Choose your AI: Artificial Intelligence / Academic Integrity

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Illustration of current challenges in Higher Education

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Number of disciplinary actions
Source: Swedish Higher Education Authority (2023: 8)

University	Total (%)	Women	Men	Suspensions	Warnings	Full-year students
All Swedish Universities	2,671 (0.86%)	1,511	1,160	2,279	392	**312,222**
Stockholm University	355 (1.23%)	240	115	284	71	**28,751**
Dalarna University College	71 (1.24%)	41	30	70	1	**5,731**

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Disciplinary committees among Swedish universities

- Less disciplinary committees held in 2022 compared to former years (0.95% of full-year students in 2021) but the cases of plagiarism increase in proportion (67% of all disciplinary committees concern plagiarism issues in 2022 for 61% in 2021).

- Pandemic effect with many disciplinary hearings. Many universities reintroduced examinations on campus. The number of cases of "unauthorized cooperation" decreased in 2022

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What is plagiarism?

- "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" (Bendixen et al., 2022: 6).

- "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" (Bendixen et al., 2022: 7). (Self-plagiarism)

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What is plagiarism?

- "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**" (Bendixen et al., 2022: 8).

- Intention to deceive (academic dishonesty)

- « By academic dishonesty is also meant when students collaborate in an authorised manner, carry unauthorised aids sich as cheat sheets, unauthorised notes or mobile phones, or otherwise try to mislead during examinations or in the production of graded material » (Bendixen et al., 2022: 8)

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Why do students plagiarize?

- Inability to apply academic standards (academic writing…)

- Poor study techniques

- Poor planning (difficulty to organize tasks) /Stress (deadlines) / Lack of motivation

- Googling questions and answers without taking the necessary time for brainstorming

- « 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 » (Bendixen et al., 2022: 27)

- Wikipedia (Blikstad-Balas, 2016; Premat, 2019; Premat, 2023). Check facts

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Why do students plagiarize?

- Debate on cultural habits (Sanni-Anibire et al. 2021)

- Difficulty to find sources (too many sources, no possibility to distinguish the different categories of sources)

- AI (Artificial intelligence or Academic Integrity)

- Tendency to

- ChatGPT (patchwriting strategies that may kill critical thinking) (Rudolph et al., 2023)

- https://www.su.se/ceul/forskning/aktuell-h%C3%B6gskolepedagogisk-forskning/who-s-afraid-of-chatgpt-1.653054

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Discussion 1 – 10 minutes

- What would you do if you suspected a case of plagiarism?

What does the law say?

- 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). (Bendixen et al., 2022: 11)

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Necessity to report the case

- "If you suspect plagiarism it must be reported to the President immediately" (Bendixen et al., 2022: 10)

- "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" (Bendixen et al., 2022: 10)

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No direct confrontation

- "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" (Bendixen et al., 2022: 16)
- The disciplinary committee is under the responsibility of the President of the university (*ad hoc* committee)
- Every part is represented (the teachers, the department and the student)
- Decision: no proofs – warning – suspension

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How do you detect plagiarism?

- Digital tools (Ouriginal – Urkund)

- How do you interprete the scores in antiplagiarism softwares?

- "Ask an experienced colleague for help the first time you interpret a text comparison analysis" (Bendixen et al., 2022: 14)

- **Visual indications** (for patchwriting strategies), **varying stylistic level**, **intuition** (very useful to notice unauthorized cooperation; suspicion about the terminology)

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Discussion 2 – 10 minutes -

● When and how do you communicate on plagiarism issues during a course?

Early information

- The course description should have some accurate information on plagiarism (consequences)

- The course description should have sections on study technique

- The course description should include a section on the centre for academic writing (in other words, welcome students in the field)

- The first course could introduce the notion of academic integrity. Use icebreakers to deal with this topic and prefer a positive discourse on academic integrity instead of sending warnings about plagiarism

- https://www.youtube.com/watch?v=_21PiNfpRrg&t=203s
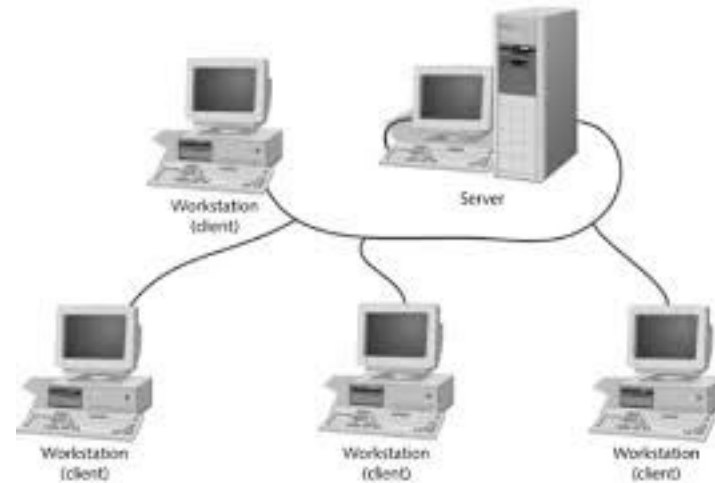
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Ongoing information

● Reminders before each examination

● Short discussions about methodological tools in the field

● Discussions on sources (the big names…) so that the students can navigate in the field

● Use Artificial Intelligence to show the possibilities and the danger in case of misuse (why not testing together after a lesson). You could reinforce critical thinking by evaluating the tool with the students

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What kind of recommandations could you provide to avoid plagiarism?

Empower your students

Some concrete recommendations

- Do not begin by googling sources (it affects the creativity and it influences the student)

- Better to make a brainstorming without any digital device

- What are you thoughts / expectations / relations on the topic?

- If you have a question, question the meanings (antonyms / synonyms)

- Resubjectivate the relation to the topic

- **Tell your story** (construction of an investigating self)

- Control of the sources (Prior studies / which schools are in the background? Which debates? Do you have theoretical friends or enemies?) Important for the students to find their own voice
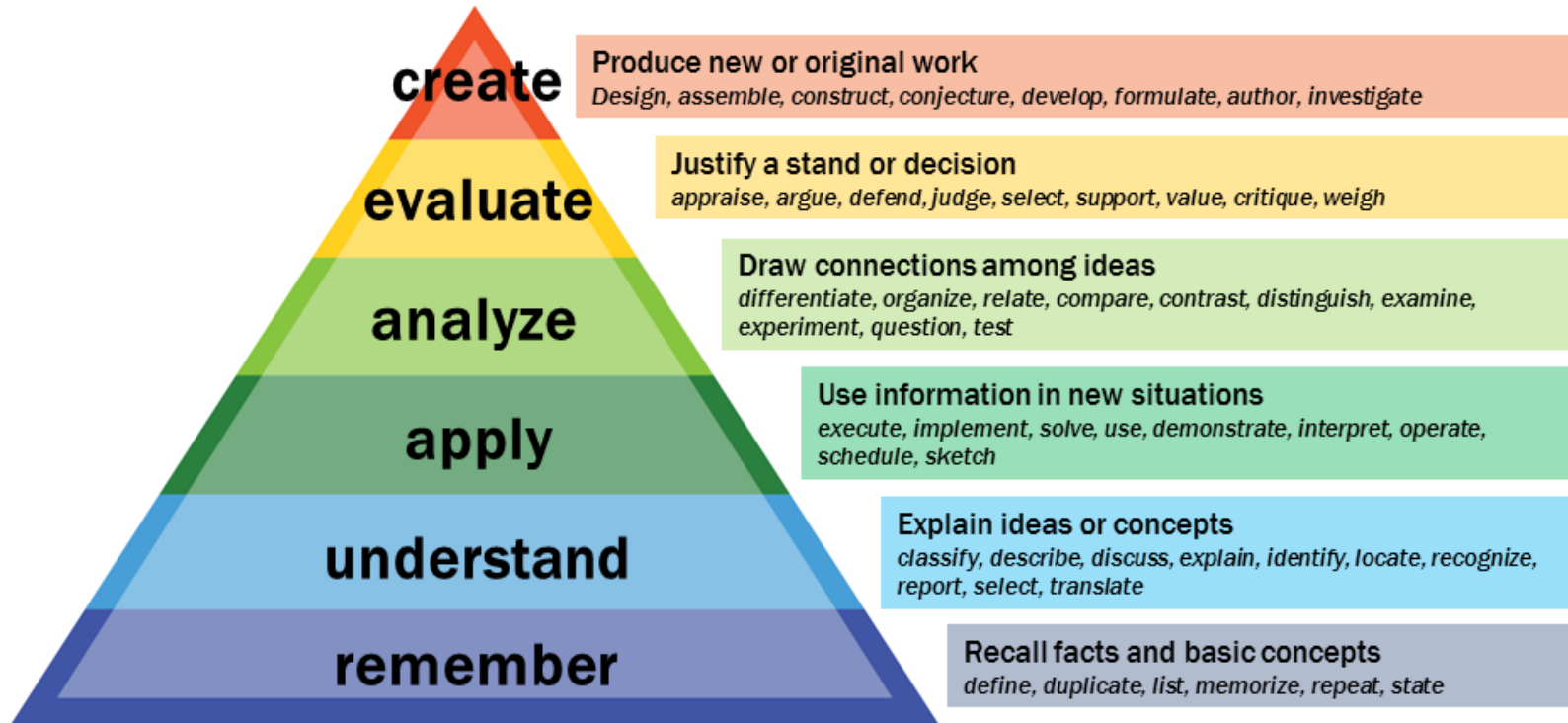
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Some concrete recommendations

- Make sure that you do not only activate the "factual knowledge" of the students but also the conceptual knowledge (Agarwal, 2019: 191; Krathwohl, 2002: 217).

- If the students do not learn thinks but just check facts, it might lead to passive learning without having real knowledge. Distinction between facts and *fake news* (Wikforss, 2017)

- Try to examine some false discourses in your field (fake theories that you show so that they acquire an understanding of what scientific investigation means)

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https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/ (5 April 2023)

Bloom's Taxonomy

create — Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate — Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze — Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply — Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand — Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember — Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

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Former examinations

- "As a general rule, we are obliged to hand out old exam questions—and answers" (Bendixen et al. 2022: 11)

- The Swedish Freedom of the Press Act (TF)

- 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).

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Former examinations

- "The students' examination assignments (answers) become public documents when the examiner has completed the assessment and signed off on the grades" (Bendixen et al., 2022: 12).

- How do you deal with students requiring the access to former examinations?

Former examinations

- Give som examples of anonymous productions with comments on the grades

- Bring some variations for the examinations

- Introduce formative tasks (papers) where you can add supplementary information on plagiarism. Most of the time, a plagiarised work can be a "work in progress" (Power, 2009)

- In the case of collective tasks, add individual metacognitive questions to evaluate what the students learnt from a collaboration (very important even for their future jobs)

Examinations

- "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).

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Discussion 3 – 10 min -

● What would the three best tips be to avoid plagiarism according to you?

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Important discussions with students

- They have to train academic writing (conventions, formulations…).

- Discussions on their best learning strategies

- Add metacognitive questions in all their exams

- Show the difference between scientific investigations and discourses (myths….) to stimulate their critical thinking

- There is some resistance to knowledge (Wikforss, 2017)

- Acquisition of generic competences (Davies, 2013)

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Conclusions

- Give some recommendations on some important sources
- Introduce short discussions on learning strategies before examinations
- Inform your students on the Centre for Academic writing (sometimes, you can initiate an early collaboration with the Centre)
- Inform your students on the consequences of plagiarism
- Your students are unfinished learners, they need support to express themselves

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