Preventing plagiarism

Handbook for Stockholm University staff

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Centre for the Advancement of University Teaching

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Introduction

This handbook is intended to support teaching staff at Stockholm University to actively combat plagiarism and academic dishonesty.

Teaching and examination today often involve the use of digitised text, online material, and various digital tools for both teaching and examination. This affects how students approach their studies, and how they seek and use information in different types of examinations and homework. Unfortunately, the consequences of this have not only been positive, but have also led to plagiarism and other forms of academic dishonesty becoming a growing problem.

To counteract plagiarism and academic dishonesty, a handbook was produced by what was at the time the University Pedagogical Centre at Stockholm University in 2012, based on a text written by Jude Carroll on behalf of the Royal Institute of Technology in 2009 (Carroll & Zetterling, 2009). However, ten years is a short time in the university world, and during a 2021 review of the text by the Centre for the advancement of university teaching, CeUL, the decision was made to completely rewrite the handbook to be in line with current regulations both nationally and locally at the university.

The handbook was written by three people who have contributed with different perspectives. Christine Bendixen is a Senior Lecturer in pedagogy at the Department of Education. Annelie Gunnerstad is an Assistant Professor at the Department of Law and Christophe Premat is a Senior Lecturer at the Department of Romance Studies and Classics. They all have different expertise and interests in matters of plagiarism and have worked together to produce the text. A final version of the text has been fact-checked by the Disciplinary Committee administration at Stockholm University, the Academic Writing Service, and Stockholm University Library.

Outline and content of the handbook

Below is an outline of what the different chapters contain. The text contains highlighted excerpts that may be particularly important, as well as links to further reading, videos or web pages.

Chapter 1 gives an introduction to what counts as plagiarism and academic dishonesty in higher education and what role teachers can play in counteracting plagiarism. It gives a background to why students plagiarise and how common it is and so lays a foundation for the reasoning throughout the book that teachers in higher education can reduce the risk of plagiarism and academic dishonesty through the design of teaching and examination.

Chapter 2 is about the laws and regulations that regulate how we should act when we suspect plagiarism or academic dishonesty. There are regulations about the grounds for disciplinary measures, some of which may affect our ability to counter plagiarism. This mainly applies to laws and regulations regarding examinations, which are affected by the principle of public access to official records .

Chapter 3 goes further into how we can detect plagiarism, through digital text comparison services and in other ways. As it is unfortunately not possible to rely on programs to detect plagiarism, teachers need to be aware of the different ways in which students plagiarise and use their professional judgment and collegial collaboration to detect plagiarism. Chapter 3 provides a guide for this purpose.

Chapter 4 describes what teachers should do if they suspect plagiarism. Here is a description of the different roles that exist at the departmental and faculty levels, and when it is time to escalate to the Disciplinary Committee and what happens when a case of suspected plagiarism gets to that point.

Chapter 5 focuses on the students and their responsibilities. Of course, students are responsible for not plagiarising or cheating, but there are several factors in the teaching and design of examinations that

can tell students more or less clearly what to do to avoid committing plagiarism or academic dishonesty. Students' academic literacy and their ability in academic reading and writing are discussed here, as well as the effects that plagiarism can have on learning. This last point is not always obvious to students and may need to be clarified.

Chapter 6 then goes into the teacher's role regarding information to students and how examination methods can prevent plagiarism. The chapter is based, among other things, on workshops led by one of the authors at the Centre for the Advancement of University Teaching (CeUL) with a focus on plagiarism. The highlighted excerpts in the text are quotes from teachers who participated in these workshops and who gave their consent to the use of the quotes as part of the handbook. The chapter concludes by focusing on the importance of training students in reading and writing during their education and helping them develop their study strategies.

Chapter 7 is a summary of the handbook.

At the end of the handbook, we have compiled a glossary that makes it easier to find your way around the handbook. In the online version of the handbook, you will also find links to exercises that you can use to prevent plagiarism, tips for teachers to use in teaching, and a collection of links.

We hope you enjoy the handbook!

Klara Bolander Laksov
Director, Centre for the Advancement of University Teaching
February 2022
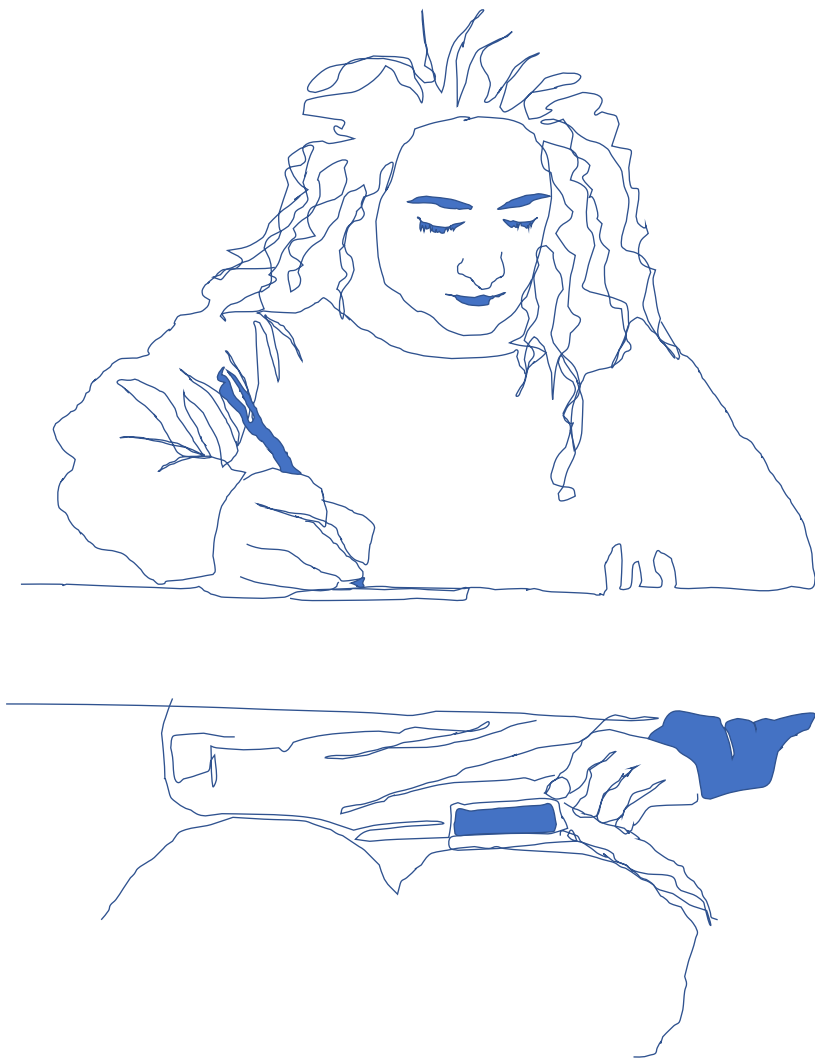
Chapter 1: Plagiarism and academic dishonesty in higher education

Plagiarism is usually defined as submitting someone else's work as one's own, even though part or all of the work is not self-produced text. This is often due to a lack of study technique, such as ignorance about the management of sources. Academic dishonesty, on the other hand, is a deliberate act that is meant to mislead and can thus be understood as a broader concept than plagiarism. The problems of plagiarism and academic dishonesty have increased sharply in recent years (UKÄ [Swedish Higher Education Authority], 2021: 8). The distance learning that became a consequence of the pandemic may have been a contributing factor as the students' natural contact with each other became more difficult, as did the opportunity to ask questions to the teacher after the lessons. In addition, the increase in academic dishonesty in recent years may be due to a number of factors, such as more efficient search engines, digitised text, global communication with available search engines in several languages, and the habit of sharing information—all of which have affected how students can obtain and use information in examinations.

This handbook is written for employees at Stockholm University who come into contact with students in various ways. It aims to provide support in understanding what plagiarism and academic dishonesty can be, how they should be handled, what the students' responsibilities are and how plagiarism and academic dishonesty can be avoided through teaching practices.

This handbook highlights the importance of viewing plagiarism as the result of several interacting factors. In other words, plagiarism should not be seen as an isolated phenomenon that rests solely with the student. Plagiarism is also about learning and the knowledge the student loses because of plagiarism.

Teachers should ensure that students develop the knowledge, skills and approach they need to develop the knowledge outlined in the expected learning outcomes of the course. The assumption is that students are given the opportunity to learn what is expected in higher education, and that teaching activities give the opportunity to practice the required skills. When teachers are aware of the need to teach important generic knowledge about education, students gain a broader basis for learning in their subject. Teachers must provide the information, guidance and feedback required for students to understand what it means to *write their own texts*.

Students need to be taught why this is important and how to follow these rules and standards. This learning requires practice. In full study programmes, there is time to go through and test this thoroughly. In short courses, however, it may be more difficult to include activities where students can practice how to approach the subject, and eventually contribute to academic discourse with substantiated arguments rooted in previous research. Teachers need to agree on a common strategy for the prevention of plagiarism and academic dishonesty across course boundaries in short courses that are not part of a programme structure. Suggestions on how to do this can be found in Chapter 6.

Teachers need good knowledge of what plagiarism and academic dishonesty entail and how they should be handled. This is a prerequisite for maintaining quality in education. However, it is important to understand that plagiarism and academic dishonesty are complex and to realise that, despite regulations and legal texts, it is not always entirely clear where the line goes.

This handbook can be read in several ways. It can be read in its entirety to gain a deeper understanding of what plagiarism is and how it should be handled, but it is also possible to read the parts that are relevant at different times, such as how to proceed in a case of suspected plagiarism or how to guide your students through the programme so that they do not end up committing plagiarism. Throughout the text, you will find useful links for further reading. The links are also in a list at the end of the document.

It is important that teachers work together and have a common strategy for the prevention of plagiarism and academic dishonesty across course boundaries.

What is plagiarism?

If there is any suspicion of plagiarism, a report must be made. The final assessment must always be made by the Disciplinary Committee (see Chapter 4). The definition of plagiarism here is to submit someone else's work as one's own, but it is worth noting that plagiarism and academic dishonesty are defined somewhat differently at different higher education institutions (Interview with the Academic Writing Service, 20 October 2021). *Work* is taken here to mean the tasks that form the basis for examination and this applies to all written and oral work that is graded, individual tasks as well as group work. Plagiarism also includes the re-use of the student's own texts (such as essays, lab reports, memos and the like) that have previously been the basis for examination. This is known as self-

plagiarism. This also applies if the text has been used in another programme or at another university. A simple rule of thumb is for students to always treat their own earlier texts in the same way as texts written by others. If the student summarises or reformulates something they have previously written, this must be made clear, with a reference to the original text. If it is a verbatim reuse of an older text, it must be marked with quotation marks and a reference. If the student uses their earlier writing incorrectly, this will show up in connection with the plagiarism check. This kind of plagiarism can also lead to a report to the university's Disciplinary Committee.

Why do students plagiarise?

The cause of plagiarism is often ignorance of or inability to apply scientific standards and academic writing. This may be down to poor study techniques, where the student either uses other people's texts and ideas, or their own earlier texts (self-plagiarism) without referring to the source in a correct way. This is often found in written assignments where the student has used other people's formulations, theories or results without stating that these have been produced by someone else. Other examples are computer code, laboratory work or results of other people's experiments that the student submits as their own. Being inspired by others is natural and inevitable, but sometimes, for example in design work, it can mean that a product comes very close to someone else's idea or product and then it can be classed as plagiarism. Oral presentations where the student presents ideas and materials without reference to their sources or the author are further examples of plagiarism. Lack of knowledge of the conventions of academic writing and of the application of scientific standards is a common reason why students end up committing plagiarism. Students are also not always clear about what is expected of them. Plagiarism often arises as a result of a lack of understanding of the requirements. To prevent plagiarism and academic dishonesty, it is therefore especially important to work with students so that they understand what is expected of them and how they can work to meet what is required.

Work with students so that they understand what is expected of them.

What is the difference between academic dishonesty and plagiarism?

Academic dishonesty can be understood in several different ways. In this context academic dishonesty can be described as plagiarism which also involves an attempt to mislead. In some cases, it may clearly be a case of plagiarism, i.e. that a student has submitted a text without correct referencing to the sources, but it is not established whether the student has done this deliberately for the purpose of misleading or not. In such a case, it is clearly plagiarism, but possibly not academic dishonesty. Unfortunately, there are also examples of students who have bought texts or copied others' work, or in other ways forged work that they have submitted as their own academic work. This is a deliberate attempt to deceive and is therefore considered to be academic dishonesty. Stockholm University takes this very seriously. By academic dishonesty is also meant when students collaborate in an unauthorised manner, carry unauthorised aids such as cheat sheets, unauthorised notes or mobile phones, or otherwise try to mislead during examinations or in the production of graded material.

How common is plagiarism?

Statistics from the Swedish Higher Education Authority (UKÄ) show that plagiarism cases accounted for a majority of the cases tried by the Disciplinary Committees at Swedish universities for a long time. Statistics from 2019, for example, show that 68% of all cases concerned cases of suspected

plagiarism (UKÄ, 2021: 8, p. 9)[1]. The number of cases that resulted in some form of disciplinary action at Swedish universities increased by about 61% in 2020 from the 2019 level, and by as much as 86% from the 2018 level (UKÄ, 2021: 8, p. 5). In 2020, 218 decisions at Stockholm University led to disciplinary measures in the form of suspensions or warnings (UKÄ, 2021: 8, p. 7).

It is more common for plagiarism to arise as a result of a lack of knowledge and skills about how to create academic texts, or for the student to misunderstand what is expected of them, than for them to intentionally plagiarise a text. A relatively high level of plagiarism through misunderstandings occurs in a certain type of task and among certain student groups. Students with low grades and who lack academic experience are more likely to end up in plagiarism situations (Bennet, 2005). Younger students tend to plagiarise more than older ones, and people who study at the undergraduate level plagiarise more than students who study at the advanced level. Students who are not motivated or do not find any value in the task are more often looking for shortcuts. However, it is difficult to predict plagiarism. Whitley and Keith-Speigel (2002) found in a study that the safest way to predict plagiarism is to look at past plagiarism. Those who have previously plagiarised tend to do it again. It is therefore important that teachers address the issue with students early in their programme, even with a low degree of plagiarism.

By finding ways to talk to students so that they feel involved in maintaining high ideals about norms and values in higher education, rather than making them feel under suspicion, conditions are created for an open environment where students feel able to ask questions about what is expected of them. This is a good starting point for a positive learning environment.

Address the issues of plagiarism and academic dishonesty with students early in their education so that they feel involved in maintaining high ideals of morals, norms and values in higher education.

Students who are suspected of intent to deceive during an examination can contact Stockholm University's student union (SUS) for advice and support as soon as they are notified of suspicion of plagiarism. Students studying at the Department of Computer and Systems Science (DSV) can contact the Student Union DISK.

No matter how widespread plagiarism and academic dishonesty is, it must be taken seriously and action is required from both teachers and students. The Higher Education Ordinance regulates the framework for handling plagiarism and academic dishonesty and these must be followed by employees at Stockholm University. Any suspicion of plagiarism or academic dishonesty must be forwarded to the Disciplinary Committee headed by the President, or the person appointed by the President. The Disciplinary Committee may decide on a warning or on suspension from studies. Further information on the handling of disciplinary matters can be found below in Chapter 2.

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[1] The following year, 2020, this fell to 54%, while the number of cases of unauthorised cooperation increased very sharply. UKÄ interprets this as pandemic-related effects, in particular the transition from proctored examinations to take-home exams.
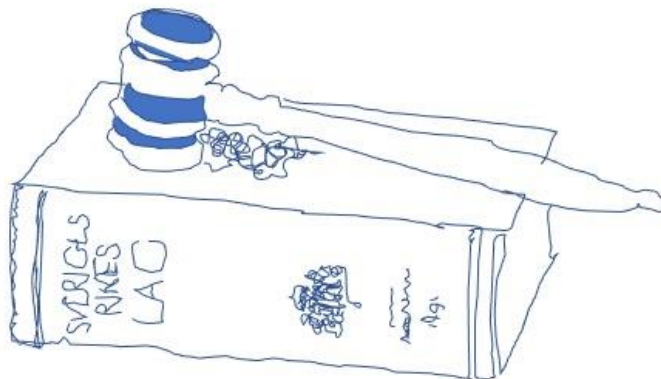
Chapter 2: What does the law say?

The handling of suspected plagiarism cases is governed by rules and regulations at various levels. The tools we have available in our efforts to prevent plagiarism are also subject to rules and regulations. The next sections offer a brief overview of some relevant rules.

If you suspect plagiarism it must be reported to the President immediately

When plagiarism is suspected

The Higher Education Ordinance (SFS 1993: 100) (cit. HF), ch. 10, § 9 states that a well-founded suspicion of plagiarism must be reported to the President immediately. All employees at the university are thus obliged to draw up a report of suspected attempted academic dishonesty when there is a basis for suspicion that plagiarism might exist.

HF 10:9:

If there are grounds for suspecting that an offence of the kind laid down in Section 1 has been committed, the President shall be notified promptly. The President shall arrange for the matter to be investigated and provide the student with an opportunity to make representations concerning the complaint. The President shall then, after consultation with the legally qualified member when appropriate, decide whether the circumstances are such that the matter shall:

1. be dismissed without further action,

2. call for a warning from the President, or

3. be referred for a hearing by the Disciplinary Committee. Ordinance (1998:1003).

In order for the university to be able to take disciplinary action against a student, it is required that the suspected plagiarism has taken place in connection with the examination. This is stated in HF 10:1. Suspected plagiarism in drafts etc. should not be reported, but can serve as a good starting point for discussing issues of academic writing and plagiarism with the student.

HF 10:1:

Disciplinary measures may be invoked against students who:

1. use prohibited aids or other methods to attempt to deceive during examinations or other forms of assessment of study performance,

2. disrupt or obstruct teaching, tests or other activities within the framework of courses and study programmes at the higher education institution,

3. disrupt activities in the library of the higher education institution or other separate establishments at the institution, or

4. subject another student or member of the staff of the higher education institution to harassment or sexual harassment of the kind laid down in Section 4 of Chapter 1 of the Discrimination Act (2008:567).

Disciplinary measures may not be invoked more than two years after the offence has been committed. Ordinance (2008:944).

Preventing plagiarism

As a general rule, we are obliged to hand out old exam questions—and answers.

A common source of plagiarism is that students have access to examination assignments from previous iterations of their course. Students often share material with each other, either physically or via various Internet sites. It is also common for them to request graded assignments from previous course iterations and use them as inspiration, or as a key, when solving their own assignments. From a learning perspective, this is unfortunate, but we have extremely limited opportunities to prevent the behaviour. Exam questions and the like, as well as examined student answers, constitute public documents that we are obliged to supply upon request.

- The principle of public access is a constitutionally protected right (Freedom of the Press Act (1949: 105, Article 2:1) up to and including Swedish Code of Statutes (SFS) (2018:1801)), which gives the public the right of access to such public documents (Article 2: 4), which are kept at the university and which are not classified.

> TF 2:1:
> Art. 1. Everyone shall be entitled to have free access to official documents, in order to encourage the free exchange of opinion, the availability of comprehensive information and freedom of artistic creation.
>
> TF 2:4:
> Art. 4. A document is official if it is held by a public authority, and if it can be deemed under Article 9 or 10 to have been received or drawn up by such an authority.
> Freedom of the Press Act (1949: 105) up to and including Swedish Code of Statutes (SFS) (2018:1801).

- Examination assignments (questions or assignments) usually become public and thus public documents as soon as they are made available to the students in an examination situation.[2]

> OSL 17:4:
> Secrecy applies to information that is part of or forms the basis for knowledge tests or psychological tests under the supervision of an authority, if it can be assumed that the purpose of the test is counteracted if the information is disclosed.

- The students' examination assignments (answers) become public documents when the examiner has completed the assessment and signed off on the grades.

Since the principle of public access is protected in the Constitution, it generally trumps competing interests, such as the teacher's efforts to promote students' learning and examination secrecy[3]. Therefore, teachers do not usually have the right to refuse to provide test results from previous examinations to prevent plagiarism.

There are some, limited, exemptions from the obligation to provide test questions and answers from previous examinations.

The exception to the obligation described above consists of the case where a database of test questions which are reused from one course iteration to another has been built up within a course. In these cases, both test questions and answers are covered by test secrecy. A typical example of such a database, which is protected by test secrecy, is the Swedish Transport Administration's question database for the theory test for driving licenses. From this we can conclude that this exception to the principle of public access only applies to a database of a certain scope and complexity. However, the desire to be able to reuse old examination tasks, or the objection that a disclosure risks counteracting our work to prevent

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[2] In the case of proctored exam-hall examination, the test questions become public documents at the time when no more test-takers are allowed into the exam room. This is normally 30 minutes after the start of the examination. Until this time, examinations are subject to a secrecy provision according to the Public Access to Information and Secrecy Act.

[3] In this context, it may be important to point out that the General Data Protection Regulation (GDPR) does not impose any obstacles to disclosing students' examination data (TF 1:13).

plagiarism or that it may otherwise be inappropriate for pedagogical reasons, do not constitute sufficient reasons for test secrecy to come into effect.[4]

If teacher nevertheless believes that test secrecy exists and therefore wants to turn down a request for access to previous students' test answers, it is important to remember that teachers are not allowed to make such decisions themselves, not at course, department or faculty level. At Stockholm University, only the University Director of Administration (*förvaltningschefen*) has the right to make a decision to reject a request for disclosure of a public document. This means that the individual teacher should first talk to their head of department (*prefekt*) and explain the situation. If the head of department agrees that the request should be rejected, the case must be immediately handed over to the lawyers at the Legal Secretariat in the President's Office for further processing. The university's refusal decision can then be appealed in court.

Some departments routinely return examination tasks to their students after the examination. There is nothing stopping teachers from doing that. However, UKÄ recommends that in such cases the department keep a copy of the original assignment in order to avoid problems if the students later return with a request for a review of their examination[5]. Copies of original examination papers are also considered to be public documents covered by the principle of public access. These must also be provided on request. Since we have very little opportunity to prevent students from gaining access to previously assessed examination assignments, we must try to find other strategies for preventing plagiarism. Examples of such strategies are discussed below in Chapter 6.

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[4] In Swedish law, the Constitution is above ordinary laws and regulations. This means that constitutionally protected rights, such as the principle of public access to information, are given a very strong position in relation to competing interests. The principle of public access to information may only be restricted in specified ways, e.g. by other provisions of the Freedom of the Press Act (e.g. with reference to national security. TF 2:2) or by law, which has explicit support in the Freedom of the Press Act (this is stated in the last paragraph of TF 1:1). The Public Access to Information and Secrecy Act is an example of such a law, as set out in its Chapter 1. 1 § 2 pcs. On the other hand, any other interest in limiting the scope of the principle of public access, which lacks the necessary legal support, must stand back in favour of this constitutionally protected right.

[5] For requests for review of examination, there is no time limit. Therefore, it is important to save copies of the students' original exams, if the originals have been returned. See Regulations for education and examination at first-cycle and second-cycle level, 2.4.1,

Chapter 3: How can you detect plagiarism?

A suspicion that a student has committed plagiarism can arise in several different ways. We often rely on digital text comparison tools, such as Ouriginal (formerly Urkund) and Turnitin, to identify suspicious cases. The increasing use of such digital tools is usually emphasised as a strong contributing factor to the number of plagiarism cases steadily increasing in the Disciplinary Committees of universities. It has simply become easier to detect cases of suspected plagiarism.

Digital text comparison services

Digital text comparison analysis is an effective tool for identifying cases where a student has searched for material on the internet and then used this in their examination paper, but without giving the source of the material. The same applies when students have copied other students' examination assignments. However, it is important to be aware that there are limitations in which texts the text comparison services have access to and which can thus be used as a basis for the comparative analysis. Digital text comparison tools do not check students' texts against copyrighted material, which means that plagiarism from such sources can only be detected, so to speak, manually, through the examiner's vigilance (see further below).

Reading a text comparison report takes practice, and here are some tips. The result of the text comparison is presented in the form of a percentage that indicates the degree of correspondence between the student's examination paper and other texts. However, care must be taken to avoid drawing too far-reaching conclusions from that percentage, whether high or low. The hit rate can at best give an indication that we need to look at an examination assignment a little more closely to understand the reason for identified similarities. However, it does not indicate whether plagiarism exists or not. The reason is that the tools identify all textual similarities, even quotations that are correctly referenced. It is always necessary to go through the analysis manually to see whether it is plagiarism or not.

Ask an experienced colleague for help the first time you interpret a text comparison analysis.

If you find interpreting the text comparison report difficult or unfamiliar, it may be a good idea to ask a colleague for help. Usually there is someone nearby who is more used to working with this type of analysis report and can lend a hand.

Other ways to identify plagiarism

Several different indicators can raise suspicion that a student has committed plagiarism. In addition to the results from the digital text comparison tools, there are other factors that can arouse suspicion and justify an in-depth investigation:

- *Visual indications* (e.g., varying fonts, parts with a different background than the rest of the text, etc.) may indicate that the student has created a text by piecing together sections from different sources (known as patchwriting), but without references.
- *Varying stylistic level* within the text is often a warning sign. When parts of the text show a level or complexity of language that strongly deviates from the rest of the text, it may be an indication that these parts have been written by someone other than the student. If texts have been taken from many different sources, it can instead be difficult to identify a single author's voice in the text, because the style level appears uneven.
- *Intuition.* As a teacher, you normally have very good knowledge of the literature in the subject area. If you think that the student's text feels familiar, there may be reason to investigate the matter further. Through manual comparisons with course literature, other standard works and relevant journal articles, the origin of the text can be identified.

In a plagiarism assessment, the situation is rarely black or white. Some cases of plagiarism are quite obvious, where the student has copied someone else's text verbatim and submitted it as their own, but often it is a matter of degree. This is particularly so when the student has engaged in patchwriting— a collage technique where different texts are copied, and then, after some edits, merged into a new text. Here we need to be clear on how different from the original material a text needs to be in order for it not to be classified as plagiarism.

Discuss until you have consensus on where the boundary goes between a disciplinary matter and a grading issue, and communicate this to the students.

What counts as plagiarism and what is just poor craftsmanship? Ultimately, it is down to the teaching group to agree on where the line between a disciplinary matter and a grading consideration should be drawn. There is no simple answer. It is important that the department reaches a common position which is then communicated to the students. How does the department view academic writing? Which subject-specific standards are applied? What are the characteristics of good writing? How should students refer to previous research? We need to discuss what characterises good academic writing with students. This is at least as important as informing them about the consequences of committing plagiarism. Students often need support in acquiring basic generic abilities and skills, such as academic reading and writing. Only then do they have the skill set to successfully complete their studies. It is not enough that they learn to produce texts that do not return high scores in the text comparison analysis. Even a text which just ends up on the right side of the plagiarism border risks being rejected due to shortcomings in referencing and independence.
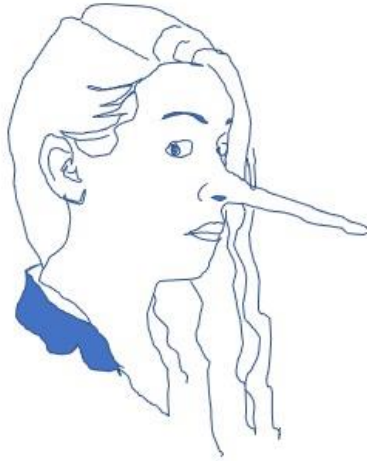
Chapter 4: What to do in case of suspicion?

Regardless of whether the plagiarism suspicion is first raised by a course administrator, for example in connection with a review of the results from the text comparison analyses, or by teachers marking examination texts, the examiner and course coordinator (if they are different people) should be informed immediately. Then those concerned can go through the data together and make a joint assessment of whether there are indications that there is reason to suspect plagiarism.

Departmental investigation

If the assessment within the course is that there is reason to believe that the student's examination assignment, in whole or in part, constitutes plagiarism, you must immediately contact the person who is responsible for disciplinary matters at the department. Most often, it is the head of department or a director of studies who has been assigned this role. This person is then in charge of the investigation and takes over the responsibility for investigating the suspicion that has arisen. They will eventually make a decision to either write off the suspicion, or to forward the case to the Stockholm University Disciplinary Committee.[6]

It is not the teacher's task to try to determine whether the student has intentionally tried to mislead during the examination. That assessment is made by the Disciplinary Committee.

If the person in charge of the investigation finds that there is a well-founded suspicion of plagiarism, a report must be sent to the President. A well-founded suspicion means that sections of text have been

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[6] The document *Guidelines for disciplinary matters at Stockholm University* specifies how the departmental investigation should be carried out, and which documents to provide

identified in the student's examination assignment, which the student has not (or only to a limited extent) formulated, and where the original author is not given (in the form of a reference). However, it is not our job to try to determine if the student has intended to mislead,[7] or if it is an excusable mistake. That task lies with the Disciplinary Committee. If there is objective evidence of plagiarism, it is our duty to report it.[8]

The Disciplinary Committee

When the department's report is received by the President's office, a case officer for the case is appointed. They will investigate the application further and, if necessary, contact the department for additional information. They also send the documents in the report to the student concerned, who is given the opportunity to comment on the application. When the preparation is complete, the President decides whether the case should be referred to the Disciplinary Committee. The President may also propose that the case be dismissed, or that the student be given an official warning. In these cases, the President makes a decision after consulting the legally qualified member of the Disciplinary Committee.

If the matter is referred to the Disciplinary Committee, both the department and the student will be called to a Disciplinary Committee meeting. From the department, it is then often the person responsible for the investigation who participates. Sometimes an examiner or someone else with special insight into the matter will also be asked to attend the meeting. The purpose of the department's presence is for the members of the Disciplinary Committee to be able to ask supplementary questions at the meeting, so it is important that the representative has good knowledge of the case and of the course concerned.

When the Disciplinary Committee has received answers to their questions, they meet in private to make a decision in the case. Thereafter, the parties are recalled and the chairman of the Disciplinary Committee reads out the decision. The Disciplinary Committee may decide to leave the case without action, to issue an official warning to the student, or to suspend the student from studies for up to six months. Normally, a suspension decision takes effect immediately, but the Disciplinary Committee can sometimes decide to postpone the suspension, for example if the student has an imminent exam.[9]

A suspension decision can have far-reaching consequences for a student. It is therefore important that we clearly inform students about current rules and about the conventions for academic writing in the subject.

If a student is convicted of plagiarism, there may be far-reaching consequences. Therefore, it is extremely important that we clearly inform our students about current rules, and also about the conventions that apply to academic writing in our respective subject areas. Students need to know what we expect of them, so that they have a reasonable opportunity to do the right thing. At the same time, they also need to understand the consequences of violating the regulations.

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[7] See also under the heading "3.1. Procedure for dealing with disciplinary matters at the department" in *Guidelines for disciplinary matters at Stockholm University*.

[8] We should not encourage the student to withdraw their examination assignment in order to avoid disciplinary consequences. See also *Regulations for education and examination at first-cycle and second-cycle level*, 2.3.9.

[9] For more information about the consequences of a suspension, *see Guidelines for disciplinary matters at Stockholm University*.

Chapter 5: Student responsibility

Many students are worried about committing plagiarism by mistake or being accused of plagiarism if they present their own idea which later turns out to have been published or put forward by someone else. This is not always plagiarism but can suggest gaps in the review of existing literature. Another concern may be to be accused of plagiarism if they use well-established wording or explanations without stating the source. Standard formulations or explanations are not plagiarism.

Different departments have different norms about what counts as plagiarism and it is therefore important to have a discussion between departments about differences between disciplines. This makes it easier to clearly answer students' questions about what counts as plagiarism. If the student is unsure, they should consult a teacher at the relevant department before submitting the text.

Students at the university are responsible for their own education and are thus also fully responsible for taking onboard all information provided about the programme. This applies to both written and oral guidance of how assignments and examinations are to be carried out. This means that students must ensure that they understand the instructions given, including those referring to plagiarism. Students need to understand what is expected, but also have an understanding of the purpose of examinations, i.e., how examinations are used to test knowledge. When the students know what is expected of them, it is their responsibility to follow the instructions and ensure that the submitted work represents their own work effort. Having some knowledge of the conventions of academic writing often reduces the fear of ending up in a situation that involves plagiarism.

Since departments have different norms about what counts as plagiarism, students need to find out what applies.

Naturally, students must use sources, other people's ideas and previous work in their studies, but it is the student's responsibility to use these sources correctly, based on the rules and methods used in the discipline, and to work with tasks according to instructions given at each department. For example,

students should not share their individual work with others if it is not part of the task to collaborate in that way.

Study strategies and academic thinking

Studying at a university means a lot of self-study and it takes structure and good planning to succeed. The student must understand what the task is about and what time frame applies. Students' lack of knowledge about the norms and rules that apply at the various departments can lead them to end up in plagiarism situations. Often it is a question of the student not having sufficiently good knowledge of what applies in a given context, for example regarding references and ways of making clear the difference between one's own work and previous work (their own earlier texts and others' work).

Development of academic thinking and academic language is part of the development process that the student goes through during their education (Blomström & Wennerberg, 2021). In addition to referencing and quoting correctly, this means paying attention to the academic style of a particular discipline. Academic styles may differ between different subject areas but also between different branches of the same subject. It is also important that students are familiar with the work of leading researchers in the field. Thinking academically means having a critical and analytical approach to previous work and eventually learning to evaluate whether arguments are fact-based and substantiated by previous research or not (Blomström & Wennerberg, 2021). It is important that students learn to see their studies as progression of knowledge in an area, both in terms of their generic competence and subject knowledge.

Consequences of plagiarism for learning

When students plagiarise, intentionally or as a result of a lack of study techniques, it means that some of the knowledge they are supposed to gain through their studies is lost. In plagiarism, the link between learning and academic credentials is also broken. If a student's work is complete, the student receives course credits, which reflect certain knowledge of the subject. If, on the other hand, the student has copied or borrowed other people's work, they may not have an independent understanding

Not all students are aware that they have to hand in work that demonstrates their individual understanding of the subject.

of the subject. This applies regardless of whether the student has intended to mislead or not, i.e., regardless of whether the plagiarism also refers to academic dishonesty. However, not all students may be aware that they have to submit papers that show individual understanding of the subject. Nor is it self-evident that they should use other people's theories and results to support their own reasoning in the texts they write, and that by doing so they show that they have considered the literature and achieved the course objectives. Teachers must make sure that the work that students submit is their own and that they thus do not miss out on essential parts of the learning. Below, in Chapter 6, you can read more about what teachers can do to facilitate the students' learning.

Chapter 6: The role of the teacher

Teachers should introduce active discussion about individualised learning strategies and provide some tips on how students can prepare for exams. This process is the best way to avoid misunderstandings. The more teachers engage students in the subject and in academic thinking, the better. No tool or information about plagiarism can replace the teacher, as they are, above all, a role model and mentor in their teaching and must therefore embody good practice. In other words, it is the teacher who can lead students to academic integrity.

Academic integrity is a concept often used in university context. It means that university staff undertake to produce authentic content while respecting a neutral scientific approach.

You can of course refer your students to the Academic Writing Service,[10] who organise lectures, workshops and activities to help students with study techniques. Some students can be encouraged to book an individual tutorial with the Academic Writing Service to receive feedback on their academic writing. The Academic Writing Service also offers writing sessions where students work together to learn to write an essay. You can encourage your students to use this academic writing support so that they can develop a generic competence. Then it may be easier for you to train your students to write academically in the subject. The best strategy for combating plagiarism includes a combination of generic and subject-specific approaches.

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[10] https://www.su.se/english/education/student-support/academic-writing-service/about-the-academic-writing-service-and-studie-och-spr%C3%A5kverkstaden-1.440418

You may encourage your students to visit the Academic Writing Service . It can also be a good idea to include some tips on study strategies that are adapted to your subject in your course descriptions.

Inform your students early in the course on how they can avoid plagiarism

All course descriptions contain a section on "academic dishonesty and plagiarism" and it is easy to rely entirely on that information. It can feel both uncomfortable and unnecessary to remind students not to cheat. However, it can be worth devoting a few minutes to the definition of plagiarism, and to suggest study techniques to help avoid uncertainty. You might even break the ice with some exercises to distinguish plagiarism from paraphrases and to talk about reference management[11].

An interactive exercise through Kahoot or Mentimeter on referencing systems can underpin a discussion about the difference between paraphrasing and plagiarism.

Correct referencing is a requirement for students in higher education, and first-year students need support to develop competence in this. The library arranges information about the technical aspect of reference management and the Academic Writing Service provides very useful tips to students when it comes to writing reviews of previous research. How should they quote the work of others? What is the seminal work in the subject? The teacher can show students how to complete a short literature review. The more familiar the students are with the subject, the easier it will be for them to develop a personal voice in their writing. When asked what measures can be introduced to reduce plagiarism cases, one teacher mentioned the importance of information :

> *"Inform. But also go through what is wrong, e.g., that one should reformulate. Some students do not know how to do it so we teachers have to show them" (Anonymous teacher, seminar on plagiarism, March 23, 2021).*

Teachers can show students that academic writing requires regular practice.

How can students get support and help in the specific subject? Videos and links to the Academic Writing Service and libraries are a great resource, especially for international students. You can also encourage them to visit the Academic Writing Service, to book individual help in a one-on-one consultation and to practice writing. The start of the course can be a good opportunity to inform students about this opportunity, as the teacher then has the opportunity to raise the issue again before each examination opportunity. How can students prepare in the best possible way? What is expected of them? How are the learning objectives assessed in that examination? What should they avoid in order to pass? In some subjects, the discussion about academic integrity may be in-depth, such as in

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[11] There are some exercises on https://www.plagiarism.org/preventing-plagiarism

genomics where it may be a matter of identifying a DNA sequence. In other subjects, such as musicology, it may be relevant to talk about current remix practices where artists reuse existing material. A teacher who attended a seminar on plagiarism stated that:

> *In music science as a subject, plagiarism has often become a form of text copying, but in music as a general field, it can include copying music, i.e., melodies, chord progressions, editions i.e., edited and annotated reissues of notes. Music has a long tradition of mimesis, and for a long time imitation was considered ideal in composition. Modern ideas about individual genius and copyright have changed the perspective to some extent, but it is still generally accepted to copy musical features or characteristics and to cite them. Parodies and remixes are also common, but not necessarily plagiarism. It is difficult to draw a clear line between plagiarism on the one hand and acceptable copying methods on the other"* (Anonymous teacher, workshop on source criticism and plagiarism, Autumn 2019, CeUL).

The quote explains what happens in music and clearly shows that it could be a way to introduce a discussion on the subject of "musicology" and on how students can use their knowledge in working life. In another subject, criminology, the challenges were instead expressed as follows:

> *"I have had cases where first-year students do not refer properly and thus risk plagiarism, but it is often because they do not understand what is expected of them"* (Anonymous teacher, workshop on source criticism and plagiarism, Autumn 2019, CeUL).

Consider the challenges that exist regarding academic integrity and plagiarism in your own subject. Discuss with colleagues so that there is a common ground when you then talk to the students about it. Through discussing basic values and a code of conduct, all students have a chance to understand what academic integrity means. Our goal is to educate critical citizens and not just impart knowledge.

Plagiarism is not only found in academia—there are many corruption scandals in society where individuals take credit for inventions or productions that belong to others.

A dialogue about the meaning of research may inspire students who discover a new subject. It is

> *It is essential to talk about sensitive topics like corruption and integrity so that your students see that the academic path promotes core values in the search for scientific truths.*

always worth hearing their comments on current examples where prominent researchers are suspected of plagiarism. An activity on fake news and knowledge resistance may help students understand how counterfeits can be linked to the dissemination of false information (Wikforss, 2017).

Plagiarism is a spectrum from *patchwriting* (copy/paste) to deliberate academic dishonesty. There is a tendency to define plagiarism based on a student's product, but you can remind your students that certain ways of working can lead to plagiarism. If they cut a few sentences from the internet and try to compose their own text, they can end up committing plagiarism.

Plagiarism is usually due to an uncontrolled writing process where students have difficulty navigating between references and building their essay.

Refine your assessments

Plagiarism is found in certain kinds of examination methods so it is worth reviewing the instructions and what exactly is being assessed in your examinations. A formal proctored exam, a take-home exam and a multiple-choice test do not activate the same **cognitive processes** in students. If you have several short questions that test declarative knowledge, students just need to memorise certain definitions and apply them to practical cases. If a student has to submit a longer essay, different skills are needed.

Short answer questions are often opportunities for academic dishonesty and it might therefore be better to create assignments that require students to use different theories, perspectives or data to build an argument. For example, if students are asked to exemplify a theory with a practical example, it is quite easy for a student to copy an answer they have found elsewhere. If, on the other hand, the student is given a particular context, with specific conditions, for example, that the case is about a person of a particular age, or a phenomenon in a particular climate, etc., they are forced to adapt their answer to demonstrate their understanding in a novel way. This also means that an issue can be reused in a new examination, with new specific conditions. A teacher of theoretical physics pointed out at a workshop the difficulty of detecting plagiarism:

> *"Most tasks in practical physics entail concrete problems that need to be solved. In a class of about a hundred students, it can be impossible to detect academic dishonesty. To minimise opportunities for dishonest behaviour, teachers can use different methods and adapt the tasks. Hand-in assignments can be used as part of the examination in combination with a written proctored exam that covers the entire course. This forces students to at least learn the content of the course to get their points. Another strategy that is often used in more advanced courses is to give unique problems to each student so that they have nowhere to copy from." (Anonymous teacher, CeUL workshop on source criticism and plagiarism, Autumn 2020).*

A course that contains a variety of examination tasks provides a chance to map the student's progression. Try out your questions with a colleague who can give you feedback. Have you given the same examination in previous semesters? Bear in mind that your students have access to the old tests and may try to give you the old answers, just to pass the exam.

Complex wording in examination instructions can sometimes mislead students and recurring expressions like "**in your own words**" can create confusion. What does it mean for a student to write "in their own words"? How can a student come up with something new in a subject where they are not an expert? Consider your instructions and make sure that all students will understand what is expected. Some students interpret "your own words" as meaning that all words must be different from texts they have read, which often results in them exchanging words for synonyms. This misinterpretation makes many texts incomprehensible:

> *"Instructions to 'write in your own words' aim to get students to set aside the source text and formulate themselves independently. Rather than diverting attention to the content of the source text, it turns out that this can make students focus on specific formulations in the form of the source text, which increases the risk of plagiarism. Students with weaker paraphrasing skills*

[…] focused on not plagiarising instead of on understanding and summarising what they had read. Avoiding plagiarism thus seems to stand in the way of learning how to write summaries of previous research. The need to write in academic language makes this even more difficult. If the student's vocabulary and language skills are not sufficient, they may need to write in less academic language. Summarising 'in one's own words' can therefore work against academic written language norms" (Hellman & Thorsten, 2021).

Avoid using vague terms such as "your own words", "your own voice", "summary" or "reference". Distinguish between reference management (how the references are given) and summary management (how the summary was created and its status in the text, e.g., in relation to the author's own voice) (Hellman & Thorsten, 2021).

When oral presentations are used as a form of examination, it may be more difficult to detect unauthorised aids. How can you make sure that the work is not based on a collaboration? How did the student come to the conclusion? You also have the opportunity to ask questions during the examination to better understand the student's perspective.

Ask students to reflect on how they have prepared for the examination.

If you are asking your students to explain their thinking, you can help them by asking questions so they can show their understanding. When students do not know what to do they can end up committing plagiarism. Another examination strategy is to choose a type of formative assessment where you can follow up your students' progression.

Integrate tasks with formative assessment to learn about how your students write a text.

If you design a task where students produce a text, then you can review the text and provide feedback so that they can improve the content. Then, in your feedback, you can explain the risk of plagiarism and the need for correct referencing. At the beginning of the course, you could use a limited number of key source texts. Many students get lost when they have to look for sources online. Giving them key material can help them to read important texts and to write in a safer way.

If you notice that students' production contains unnamed sources, be aware that plagiarism is usually due to the fact that your students have not yet matured as writers
(Power, 2009)[12]. You can allow them to turn in the essay several times after getting feedback on preliminary versions. Use supervision to help your students with their academic writing.

If you have put an early draft of a student text through the text comparison tool Ouriginal you need to adjust the settings so that you can review the final production without previous versions giving 100% hits. The reports generated by Ouriginal contain valuable information about text matches, even if the system often misses close paraphrasing. This means that you can comment on the text matches when you give group-level feedback. Do your students need support in finding scientific sources?

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[12] Power använder uttrycket *unfinished learners* (Power 2009: 660).

You can set your students to prepare the final assignment during the course, so that customised feedback can help them understand what is required to succeed in that particular course. In addition, they are then likely to feel more motivated to deliver the end product. Formative assessment opens up opportunities for students to reflect on and improve the content of their own submissions. If you plan to have students give feedback to each other, you need to give clear instructions when forming groups. Students then get to see different ways of writing about other people's texts and they can learn to formulate positive feedback. All groups can collect questions about the process that can be discussed in plenary.

Control progression of knowledge and evaluate group work

You can encourage your students to give feedback on each other's work.

Since there is strong pedagogical support for engaging students in collaborative learning strategies, i.e., collaboration and discussion, a paradox arises. On the one hand, you encourage your students to develop collaborative strategies, on the other hand, their work must be evaluated individually based on the given grading criteria. Collaborative strategies must be well designed so that they enhance students' learning. Evaluating group work is a complex issue for many teachers; it can be difficult to identify individual performance. In some cases, shortcomings in the examination of group work may lead to academic dishonesty and plagiarism where a single student has done all the work. In group work, it is easy for "free-riders" to benefit from the work of other group members, without you being able to identify each student's efforts (Olcon, 1971)[13].

From the point of view of employability, it is important to prepare students as well as possible by giving them individual assessments even in collective assignments. In working life, you are expected to work together to carry out specific tasks. As a teacher, you set up group work where everyone feels involved. To avoid some students not getting involved in the work, you can use alternative methods such as *team-based learning* (Swaray, 2012). This is a method that assumes that the individuals enter a group with different skills and can contribute to developing team work. This requires individual preparation, the ability to set common goals or problems to be solved. Central to the method is also that the groups continuously evaluate their ability as individuals to work in groups by focusing on a) contribution to the group, b) ability to listen, c) ability to include others in the conversation and, d) ability to adapt and be flexible. The method means that the teacher sometimes designs different exercises for the groups. In the end, all groups contribute to solving a common task. This leads to a better quality of discussion with, among other things, less repetition. In addition, it is an excellent training for authentic situations in society because students can learn to work in groups to achieve an overall goal.

Laboratory work is a typical form of group work where adapted instructions and clear role-playing may be required. Who does what in the group? A teacher at a seminar on plagiarism addressed the problem of laboratory work in chemistry as follows:

> *"My subject is chemistry. I guess the typical plagiarism case with chemistry students at the university is related to when they write their lab reports. In these reports, they describe what they have done in the laboratory and they answer some theoretical questions that are linked to the laboratory tasks. Two typical kinds of plagiarism can be found: firstly, when a student uses material from or partly copies another student's lab report; secondly, when a student explains a*

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[13] The sociologist Mancur Olsson described the attitude of those who take on the least work and remain passive in order to benefit from a group effort.

concept or gives evidence that is borrowed from the scientific literature without quoting the source" (Anonymous teacher, workshop on source criticism and plagiarism, Spring 2020, CeUL).

This is why it is important to remind students of the risk of accidental plagiarism before conducting a laboratory class, so that the teacher can clarify how students should collaborate and then each produce an individual report. For other types of group work, it can be helpful to ask each student what they got out of the group work.

Ask students individual questions regarding what they gained from the group work.

During a seminar on plagiarism, a teacher suggested the following to reduce plagiarism cases:

"Ensure that students present their work orally in small groups where students can ask questions" (Anonymous teacher, seminar on plagiarism, 23 March 2021 CeUL).

Students need space to gain perspective on their assignments. By encouraging students' self-evaluation, you enable them to take responsibility for their learning and their active participation in the course. In this way, you can gain a better understanding of your students' knowledge progression.

Give your students training in reading and writing

Plagiarism is usually due to poor planning by the student, which in turn may be due to the very limited contact hours with the teacher. This minimises the number of opportunities for students to practice academic writing. Poor student texts are often due to students having difficulties reading a text. A student who can read a text is a better writer, so it is important that you give your students the opportunity to practice reading academic texts and also give them the opportunity to explain what they have read. Group work fulfils an important function here because students can help each other understand instructions before a task (Premat, 2021). Group work often creates good conditions for student-centred teaching.

Student-centered teaching facilitates active discussion about study strategies.

Students can learn generic skills that help them become more independent. If the teacher lacks time, an extra recorded lecture can be very appreciated by students who need advice on how to study a specific subject. In the recording, you can also suggest that your students visit the Academic Writing Service. If you work at a language department, you should present Språkstudion as a resource for practicing language learning.

When students write an essay for the first time, they may Google some references, copy fragments of texts, and try to tidy up their essay so that it looks like they wrote it themselves. When the student is

influenced by what they read, they may find it difficult to develop their own reasoning. One way to help students is to let them reflect on the task without having access to any documents. If the students find it difficult, it may be helpful for them to interview each other, using some well-chosen questions. The answers they record can be a starting point when they start writing. In this way, the student can spend time identifying the problem to be solved, so that they can start reading about the topic in suitable sources. Google Translate contributes to a lot of plagiarism because it is easy to think that a translated text will not be detected by the text matching tools. It is therefore important to be on the lookout for strange sentences (Prentice & Kinden, 2018). Your role is crucial in helping the student find the right vocabulary and terms. Phrases that do not fit the context usually hide loans and poorly understood translations. The biggest challenge for you as a teacher is to give tips to students so that they do not use patchwriting strategies with merged texts or discourses (Pecorari, 2003).

Teach your students not to google a question they are posed straight away. It is easier to work on a text if the student thinks for themselves first.

When a student writes scientific texts, the first challenge they are often faced with is to create the problem itself. A teacher can support students at an early stage through different kinds of brainstorming activities, where they can start with different questions and identify keywords for searching for literature. Through such activities, you as a teacher help students to develop self-confidence in the face of writing an essay. The brainstorming can be set up as follows: What associations do the students make? Can they define the words in the instructions? Can they benefit from any ambiguity in the terms used in an essay question? You can teach your students to write down all the associations, connotations and examples that can be used in a later phase. This brainstorming will be useful when they come to search for the necessary sources and for them to be able to develop a good research question, especially in literary subjects.

Strengthening learning strategies with your students

For students, participating in a course means being able to identify knowledge that is important for the subject, but also being able to reflect on their learning methods. Some students do not feel like real writers when writing a text. They need support to dare to write and to gain more self-confidence. For new students, it may be worthwhile insisting they view sources critically.

Students can build an inventory of theories and methods within the discipline by analysing previous research.

What previous research have they looked at closely? How were they influenced by the facts presented in these studies? A blog post does not have the same trustworthiness and credibility as a scientific article in an established journal on the subject. Who has written about the topic? Are these people well-known and credible? Questions like these help students to write a literature review and to get a preliminary understanding of the area. Being able to view sources critically is essential so that students

avoid constructing their writing on shaky ground. During a workshop on source criticism organised by CeUL, one teacher commented on the need to discuss the selection of sources with students.

> *"I think we need to promote critical thinking among students. Later in life, they will need to be able to judge for themselves whether something is legitimate or not. It is not enough to say that some sources are not good, you have to help them navigate our world" (Workshop on plagiarism and source criticism, CeUL, Autumn 2019).*

In many cases, plagiarism is due to students writing their essay using information that is available on Wikipedia. When asked whether they had experienced plagiarism in their students, a teacher wrote the following:

> *"Yes, one took everything from Wikipedia. Another translated from a source into another language. Some students copy off everything and refer to a source instead of citing the material. There are many inexperienced writers nowadays" (Anonymous teacher, seminar on plagiarism, March 23, 2021).*

This reflection shows how important it is to help students to be critical of sources because they sometimes plagiarise without being aware of it. For example, it would be completely unacceptable for a researcher to base a text on these secondary and possibly less credible sources. However, it is be good for students to learn to cite all the sources they have used. As one teacher pointed out during a workshop on plagiarism and source criticism:

> *"It's OK to use Wikipedia etc for background information as long as students are aware of the status of the information they get from it, and the quality."(Anonymous teacher, workshop on plagiarism and source criticism, Autumn 2019).*

Another teacher insists on the importance of distinguishing Wikipedia sources from scientific sources:

> *In my field, for example, it is important to distinguish between the quality of sources (peer reviewed scientific articles versus non-peer-reviewed ones, such as Wikipedia) and this must be clear to students when writing essays or exams / dissertations. There should be an introduction to this matter in every course that requires academic writing" (Anonymous teacher, workshop on plagiarism and source criticism, Spring 2020).*

Students have a tendency to exclude secondary sources from an essay because they consider these sources not to be legitimate, but they are influenced by them. It is possible to use Wikipedia as an aid in learning, once you have reviewed the source. An example of how Wikipedia can be used to support learning is an experiment conducted at the Department of Romance Studies and Classics, where students were given access to certain Wikipedia links before the examination for three semesters (Spring 18, Autumn 18 and Spring 19). Two follow-up questions were asked in the examination to find out whether the students had used these sources and whether they would dare to quote Wikipedia in an essay. Of the students who participated, 73% (75 students) stated that they had used Wikipedia, but that they would never cite such a source (Premat, 2020). This study shows that there is a contrast between the source-critical discourse, which students have internalised, and reality. One student wrote the following:

> *"I have tried to read the Wikipedia articles as well as possible. Some have been more difficult than others. Wikipedia can often be good for getting an overview of a topic and at the same time finding sources that can be interesting. I would try to avoid using Wikipedia as a source in itself, apart from for simple facts, like population, surface area, etc." (Student A, Spring 2018 (Department of Romance Studies and Classics).*

Studies show that students use Wikipedia sources to get support when they do not feel like experts in a subject (Blikstad-Balas, 2016). Many students mentioned the problem of credibility in their narratives in the study at the Department of Romance Studies and Classics and:

> *"To determine the credibility of a Wikipedia page, it is important to look at the sources that have been used to write it, and to consider the context it has been written in. The information in Wikipedia articles may differ when reading about the same topic written in different languages in different countries."(Student B, Autumn 2018 (Department of Romance Studies and Classics).*

Another student pointed out that it was problematic to cite an anonymous and sometimes collective source.

> *"I would probably not quote such a source as it is not entirely clear who is the author of the text and who is the responsible publisher. It is also unclear how well the texts are fact-checked. The texts may also be revised during the course" (Student C, Autumn 2018 (Department of Romance Studies and Classics).*

Teachers do not need to engage students in discussions about Wikipedia, but you can ask them to review and cite all the sources that have influenced their work. One student showed great uncertainty and inexperience that could later lead to some form of patchwriting:

> *"When reading Wikipedia pages, it is important to sort out what is important and relevant to what you are going to learn. Usually there is a lot of information on these pages and it can be a bit confusing, but I usually 'skim' through the text first to get an overview and then go through the text more carefully afterwards. But I cannot cite any source" (Student D, Spring 2018 (Department of Romance Studies and Classics).*

If there are some Wikipedia sources that are closer to your course, it may be worth commenting on them to advise students on what they can use and what should be avoided.

Several participants in the study from the Department of Romance Studies and Classics pointed out that it was difficult to cite a Wikipedia source as it can be changed very quickly.

> *Nothing is more effective than advice from the teacher when it comes to the use of sources to facilitate learning.*

> *I have often skimmed the texts as they have often been very long and quite unevenly written (without clear structure or pedagogical ambition). Whether an article from Wikipedia can be used depends on how it is written and how well the article itself is referenced. Then the problem is that the article is not static over time, which means that it basically needs to be included as an appendix so that you know that the reader sees the same content" (Student E, Spring 2018 (Department of Romance Studies and Classics).*

Asking students questions about their sources allows them to justify their answers and reflect on their learning. Research has shown that a good learning strategy is to activate students' metacognitive thinking—i.e. reflection on how they thought and the choices they made, thus encouraging students to discuss and evaluate their text (Krathwohl, 2002).

Chapter 7: Summary

Plagiarism and academic dishonesty at the university have increased in recent years (UKÄ, 2021: 8). It is a problem for the university's credibility and an erosion of the students' knowledge. Plagiarism is defined as submitting someone else's work as one's own without reference to the original text. Plagiarism can often be due to poor study technique. Teachers have an important role in guiding students to academic integrity so that they know how and why they should strive for a neutral, scientific approach and how to write authentic texts based on existing knowledge in the field. To facilitate this, it is important that each department has a common view of what plagiarism in its own subject area can entail, and why it is a major problem. A student who commits plagiarism misses out on some of the knowledge they are expected to gain. The link between learning and academic qualifications is broken and it is not possible to prove that the student has an independent understanding of the subject. It is important to support and facilitate the learning process, regardless of how far the student has come in their learning. Learning is a process. A first-year student may need guidance on how to approach and read an academic text, and how to structure their own texts. The teacher can guide the student by talking from the outset about plagiarism as a phenomenon and as a problem. The student develops an understanding of their own responsibility for their education and their contribution to academic discourse.

Digital text comparison services facilitate the work of detecting plagiarism, but they do not catch everything, so other ways of identifying plagiarism should also be used, such as attention to varying stylistic level, or a different font in parts of the document. If plagiarism is suspected, it must always be reported to the President immediately. It is never the task of the individual teacher to assess whether suspected plagiarism is in fact plagiarism. That assessment is always made by the Disciplinary Committee.

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Guidelines for disciplinary matters at Stockholm University https://www.su.se/staff/organisation-governance/governing-documents-rules-and-regulations/education/guidelines-for-disciplinary-matters-at-stockholm-university-1.181
Academic Writing Service https://www.su.se/english/education/student-support/academic-writing-service/about-the-academic-writing-service-and-studie-och-spr%C3%A5kverkstaden-1.440418
Library services https://www.su.se/stockholm-university-library/guidance-and-services/during-your-studies
https://www.plagiarism.org/preventing-plagiarism

Glossary

Academic integrity: People working at universities (students, researchers, professors, and administrative staff) undertake to produce authentic content while respecting a neutral scientific approach.

Generic knowledge: Knowledge that has a wider range of applications than the context in which it is treated in a specific course.

Collaborative strategies: All strategies that involve students working together.

Legally trained member: The Disciplinary Committee has a member with legal training who is empowered to make legal decisions.

Metacognitive thinking: Relating not only to the content but also to learning strategies.

Patchwriting strategies: The practice of cutting, copying, and pasting text fragments

Literature review management: How a summary of previous research is positioned in the student's production.

Reference management: How references to published work are given in an academic text.

Student-centred teaching: Students are actively responsible for learning.

Head of investigation: The person at the department who has been given responsibility for investigating suspected disciplinary matters and to prepare the department's notification to the President. It is primarily to this person that the course coordinator or examiner reports their suspicions of plagiarism. Most often, the head of the investigation is the head of department, or a director of studies.

Exercises to better understand plagiarism

(Based on activities designed by Jude Carroll, Oxford Brookes University)

Exercise 1 – Where is the limit?

Teacher says: Choose company A, B or C.

You are about to explore a marketing campaign that your chosen company has used for the last two years. Write a report in which you evaluate the effect of the campaign and provide recommendations for future campaigns for the company. Work on your own and hand in an individually written report.

Assume three students do what is listed below and that they do it in the given order.
You decide:
Does the work each student has performed fulfil the requirements "work on your own and hand in an individually written report"? If not, when does the student pass the limit between sharing and collaborating, or doing something that does not correspond to your requirements?

1. The three students discuss the assignment with other students.

2. They look at old examples of similar reports. They discuss what is good and bad in previous students' work.

3. All three students choose Company B. Then they realise the other two students made the same choice. They decide to share ideas.

4. They decide to explore marketing campaigns in general. All look for information but they decide to concentrate on one aspect each (the first student focuses on how to assess effect, the other on design, the third on costs etc.). All three students take notes.

5. They report to each other orally about marketing campaigns in general and the special areas they have concentrated on. They tell each other about the sources they have used to get the information and about what general sources have been particularly useful.

6. They exchange notes about what they have found this far, including sources.

7. The student who is best at finding information collects information about Company B:s marketing campaign and share it with the other students.

8. Another student makes an outline for the report, creating headings and gives a copy to the other students.

9. They share the writing of the different parts of the report. Each student writes two sections. All students contribute to the concluding section.

10. They construct the sections into a draft. Each student take the draft and writes an individual final version of the report. None of the students change more than 5% of the other students' texts.

11. Every student hands in their final version of the report and certifies that "this is an individually written report and my own work". © Jude Carroll, jrcarroll@brookes.ac.uk

Exercise 2 – What is academic honesty and academic writing?

Question: Do you believe that the following actions are in line with academic honesty and academic writing? Yes/ No

1. You are about to write a text, and you read an article where other articles, that you have not read, are cited. The author of the article you are reading has summarized the other articles. You list the article you have read, as well as those you haven't read in your reference list.
2. You attend an art exhibition and make sketches from six different pictures. You extract elements from each picture as inspiration for your own picture, which you later present as your own work.
3. You download three pages of text (around 1500 words) from the Internet and make a few changes in the examples that are used in the text so that it becomes more relevant for your subject. Luckily there is also a reference list on the website, which you copy and include in your work. Then you submit your work as eight pages of text.
4. You ask somebody else to review and correct your work before handing it in.
5. You write in your own words about a complicated idea regarding child development which you read in a book. You attach full details about the book in the list of references. This is the only indication of where the idea comes from.
6. In your assignment, information is asked for which is easily found in a textbook. You copy the answer with quotation marks and write the name of the author, and page after the quote.

Here are the answers. Do you agree?

1. NO. This violates the trust scientific work assumes when you have not read the literature listed under references.
2. YES. This is not problematic – it is what arts students are expected to do in their sketch pads.
3. NO. Classic plagiarism. Think of all the work that has been devoted to the research which you here present as your own!
4. This one is difficult. To what degree is it still 'your work'? If the reviewer went beyond 'tidying up' your language and grammar, it could be plagiarism (that you claim somebody else's work as your own).
5. NO. You have to show exactly where you use somebody else's work. It is not enough to only list the reference in the list of references.
6. YES. But here it looks like lack of confidence in your writing. If you do this too much without commenting what is important/ special about the quote, your 'voice' will not be clear in the text. Be sure to enter the entire reference in the reference list.

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Tips for teachers to use in teaching

Appendix 1: Template for declaration

Author: Jude Carroll

Cover page—Declaration

Name of student:

Name of course:

Date:

I hereby confirm that in this assignment:

• I have followed the instructions about independence in my work. This is my own work.

• In cases where I have collaborated with others (including course peers), I have followed instructions on how to give recognition for others' contributions.

• I have always marked quotes clearly with the help of quotation marks, italics or indented paragraphs where I have used others' words (for example from the Internet, text books, journals or other sources).

• I have indicated where I have used other people's ideas, pictures or tables (for example from the Internet, books, journals, lecture notes or other sources).

• I have used the reference system recommended by the department to give recognition to others' word or thoughts. I show in my text where sources are used, for example by using footnotes or in-text referencing.

• I have listed all sources I have used in this work in a reference list.

• I have followed the recommendations and guidelines of the department for style and referencing.

• I am aware of what is meant by plagiarism and I have taken all reasonable precautions to avoid it.

Appendix 2: Tips and support for academic writing

Author: Jude Carroll

As a student, you need to know what your teachers' expectations are of you. You need to develop your academic skills and your understanding of how the examinations are used to test your knowledge. The more you know about proper academic writing, the less you need to worry about plagiarism. You need to learn how to find sound scientific texts and develop skills for making references and bibliographies. You also need to learn what kind of information, data and ideas your teachers do not want you to share with your fellow students. In addition, you must learn to use sources to support and justify the argumentation in your text. Keep in mind that helping others plagiarise can be against the regulations, even if you do not benefit from it. It can in some cases be classified as "unauthorised collaboration".

The following tips are about how to write essays correctly in higher education. If you need advice, first ask your teacher for guidance. If you need additional support in your writing, contact the Academic Writing Service at Student Support. If you also need additional support to learn how to search for information, contact Stockholm University Library.

Writing in a research environment

Universities are research environments and your teacher expects you to write in accordance with the academic conventions in the subject. Students' academic writing must be consistent with these. However, making clear what in your work comes from someone else is not just about giving credit to the person who has done the work. It is at least as much about the cumulative nature of science, the idea that all stages of a scientific argument that build upon the research of others must be traceable to their origin and subject to testing.

Plagiarism quite simply flaunts fundamental scientific principles and that is why a university like Stockholm University is committed to these issues.

Writing in different disciplines

The form of academic writing varies between subjects, but it is never just writing down facts. Your teacher does not want you to just tell what you have read, or write verbatim what was said at the lecture. You need to process the content yourself in some way, and formulate your text according to the instructions. Different subjects and different examination assignments can differ a lot in terms of how you need to write. The advice below is general and you need to actively work to try to learn and understand what applies in your particular subject, in the particular context in which you are writing. When writing, it is often a good idea to examine a question or topic from several angles. For example, you could start with a description of facts and a brief description of a theory, but this is just the background. Next, you are expected to explore important aspects of the subject. Usually these are questions that you have to come up with yourself and then answer. This type of writing is often called a discussion. Suppose you are writing about a relatively new field. The questions you ask and answer could be: How safe is the science that underlies this field? How has this knowledge been used in the past? Who wants to use the new findings from the field and who might have objections? What needs to be developed? and so on. In addition to the discussion, you will almost certainly need to evaluate your answer—that is, reason about how confident the reader can be of the validity of your conclusion.

The first link between academic writing and plagiarism

Academic writing in higher education means that you show that you understand many aspects of the subject, but it is also important that you take a well-supported stance. When you make a decision about where you stand, you must be able to defend the position you have taken. This is why copying other people's ideas and words is not acceptable, even though you may have been allowed to do this before coming to university. Copying other people's ideas and words does not show your understanding of these ideas—it's just copying.

The second link to plagiarism

When you write to show your knowledge and your understanding, you cannot just make lists such as "I believe this and this and this". This way of expressing your opinions may work for social gatherings but is not sufficient in academic writing. You must construct and present your own arguments in a certain subject. The argumentation in academic writing is expected to have a formal tone and the author should strive to use objective or neutral language.

Evidence-based writing

Even student writers must use ideas and views from others to support their own opinions or to build an argument. This evidence-based writing is sometimes called "writing from sources". You must always make clear exactly what the sources of your facts are. When you plagiarise, you hide your sources, i.e. you do not make it clear where the information comes from. Some students do this on purpose—they try to give the appearance of being more educated, more academic and more expert than they really are. This is dishonest and misleading, and the teacher must report such cases to the director of studies or head of department who, if there is a well-founded suspicion, in turn has to report to the President. Academic dishonesty then becomes a disciplinary matter and can lead to suspension. But even if there is no suspicion of cheating, writing without citing sources is bad practice. If you write as if other people's words and ideas are your own when you are a student, your arguments are not as strong, and it is impossible for the teacher to see if you have achieved the learning objectives of the course or the course module. This is not acceptable in higher education.

To make a strong argument

It takes a lot of skills to create a strong argument when writing at university level. You have to find good sources. This means going beyond Google to identify which sources are credible, which are the best to use, etc. Stockholm University Library provides tutoring in information seeking. Learning to read sources critically is very important. This means learning to look for different types of evidence or proof, to search for facts and information, ideas and examples that support your claim. You do not have to remember everything in the text. You read to find support for a point you want to make in your own writing. Only a part of what you read is important for your own presentation, so you need to make notes. Find the relevant sections and make notes in your own words. While reading, ask yourself how what this writer is saying useful to you. By noting these useful points in your own words, you are taking a very important step towards rewriting them later in your own words. You should not just copy and paste the texts or use a highlighter. That can easily lead you to just insert the copied text into your own writing at a later time. You will need to learn to summarise, writing down important points briefly and concisely.

Your notes may summarise an entire page of the original text in two sentences—this is a note-taking technique that will serve you well. You can practice making this kind of summary as you read, or read up on how to do it. This note-taking technique is even more important if you are reading and taking notes in English or any other language that is not your first language. Sometimes students try to rewrite the original text so that it says the same thing but in other words. This is called a "paraphrase", and the new version will probably be as long as the original and contain the same ideas. If this is not done well, it may not be clear which ideas are someone else's and which are yours. In that case, your teacher may start to wonder who wrote the text—you or someone else? You must keep track of the connection between notes and originals. As you write, you will be adding facts from several sources. Your presentation should clearly express what you claim and try to show that others share your opinion, or are of a different opinion. Your text must always indicate where the quote or idea that supports your idea came from. This requires good routines when reading and taking notes. You must list each source so you can later tell where the piece came from. You can write down your sources using special software or use another simple system such as a card index. No matter how you do it, the rule should be: "Never read without taking notes". Never take notes without stating the source. At each such listing, ask yourself, "What do I need to note here to easily find my way back to the source if I need to check something out at a later stage?"

Referencing techniques

Referencing or citing sources is about using an accepted system to show step by step how you have used the sources. You cannot be good at referencing if you do not take the steps we have already described. You need good sources, good notes, a clear record of the connection between notes and sources, and a good way to weave ideas together. Then you need to follow an appropriate reference system. There are many books, electronic guides, and resources online that explain reference systems to you. A reference guide tells you how other people's thoughts or words should be stated in the text. Different systems are traditionally used in different subjects. You need to learn the system you are expected to use for the task at hand. But it is important that you are aware of other systems, because in the future you may need to use completely different systems in other contexts. Referencing technique tutorials show you how to gather all the sources you have used to write a text and to create a list of sources. They will explain the use of punctuation and all the little details about writing references. But the small details are not the most important thing. You must show in each individual case in your writing where words and ideas in the text come from. This means much more than using commas correctly or how to refer to an unusual source. Try to be consistent in the references you use, because if you are careless with the format, your risk annoying your reader, and the academic credibility of the work will decrease. Use your own words, your own work, and your own voice. Writing from sources can take years of practice, even in your first language. It is twice as difficult to do it in a foreign language. But once you master it and once you have found your own voice as a writer, you will never again have to worry about unintentional plagiarism and you can take your place as a writer and thinker within your own discipline.

Collection of links

Stockholm University Academic Writing Service https://www.su.se/english/education/student-support/academic-writing-service/about-the-academic-writing-service-and-studie-och-spr%C3%A5kverkstaden-1.440418

Stockholm University Library services https://www.su.se/stockholm-university-library/guidance-and-services/during-your-studies
https://www.plagiarism.org/preventing-plagiarism

Refero—An anti-plagiarism tutorial from Linnaeus University
https://refero.lnu.se/english/

Stockholm University, Department of English, Course *English for Academic Research* (ENAEV0), 7.5 credits https://www.english.su.se/education/courses/second-cycle/english-for-academic-research-enaev0-7-5-credits-1.62971

Writing guide (Blekinge Institute of Technology, Kristianstad University, Linnaeus University and Umeå University)
https://writingguide.se/

The Plagiarism handbook (from Ouriginal):
https://www.urkund.com/resources/knowledge-hub/plagiarism-handbook/