

Plagiarism and its paradoxes: time for reconsideration?



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Creating Knowledge 2021



Traditional approaches to plagiarism

Faculty: naïve trust in plagiarism detection tools

- But many of these (URKUND) only search through their own corpus consisting of assignments
- No access to textbooks
- Limited www-searching

Libraries: appeals to ethics, integrity and/or hands-on approach

- «A plagiarism carol»
- «How to cite *and* avoid plagiarism»
- The *person* needs fixing

Targeting mostly international students



UNIVERSITETSBIBLIOTEKET I BERG PRESENTERER

<https://youtu.be/Mwbw9KF-ACY>



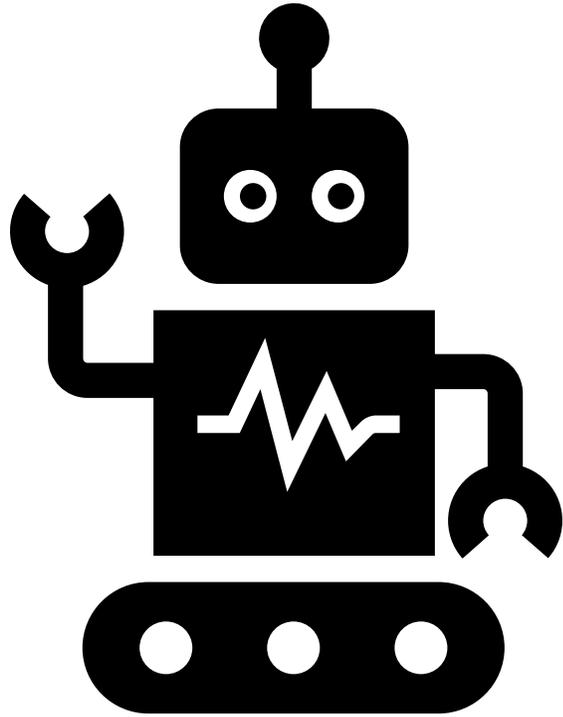
0:02 / 5:12



https://youtu.be/3IloBZ0Tf_I

Tre regler og ett tips om hvordan sette inn referanser

The video player shows a video titled "Bruk av kilder" (Use of sources) with the subtitle "Hvordan sette inn kilder og unngå plagiat?" (How to set up sources and avoid plagiarism?). The video content features a diagram with a central block of text. The text is represented by horizontal lines, with some lines highlighted in red and others in green. To the left of the text is a red silhouette of a head labeled "Deg" (You), and to the right is a green silhouette of a head labeled "Kilde 2" (Source 2). A speech bubble from "Deg" points to the text, and a speech bubble from "Kilde 2" also points to the text. The video player interface includes a progress bar at the bottom showing 0:17 / 2:56, a play button, a mute icon, a settings gear, the YouTube logo, and a full-screen icon. In the top right corner of the video frame, there are icons for "Se senere" (Watch later) and "Del" (Share).



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A mode of searching like any other? Yes, but ...

Eliminates the need to read? Sprinkle references across a text ...

Purpose of sources: not propping up your own ideas, but engaging in a conversation

Some searches are less problematic than others, though (facts, statistics etc.)

Saving time or generating extra work?

Digitalisation as the solution to everything:

Need for manuals, training of faculty, new tools to manage tools ...



Time for reconsideration:

How should faculty give meaningful feedback when/if they suspect that the student has not studied? Or even produced the text themselves?

- Copy + paste + thesaurus in Word (de-plagiarising)
- AI-generated writing (essay mills)
- Soon: AI-generated feedback (University of Oslo)

How much misplaced feedback can we afford to waste?

Do we need to revise our notions of independent scholarship?



Things to consider

- Do you have experience with plagiarism?
- Can we “beat it”, or do we need to accept the phenomenon?
- If we need to accept plagiarism, how can we design practices that preserve and foster critical thinking skills etc.?

