

# **Plagiarism issues in Swedish Universities**

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## Source: *Swedish Higher Education Authority* (2018)

University	Total (Percentage)	Women	Men	Temporary exclusion	Warnings	Number of students registered a year
All Swedish universities	1326 (0,46%)	697	629	1057	269	289.898
Stockholm University	145 (0,55%)	86	59	121	24	26.273



# Increase of plagiarism cases

- Source: "Disciplinärenden 2018 vid universitet och högskolor", *Swedish Higher Education Authority* (2018),
- [https://www.uka.se/download/18.55b9a49216a59c86be8cdaf/1560947678112/Disciplina%CC%88renden\\_2018\\_vid\\_universitet\\_och\\_ho%CC%88gskolor\\_72.pdf](https://www.uka.se/download/18.55b9a49216a59c86be8cdaf/1560947678112/Disciplina%CC%88renden_2018_vid_universitet_och_ho%CC%88gskolor_72.pdf)
- 6 categories (1.cheating 2. unauthorized collaborative work 3. **plagiarism** 4. falsification of documents 5. inappropriate attitude 6. gender / ethnic discriminations)
- Around 60% of disciplinary measures concern plagiarism (specific behaviour)



# Is it a recent problem?

- Increase of plagiarism issues because of the investments that universities made in textmatching tools (fear for bad reputation).
- Digitization of most of the work (impact on the figures). This form of standardisation opens up new possibilities of plagiarizing.
- Plagiarism (intention to deceive) but also **patchwriting** strategies (Pecorari 2015: 97): copy, cut and paste.
- “This is text that is taken and used without appropriate attribution to its original source. Using text without proper attribution with the intention to deceive is called **prototypical plagiarism**, whereas in cases where such an intention is irrelevant – **textual plagiarism** is also used as an umbrella term, covering both prototypical plagiarism and **patchwriting**” (Chankova 2017: 2).



# Practices of plagiarism

- “Copying the answers of another student in an examination”
- “Writing the whole part of an assignment with another person”
- “Citing sources that have not actually been read”
- “Making up false reference citations”
- “Giving incorrect information about the source of a quotation” (Gullifer et al. 2014: 1211)
- Recycling culture: share, use, re-use, copy and paste (digitization)



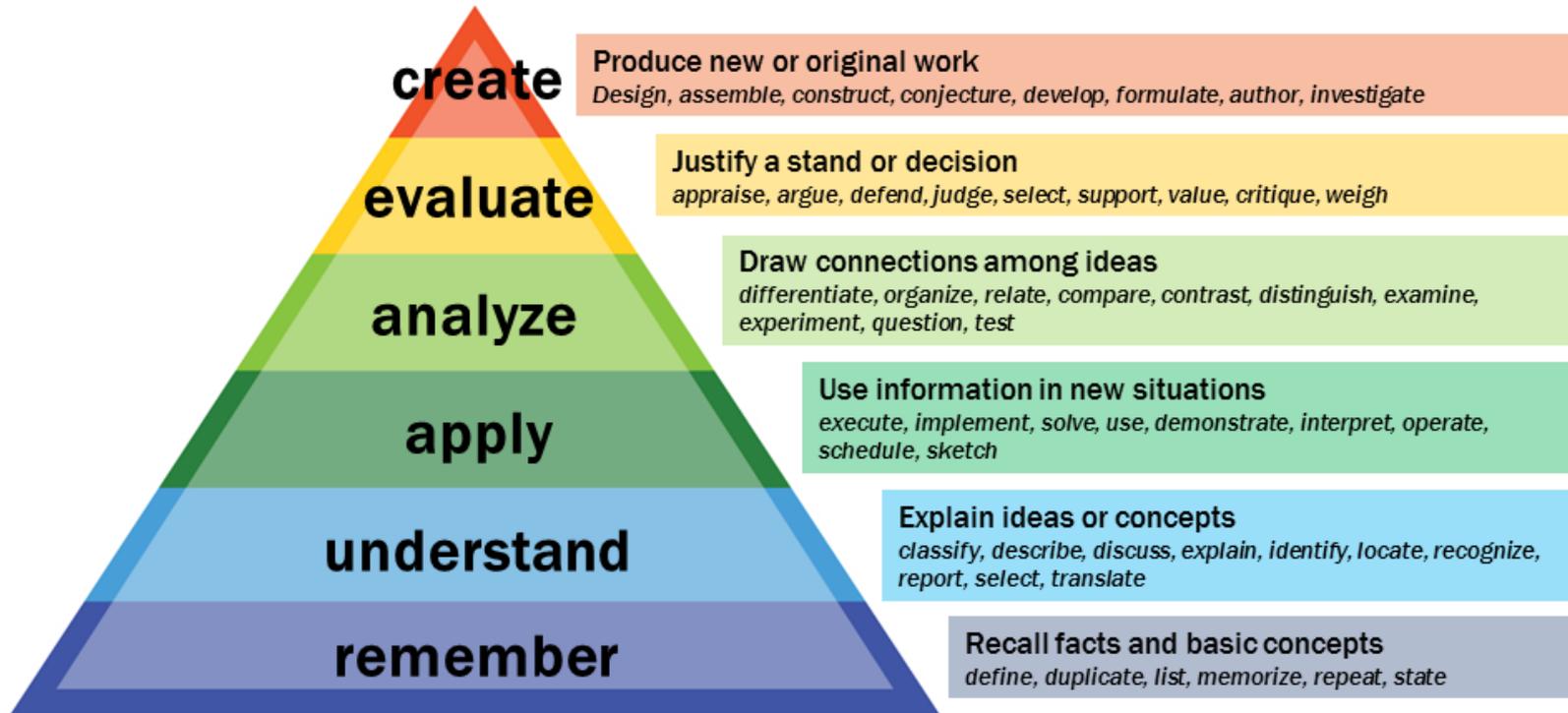
# Research literature on plagiarism

- Focus on academic writing in the literature (East 2009; Pecorari 2015; Chankova 2017).
- Learning strategies of the students differ from the concretization of a final text
- Students do not control "factual knowledge" (Agarwal 2019) in the same way when they have access to information (they check). Distinction with "conceptual knowledge".
- Necessity to focus on citations / references
- Paradox: how can we learn not to plagiarize when we have to remember some basic concepts to progress?



<https://cft.vanderbilt.edu/guides-subpages/blooms-taxonomy/> (Retrieved on 15 October 2020) (Armstrong, 2018)

# Bloom's Taxonomy



Vanderbilt University Center for Teaching



Stockholms  
universitet

# Challenges in Higher Education

- Engaging students with sources
- Focusing on academic writing practices (other phenomena with oral forms of plagiarism)
- Relation of the Higher Education to the sharing culture (Wikipedia platforms) (Premat 2020).
- Pedagogical issues when assignments are not well-designed
- What happens in advanced levels?



# Self-plagiarism issues

- Publish or perish. The digitization of journals and books affected the production of research articles.
- Relation to previous studies which can be ambiguous. The state of art is important but the necessity of communicating research outcomes can lead to various forms of self-plagiarism (re-use former results instead of quoting properly).
- An issue for PhD studies as most of them have a starting point in a master's dissertation.



# Conclusions

- Not only a problem for freshmen and sophomore (source criticism).
- The main aspect of academic integrity.
- Research on the content of the decisions of the disciplinary boards in Sweden (systematic analysis of plagiarism practices).
- Less focus on self-plagiarism which is highly problematic because the evaluation of the practice depends on the context. Self-plagiarism can be linked to a difficult positioning in the field (relation between the previous studies and the scope of the paper).
- Plagiarism issues also due to the use of academic texts in English (*lingua franca*).



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