarism (Baurain, 2011).
    * Cultural influences in writing (Kachru, 2009).
    * Consider national and institutional attitudes towards plagiarism.
* Freshmen: inexperienced not only in academic writing (e.g., Park, 2003; Razı, 2015b; Yeo & Chien, 2007) but also in L1 informal writing (Razı, 2015c).

3

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The case of COMU ELT Dept.

Academic Reading and Writing Skills Course:

Last 6-year stats

4

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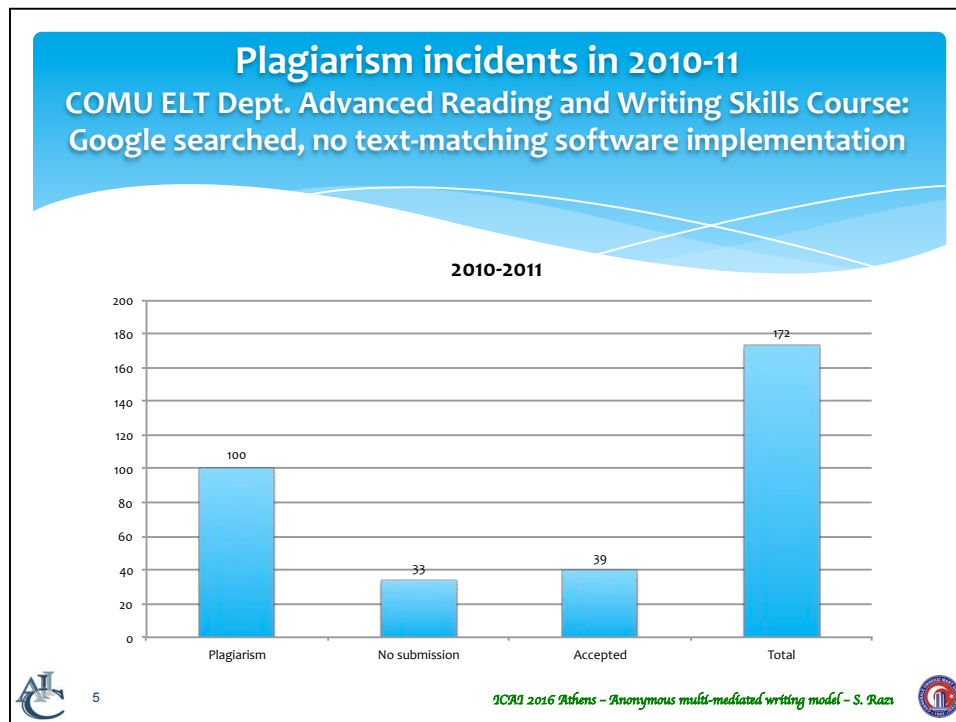
Plagiarism incidents in 2010-11
COMU ELT Dept. Advanced Reading and Writing Skills Course:
Google searched, no text-matching software implementation

2010-2011

	2010-2011
Plagiarism	100
No submission	33
Accepted	39
Total	172

5

What would you do in this case?

6

Slide 7

What would you do in this case? Let's consult an expert

What kind of penalties can apply?

- No action
- Verbal warning
- Formal written warning
- Remedial education
- Reduced mark, marking on academic merit
- Zero mark (component, module, year, degree)
- Corrections / rework / new assessment – cap / no cap
- Repeat module / year
- Fail module / year / degree – with / without retake rights
- Student's misconduct made public
- Suspension – temporary / short / long / permanent
- Financial penalty, fine
- Expulsion from the institution
- Misconduct recorded on student's file

Coventry University

PPHEAE

IRENE GLENDINNING

* Glendinning (2016) hihglighted possible alternative penalties/sanctions in her speech yesterday.

7

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Slide 8

Plagiarism = Crime?

* Internet technology makes plagiarism a crucial problem:
    * Specifically for university assignments (Walker, 2010).
* Students might not feel that cheating on assignments is a serious problem (Brent & Atkinson, 2011).
* Plagiarism (Howard, 2007):
    * not necessarily a crime,
    * benefit as a teaching strategy.
    * Academic writing: a complex intellectual skill.
    * Plagiarism: the first vital step in developing academic writing skills.
    * Howard's **'patchwriting'**: weak paraphrasing skills.

8

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What happens to plagiarizers?

* Consider institutional differences regarding policies.
* COMU: Possibility of taking make-up exam.
  * I encourage minor plagiarizers to revise and resubmit for make-up exam,
  * Discourage major plagiarizers from resubmitting for the make up exam .

9

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First step in solution

turnitin

* Benefit from a text-matching software.
* Enables easy-detection of expressions that do not originally belong to students.
* Reasons for using Turnitin as a digital environment:
  * COMU institutional license.
  * Superiority in detecting plagiarism (Hill & Page, 2009).

Did it work?

10

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Slide 11

Plagiarism incidents: 2010-11 & 2011-12
COMU ELT Dept. Advanced Reading and Writing Skills Course

SHARP DECLINE: DETERRENT IMPACT OF TURNITIN

Chart legend:
- Plagiarism
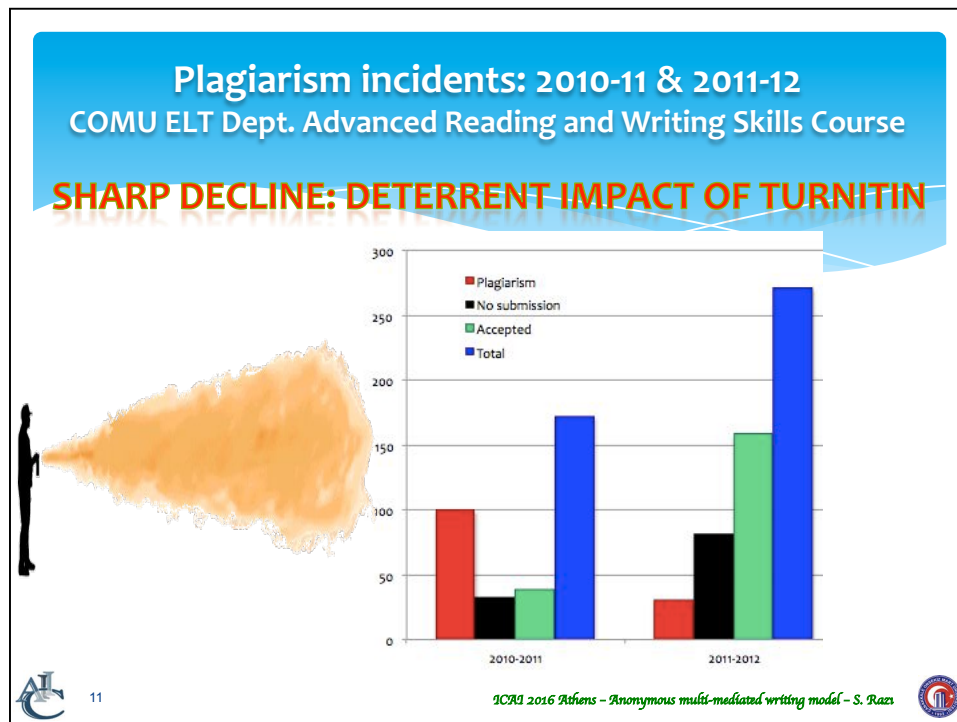- No submission
- Accepted
- Total

11

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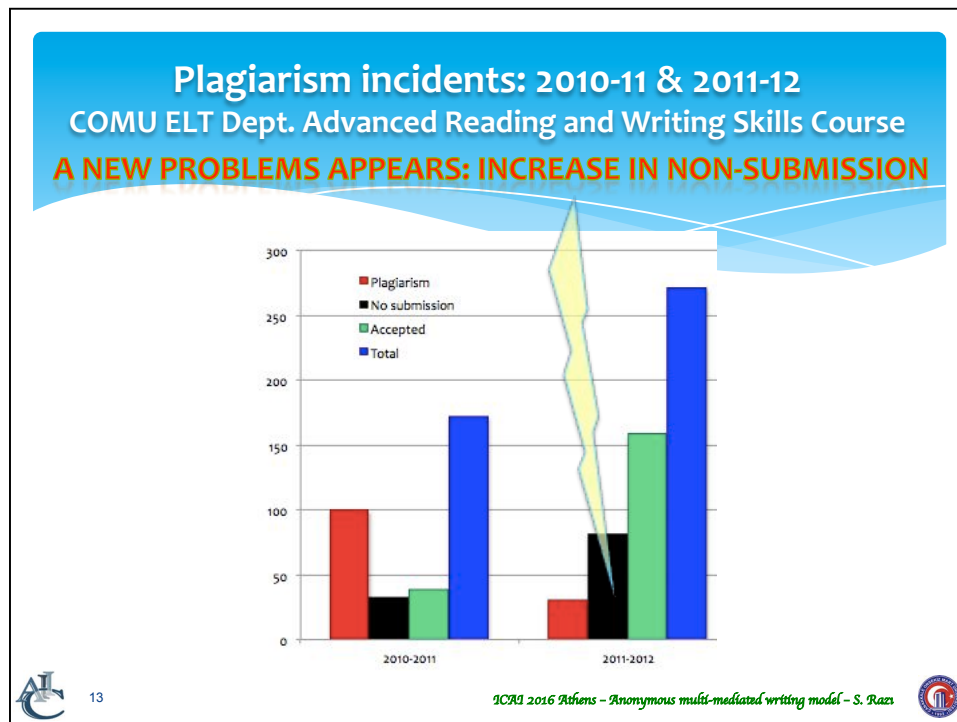
Slide 12

Houston, we have a problem!*

*Credit goes to the crew of the Apollo 13 moon flight.

12

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Plagiarism incidents: 2010-11 & 2011-12
COMU ELT Dept. Advanced Reading and Writing Skills Course
A NEW PROBLEMS APPEARS: INCREASE IN NON-SUBMISSION

13

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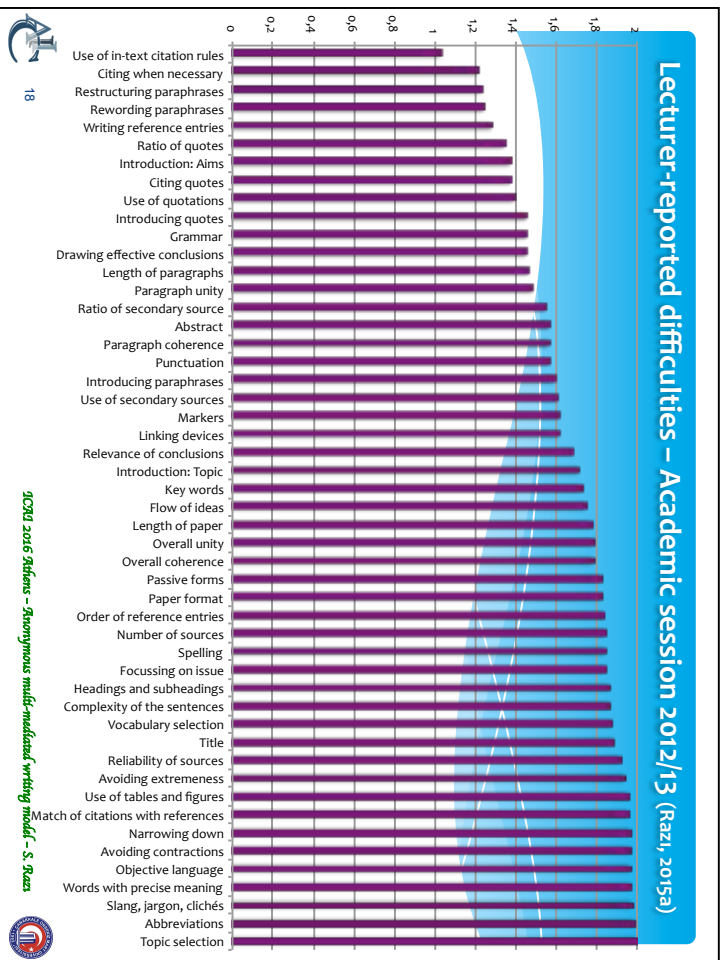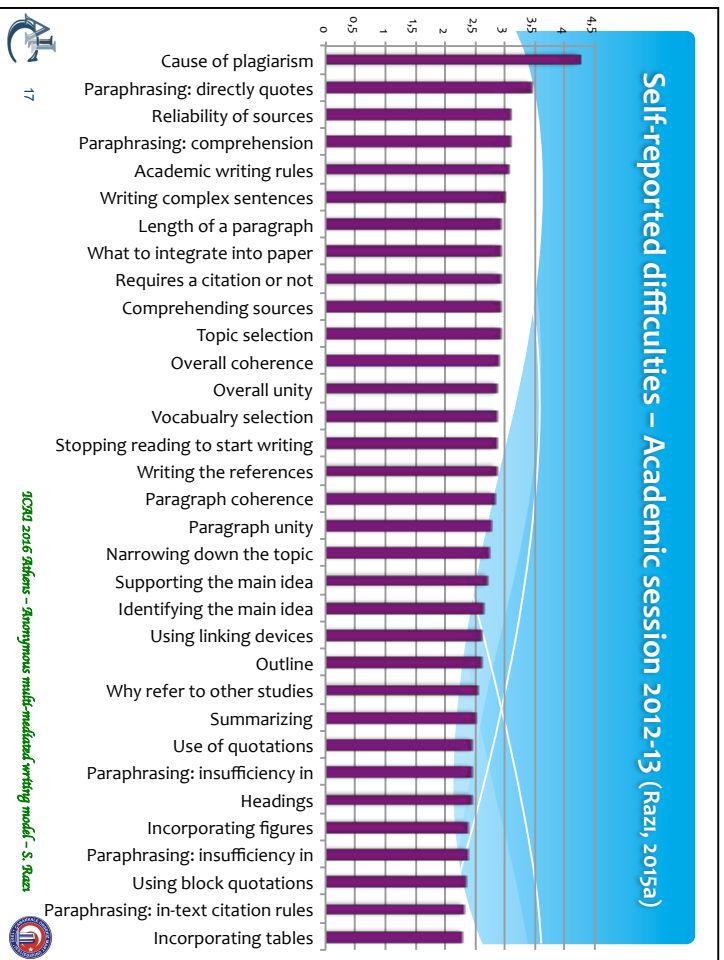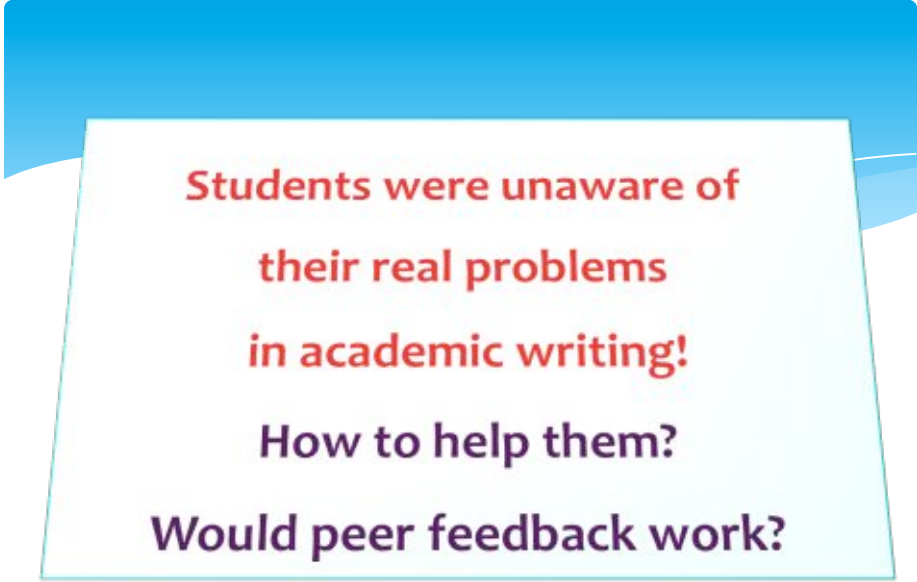

Development of
Transparent
Academic Writing Rubric
(TAWR)

14

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Slide 15

(Razı, 2015b)

INTRODUCTION		Poor	Acceptable	Excellent
		0	1	2
1	Topic selection			
2	Narrowing down the topic			
3	Title of the paper			
4	Headings and subheadings			
5	Abstract			
6	Key words			
7	Introduction to the topic			
8	Mentioning the aims in the introduction			

CITATION

9	Citing when necessary
10	Introducing paraphrases/summaries (variations in style)
11	Restructuring in paraphrases/summaries
12	Rewording in paraphrases/summaries
13	Introducing quotes (variations in the style)
14	Use of quotations
15	Citing quotes appropriately
16	Ratio of quotes
17	Sufficiency of the number of cited sources
18	Reliability of the cited sources
19	Appropriate use of secondary sources
20	Ratio of secondary source use
21	Appropriate use of in-text citation rules
22	Writing reference entries
23	Order of reference entries
24	Exact match of citations with reference entries

ACADEMIC WRITING

25	Focussing on the issue (omitting personal pronouns)	0	1	2
26	Appropriate use of abbreviations	0	1	2
27	Avoiding contractions (e.g. don't)	0	1	2
28	Avoiding extremeness (e.g., use of must)	0	1	2
29	Avoiding slang, jargon and clichés	0	1	2
30	Use of words with precise meaning	0	1	2
31	Use of objective language	0	1	2
32	Balanced use of passive forms	0	1	2

IDEA PRESENTATION

33	Appropriate use of markers (e.g., firstly)	0	1	2
34	Appropriate use of linking devices (e.g., however)	0	1	2
35	Flow of ideas	0	1	2
36	Paragraph unity	0	1	2
37	Overall unity	0	1	2
38	Paragraph coherence	0	1	2
39	Overall coherence	0	1	2
40	Appropriate length of paragraphs	0	1	2
41	Complexity of the sentences	0	1	2
42	Relevance of conclusions with the discussion	0	1	2
43	Drawing effective conclusions	0	1	2

MECHANICS

44	Paper format	0	1	2
45	Grammar	0	1	2
46	Spelling	0	1	2
47	Punctuation	0	1	2
48	Vocabulary selection	0	1	2
49	Use of tables and figures	0	1	2
50	Length of the paper	0	1	

15

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Slide 16

**Plagiarism incidents
Awareness of self-writing problems
Academic session 2012/13**

16

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Lecturer-reported difficulties – Academic session 2012/13 (Razi, 2015a)

Use of in-text citation rules
Citing when necessary
Restructuring paraphrases
Rewording paraphrases
Writing reference entries
Ratio of quotes
Introduction: Aims
Citing quotes
Use of quotations
Introducing quotes
Grammar
Drawing effective conclusions
Length of paragraphs
Paragraph unity
Ratio of secondary source
Abstract
Paragraph coherence
Punctuation
Introducing paraphrases
Use of secondary sources
Markers
Linking devices
Relevance of conclusions
Introduction: Topic
Key words
Flow of ideas
Length of paper
Overall unity
Overall coherence
Passive forms
Paper format
Order of reference entries
Number of sources
Spelling
Focussing on issue
Headings and subheadings
Complexity of the sentences
Vocabulary selection
Title
Reliability of sources
Avoiding extremeness
Use of tables and figures
Match of citations with references
Narrowing down
Avoiding contractions
Objective language
Words with precise meaning
Slang, jargon, clichés
Abbreviations
Topic selection

18

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Self-reported difficulties – Academic session 2012-13 (Razi, 2015a)

Cause of plagiarism
Paraphrasing: directly quotes
Reliability of sources
Paraphrasing: comprehension
Academic writing rules
Writing complex sentences
Length of a paragraph
What to integrate into paper
Requires a citation or not
Comprehending sources
Topic selection
Overall coherence
Overall unity
Vocabualry selection
Stopping reading to start writing
Writing the references
Paragraph coherence
Paragraph unity
Narrowing down the topic
Supporting the main idea
Identifying the main idea
Using linking devices
Outline
Why refer to other studies
Summarizing
Use of quotations
Paraphrasing: insufficiency in
Headings
Incorporating figures
Paraphrasing: insufficiency in
Using block quotations
Paraphrasing: in-text citation rules
Incorporating tables

17

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Students were unaware of their real problems in academic writing! How to help them? Would peer feedback work?

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Theoretical background of peer feedback

* Peers may draw a student author's attention to problematic aspects of a paper that had been overlooked (Ruecker, 2010).

* Difficult to measure its impact (Kleijn, Mainhard, Meijer, Brekelmans & Pilot, 2013).

* Receiving help to accomplish a writing task and benefits from the *social constructionist theory of learning* (Hanjani & Li, 2014).

* *Collaborative writing* also benefits from the interaction between social interaction and feedback (Wigglesworth & Storch, 2012):

    * Consider principles of *sociocognitive approach*; namely:

    * inseparability, adaptability, and alignment (Atkinson, 2010; Nishino & Atkinson, 2015).

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Theoretical background of peer feedback (Cont.)

* ***Activity theory*** (dates back to Vygotsky, 1978; developed by Leont'ev, 1981; expanded by Engeström, 1987, 1999) deals with the interaction of writing with other concepts such as computers (Yang, 2014).

* Peers' interaction and collaboration exists in Vygotsky's (1978) ***Zone of Proximal Development (ZPD)*** as a powerful way of developing skills through the process of ***scaffolding*** (Weissberg, 2006).

* If students can manage peer review tasks successfully:

    * ***Noticing hypothesis:*** They can turn input into intake (Schmidt, 1990)

    * This may improve their own writing skills.

21

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Theoretical background of peer feedback (Cont.)

* ***Sociocultural theory:***

    * Benefit from communicative activities to enable a socially mediated process (Kayi-Aydar, 2013).

* ***Social / Genre Approach (Tribble, 2015):***

    * Existence of both expert and novice authors.

    * Depends on scaffolding.

* ***Process Approach (Wette, 2015):***

    * Encourages student creativity by thinking (e.g., brainstorming, planning, drafting and revising).

22

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Advantages of peer feedback

* Beneficial and improves writing skills (e.g., Hu, 2005; Hu & Lam, 2010; Zhao, 2010, 2014).
  * Benefits both for authors and reviewers (Aghaee & Hansson, 2013).
    * Greater benefits for reviewers than authors (Lu & Law, 2012; Lundstrom & Baker, 2009).
* Makes learners more autonomous (Hyland, 2000; Villamil & Guerrero, 1996).
* Develops higher order thinking skills (Mangelsdorf, 1992).

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Potential problems in peer feedback

* Reliability is questionable (Aghaee & Hansson, 2013) due to problems of students with limited abilities:
  * *Problem 1:*
    * *Misleading* each other due to their own deficiencies and *lack of trust* in peers' feedback (see Berggren, 2015; Nelson & Murphy, 1993; Paulus, 1999; Rinehart & Chen, 2012; Rollinson, 2005; Ruecker, 2010; Saito & Fujita, 2004, Yang, Badger, & Yu, 2006; Zhao, 2014).
  * *Problem 2:*
    * Reluctant to criticize friends (Liou & Peng, 2009).

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Anonymity in peer feedback

* Anonymous peer review provides awareness of academic writing (Robinson, 2002).

* Better writing performance and more critical feedback in anonymity (Lu & Bol, 2007).

* Survey: preference of anonymity among university students (Hosack, 2003).

25

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Plagiarism incidents:
Reasons of plagiarism & Anonymous peer review
Academic session 2013/14
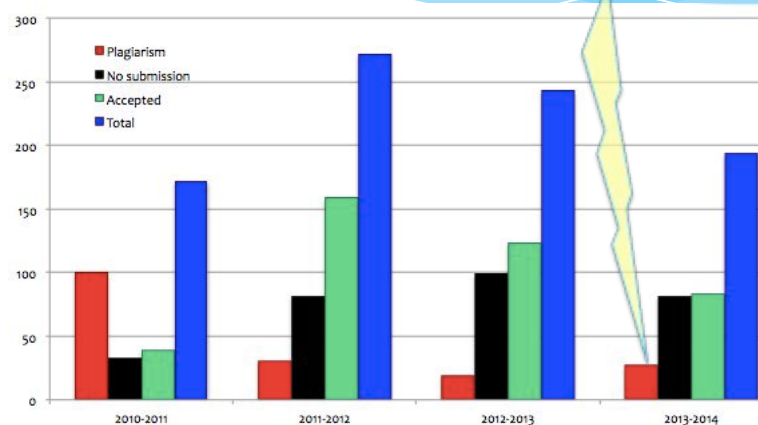
26

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Statistics

* **In the case of anonymity students exchange feedback more effectively and this helps them make better suggestions and revisions (see Razı, 2016a, 2016b).**

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The effectiveness of peer feedback (Razı, 2016b)

* **Contribution of peer feedback for the development of better academic writing skills.**
* **Strengths:**
  * Contribution related to use of linking devices, punctuation, grammar, vocabulary choice, spelling, citation rules, punctuation, and paper format.
  * Limited contribution in terms of unity and coherence.
* **Weaknesses:**
  * Useless and careless feedback.
  * Confusing feedback.
  * Misleading, resulted in replacing a correct expression with something wrong.
  * Individual differences.
  * Insufficient feedback related to flow of ideas and complexity of sentences.

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Student preference of anonymous peer feedback
Razi, 2016b, p. 29

* **Some quotes from students':**
* "If I know the student who gave me a low score, I wouldn't be comfortable."
* "If I know the reviewer or the author, my emotions play a role. I don't want to see her mistakes. I think, it makes me blind."
* "One of my friends hates a class mate since she criticized her paper. Anonymity saves our social relationships."
* "When people know our identity, they might review our papers based on their views towards our personality."
* "It disturbed me when the author saw my name as a reviewer."
* "If I know the author, I consider whether I love him/her or not; and whether he/she is lazy or not."
* "Not everyone can control their emotions."
* **Open peer review:** Felt like giving feedback to a friend, avoid criticizing.
* **Anonymous peer review:** Felt like a teacher, giving feedback to a student.

29

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Comparison of preference over receiving and providing anonymous or open feedback
(Razi, 2016b, p. 21)

Anonymity is more preferable in the case of providing feedback.

anonymous group   open group
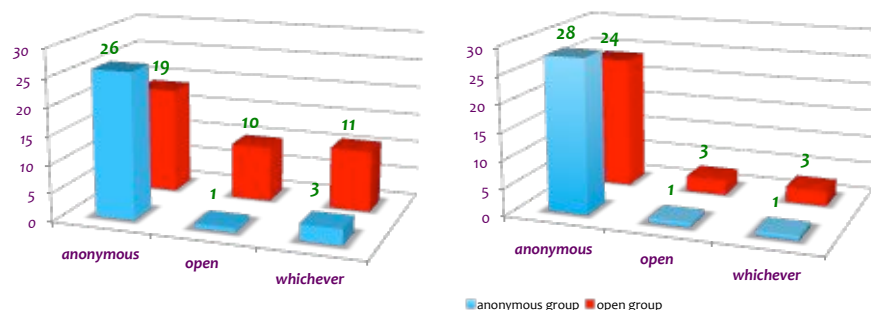
30

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Reasons of plagiarism
(Razı, 2015d)

* 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.

31

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TAWR in peer review

* Fyfe and Vella (2012) encourage using rubrics as a teaching material.

* Using TAWR in peer review provides assistance in giving feedback by controlling the process.

* **The problem: Weak students cannot provide effective feedback.**

32

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Solution:
Assigning multiple reviewers

* **Categorize** students in three groups: 'good', 'moderate', and 'weak'.
* Each student:
  * Receives feedback (directive/corrective) from a good, moderate and weak peer.
    * Consider the **output hypothesis** (Swain, 1998):
    * Feedback enables '**forming and testing hypothesis**', then comes '**metatalk**', and finally '**noticing**' (see Thwaites, 2014).
  * Provides feedback to a good, moderate and weak peer.
* Make them aware of this categorization but not necessarily about the category they are placed.
* Rationale: Teachers should consider different student groups carefully and give precise instructions about the peer review task (Rollinson, 2005).
* 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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Plagiarism incidents:
Anonymous multi-mediated writing model
Academic session 2014/15
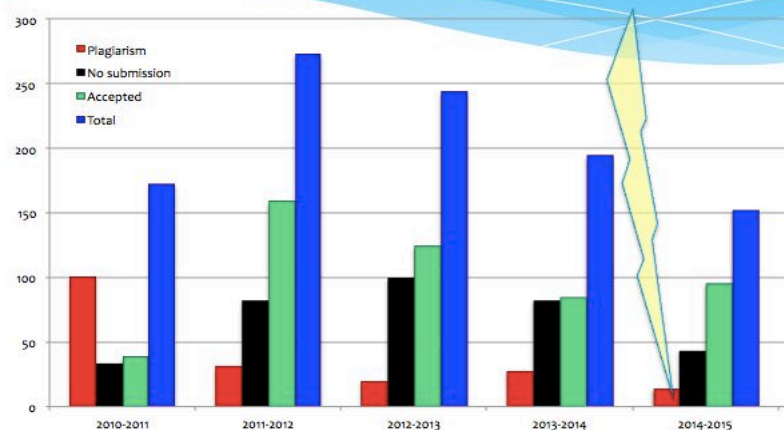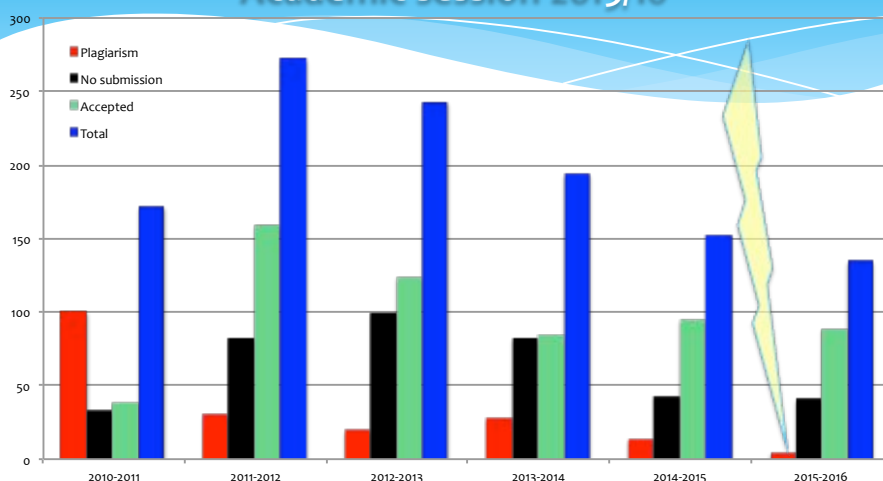
DECREASE IN PLAGIARISM AND NON-SUBMISSION

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Regular non-submitters vs. Repeating non-submitters Academic session 2015/16
Repeating students seem resistant

37

Anonymous multi-mediated writing model

38

Suggested feedback exchange in anonymous multi-mediated writing model

Resubmit paper

Revise paper

Submit draft

Provide and receive anonymous digital feedback

Good peer

Moderate peer

Poor peer
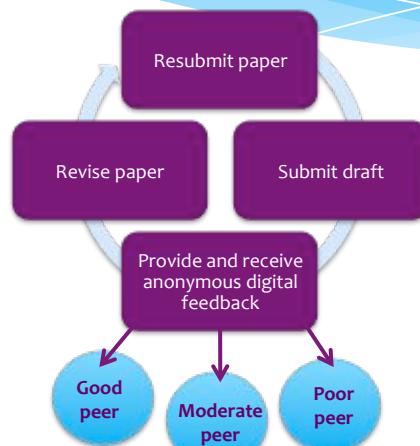
39   **(Razı, 2016b, p. 34)**   *ICAI 2016 Athens – Anonymous multi-mediated writing model – S. Razı*

Why digital environment?

* **The superiority of online feedback over traditional modes is not clear (Elwood & Bode, 2014).**

* Enables timely and more effective feedback.

* Not confined to physical and time constraints.

* Accelerates peer review process.

* Anonymity may not be possible without digital technology.

* Eliminates social constraint of face-to-face feedback (Ho & Savignon, 2007).

* Gives the possibility to seek teacher's advice and peer's guidance online simultaneously (DiGiovanni & Nagaswami, 2001).

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Why multiple anonymous peer feedback?

* **Why peer feedback?**
    * Students may learn from each other (ZPD – Vygotsky, 1978).
* **Why anonymous peer feedback?**
    * Students were reluctant to highlight their friends' errors (Liou & Peng, 2009).
* **Why multiple peer feedback?**
    * Students with limited abilities mislead each other.
    * Lack of trust in peer-feedback (Paulus, 1999; Rinehart & Chen, 2012; Rollinson, 2005; Ruecker, 2010; Saito & Fujita, 2004).
    * Providing asymmetrical and symmetrical feedback (Hanjani & Li, 2014).

41

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Suggested Assessment Formula
(Razi, 2016a)

* Extra work might be demotivating, avoid being too demanding:
    * Appreciate peer review in final grades.
* Final score (out of 100) =
    * (lecturer score X .60) +
    * ((100 – (difference between lecturer score and score for peer)) X .40).
    * [Consider integrating self review score]

42

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Metacognitive skills

* Metacognitive knowledge of tasks operates when the nature of a task forces learners to think about how they will manage.
  * For difficult tasks, learners allocate more time, or prepare an outline (Flavell, 1985).
* Metacognitive experiences occur when careful, conscious monitoring of one's cognitive efforts is required (Abbott, 2006).
* Welcoming feedback from three peers and being able to revise accordingly, if necessary, is a very essential skill and requires deep analysis.
* Development of *metacognitive skills* results in *autonomous learner*.
* Written corrective peer feedback contributes to the development of form-focused cognitive processing:
  * Results in employment of *metacognitive revising strategies* (Nishino & Atkinson, 2015).
* Three essential cognitive processes in writing (Ong, 2014):
  * Planning, transcribing, and reviewing.

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Conclusions and implications

* Anonymous multi-mediated writing model runs smoothly through Turnitin.
* Anonymous multi-mediated writing model seems to reduce plagiarism incidents in student assignments as it enables **multiple submissions**.
  * Drop in plagiarism (1st - 2nd assignments, Ledwith & Rsques, 2008).
    * Students learn from their mistakes and correct.
* Familiarize them with peer feedback on a digital platform.
* Model how to use the rubric to provide peer feedback.
* Provide awareness on plagiarised expression.

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