



حوليات آداب عين شمس المجلد ٤٦ (عدد يناير – مارس ٢٠١٨)

<http://www.aafu.journals.ekb.eg>

(دورية علمية محكمة)



The Effectiveness of Using Paraphrasing Strategies on Research Writing: Turnitin Model

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Abstract:

The revolution in technology made students plagiarize others' work and submit it as their own. The aim of this study is to find the effectiveness of teaching paraphrasing strategies in reducing students' plagiarism in university of Baghdad. The Sample of the study is randomly chosen out of eighty, fourth year college students. The materials were taught within eight weeks of instruction about paraphrasing strategies. Results represent that treating the experimental group with paraphrasing strategies have resulted in expanding the range of avoiding plagiarism in the post-test. Moreover, the findings showed that plagiarism is a problem for the students at a college level and their assignment submitted during the course of study includes a material that was copied from other sources without mentioning the source.

Keywords: paraphrasing strategies, plagiarism, Turnitin program, Research, college students.

1. Introduction:

One of the most important problem in higher education across the world is plagiarism. Gullifer and Tyson (2010) state that “Plagiarism is perceived to be a growing problem and universities are being required to devote more time and resources to combating it” (p.463). The rapid growing of technology made students plagiarize others’ work and submit it as their own. Such cheating behavior of students in higher education level like investigation institutions and colleges is getting a great concern nowadays in the time of the technology (Eret & Ok, 2014).

Thompson & Ahluwalia (2010) explains that the findings of wide using of plagiarism among college students, and colleges in many countries have been using technologies to avoid and minimize behavior of plagiarism. Still some universities and institutions are not using software for checking plagiarism and depend only on the teacher’s experience to decide on such an important issue despite the revolution in technology for checking plagiarism. Such problem in developing countries is huge because most of assignments, graduation studies, thesis, and dissertation contain large percentage of plagiarism. Experience of marking students’ assignments and members of committee of avoiding plagiarism in College of Education Ibn Rushd motivated to conducting such a study in order to investigate the main reasons of plagiarism among college students because students practice submitting their assignments or part thesis/dissertations proposals to plagiarism has been growing. The availability of software to detect plagiarism via internet helped and motivated student the practice of avoid such behavior.

Oxford Dictionary concisely defines the verb Plagiarize as “take (the work or an idea of someone else) and pass it off as one’s own” (Pearsall, 2002: 962). While University of Sussex (2005) defines plagiarism as “using or copying the work of others (whether written, printed or in any other form) without proper acknowledgement in any coursework” (p. 5). These definitions argue that plagiarism is stealing the work of someone else without mention in the owner and neglecting the right of ownership or without acknowledging the authorship. Many researchers as (Borg, 2009; Sutton, Taylor, & Johnston, 2014; Eret & Ok, 2014) regard such behavior as academic fraud or an intentional deceiving and getting marks, credits or rewards for other’s work. Plagiarism is also showed as “type of academic dishonesty, is often conceived as fraudulent behavior that diminishes the intellectual property of the original author and rewards plagiarists for their work” (Gullifer & Tyson, 2010: 463).

Some other scholars consider plagiarism from legal point of view, and consider it as “an act of theft of the individual ownership of intellectual work” (Gullifer & Tyson, 2010: 463); also they add that plagiarism “regarded as a violation of intellectual property rights that are protected by copyright laws” (Betts, Bostock, Elder, & Trueman, 2012: 71) and has both

ethical and legal problems (Shahabuddin, 2009). Furthermore, researchers show plagiarism as “a moral and ethical offense rather than a legal one since some instances of plagiarism fall outside the scope of copyright infringement, a legal offense” (Nicholls & Feal, 2009: 52). Still more cases are reported over the world of plagiarism in spite of availability of software for detecting plagiarism, and we witnessed and increasing of such behavior. The challenge in Iraq is that according to the previous studies only 30% of students’ assignments, thesis or dissertations published on internet which make it difficult task to specify the source where students had copied the work. So, the present study has two aims they are: finding out the effectiveness of teaching paraphrasing strategies in reducing students’ plagiarism, and finding out why Iraqi EFL students tend to plagiarize.

2. Literature Review:

2.1 Factors of Students’ Plagiarism:

Literature reports many factors that encourage students to plagiarize in college level. Gullifer and Tyson (2010) notice that the factors of students plagiarism are: shortage of time to study; fear of failure perceived between actual grade and student’s personal effort; student studying so many courses that results to a lot of work per semester; a believe that student will not caught because lecturers do not have time to read extensively the assignments because of work pressure; motivation of doing well of getting good grade; student feeling of alienation by colleagues; and student individual factors such as age, grade average point, gender and others (p 465). This in the same line with Betts et, al., (2012) who also found similar factors for student plagiarism with adding other factors of plagiarism behavior. These include: first, lack of orientation on ethics of academia when students are not well integrated in the academic community culture in particular; second, study time of student who have part-time job; third, the pressure of parents to perform well; and the academic dishonest of lecturers when they want to punish students and make students reply on lectures of good students. In fact, dealing with plagiarism demand legal framework which is installed in college honor rules and plagiarism policies, and these should give penalties for dishonest and infringements.

2.2 Forms and Types of Students’ Plagiarism:

Plagiarism can be classified into six main forms according to (Ali et al., 2011; Barnbaum, 2006; Clough, 2003). These forms are:

- Copy and paste plagiarism: literary copying the text from the source without knowledge of the original authors using a quotation marks;
- Plagiarism of word switching: where students take sentence or paragraph from the source and change some words without knowledge of the author;

- • Style plagiarism: copying another authors style of reasoning by following the same order of sentence organization of your ideas;
- Metaphor plagiarism: this occurred when someone uses creative styles of writing of someone else to introduce his/her thoughts neglecting the original author;
- Idea plagiarism: take someone's thoughts or solution suggested by another person and using it as their own creativity without crediting the author; and
- Plagiarism of authorship: this is a form of plagiarism where student directly put his/her name on someone else work (Ali et al., 2011; Barnbaum, 2006; Clough, 2003).

Four types of plagiarism are suggested by Nicholls and Feal (2009). First submitting assignment or paper written by someone else as his/her own work; second, poor paraphrasing or repeated words; third, collecting parts of someone writing without a permeation; and finally, paraphrasing someone presenting or arguments by applying his/her line of thoughts regardless the source (Nicholls & Feal, 2009). Turnitin (2012) in recent study reported ten forms of plagiarism behavior conducted by students:

- Clone: an act of submitting another's work, word-for-word, as one's own;
- CTRL-C: a written parts that contains significant amount of text from one source without alterations;
- Find-replace: replacing keywords and sentences but retaining the main content of the source in a paper;
- Remix: paraphrasing from other sources and changing the content to be fit assignment;
- Recycle: taking or borrowing large amount of thoughts from one's own previous work without citation;
- Hybrid: the act of collecting and combining paragraphs perfectly without mentioning to the source;
- Mashu: a type of paper that includes a variety of copied materials from several different sources without proper citation;
- • 404 error: the paper includes some information or ideas that inaccurate about the source;
- Aggregator: the "aggregator" means no original work with proper citation; and
- Re-Tweet: This paper includes proper citation, but relies too closely on the text's original wording and/or structure (Turnitin, 2012: 4).

To sum up, no agreement among researchers in literature on the forms and types of plagiarism, some literally agree that plagiarism is a behavior of taking someone ideas, work, art as their own without mentioning the original source or author. However, previous studies show that there is a mutual blame between faculty members and students on act of plagiarism. So, we suggest instead of using blame game, studies should try to address

the problems of plagiarism and how to avoid it, rather than just blame. Future research should focus on the way of addressing the problems of plagiarism and how to treat such behavior.

2.3 Avoiding Plagiarism:

There are three sources of purposive plagiarism that can be noticed: confusion about how to paraphrase, not certain about when and how to cite sources, and laziness in citing ideas and taking materials from internet.

When students download thoughts and ideas from other researchers' work, they must include the sources of their information. Majority of researchers know that they must cite the sources of direct quotations. However, students sometimes think that the only way they need to cite is by using direct questions. In fact, "borrowing" thoughts from other researchers without using a proper citation can be considered as a type of plagiarism and should pay attention to every word. Therefore, students must support documentation for all information taken from another source, even when they have summarized or paraphrased the materials. In addition, students must also document their sources when they use other writers' explanation of a historical event or text. In short, students should remember that any time that they use information taken from another person's work, adopt someone else's interpretation, or build on another writer's ideas, they must mention to the source. By doing such documentation, readers would distinguish between writer's ideas and those of others (Rampolla; 2004).

So, it is recommended that student should read more about their topics because the more they read about their subject, the easier it will be for them to distinguish common knowledge from information that needs a citation. When in doubt, however, it is better to be safe and cite the source.

3. Methods:

3.1 Participants:

The sample of the current study is 80 Iraqi EFL college students in University of Baghdad, College of Education/Ibn-Rushd, fourth stage. Two groups of 40 each were randomly distributed to an experimental and a control group. Students taught paraphrasing strategies and how to use Turnitin program for detecting plagiarism while writing graduation research.

3.2 Validity and Reliability

In order to get face and content validity as well as authenticity validity of both tests, the pre and posttests have been exposed to the jury members¹. Some recommendations and modifications are proposed by the jury members and they considered in the final version of the tests.

Since the scoring of the test done by Turnitin program, the present study used some aspects to increase the reliability of the test: Firstly, the researchers have checked the test. Secondly, another teacher² checked the test. Reliability coefficient is obtained by comparing the score of two teachers

(both the researcher's score and the second rater by checking the answers in Turnitin program). The correlation is found to be (0.978) which means a highly stable coefficient.

3.3 The Pilot Administration of the Test

A test cannot take its final form before it is tried out, so a pilot administration of the posttest was occurred on March 23rd 2017. Eighty students which represent the whole population of the students participated in the test. The main reason for conducting pilot administration of the test is to support the researchers to check the clarity of the items of the test; and calculate the time needed for answering the questions, which appeared to take between 40-45 minutes for the whole test. In addition this, it is used to check the reliability of the test and the practicality of the test in general.

3.4 The Pre-Test

The pretest was conducted on the April 2nd 2017. The pretest was conducted on the sample of the study for both groups. The researcher themselves tested the sample of the study and they used the anti-plagiarism program Turnitin to measure the percentage of plagiarism, if the total percentage plagiarism 20% or more, it would consider an acceptable according to Ministry of Higher Education and Research in Iraq. The duration of time needed for completing the question was between 35-4 minutes. The purpose behind conducting the pretest, is to compare the students' achievement scores in the pretest with that of the same students in the post test. The materials were four passages 600 words each taking from different branches of study such as: literature, linguistic and methods of teaching English.

3.5 The Post-Test:

Posttest was conducted at the end of the teaching period, both students of experimental and control groups had the exam on the May 28th 2017. The same testing procedures were followed in conducting the pretest. The researchers conducted the pilot test, pretest and the posttest under the same conditions. The materials were also six passages 600 words each taking from different branches such as: literature, linguistic and methods of teaching English.

3.6 Materials:

The materials of the current study consisting of four types; materials for pre-test, materials for the treatment (eight paraphrasing strategies), and materials for the post-test. The students of two groups underwent instruction for eight weeks. The participants came together to attend their course in writing graduation research once a week for about 55 minutes. However, during the eight-week period of this study, about 45 minutes was especially devoted to teach paraphrasing strategies. During the first session and prior to the instruction, the participants were presented with a text of approximately 600 words and were invited to summarize that text within 45 minutes into approximately 200 words. When the summary writing activity

was completed, the researchers provided the students with an outline of what would be practiced in the course of this study. This outline included the significance of avoiding plagiarism in research writing in academic context and why plagiarism should be avoided in the process of summary writing. After this preparatory movement, for the following seven weeks, the students learned different paraphrasing strategies through explicit teaching and modeling and came to know about the negative consequences of plagiarism. All the strategies were instructed explicitly and later practiced through modeling and different examples in each 45-minute session. In other words, during the first two sessions all the strategies were instructed explicitly, and the following sessions were devoted to practicing them through modeling and different examples because using paraphrasing strategies is not a sole process, but it is an integrated process, when we try to paraphrase, we use all of these strategies altogether. However, after the treatment during the lessons, the participants were asked to paraphrase six texts of approximately 400 words in 50 minutes. In the process of paraphrasing, they were allowed to make use of their dictionaries.

Finally, the materials for posttest consisting of paraphrasing six passages and students' performance in the pre and posttests were scored depending on Turnitin program.

4. The Procedures

The current study used exercises to teaching students how to reducing plagiarism, below are five samples of exercises, these exercises come from both researchers classroom practice.

There are two things should be clarified before mentioning to exercises, first, the type of practicing texts were simple, the main reason for that is we want students to read and practicing academic challenges, that's fine for later, but instructing them the strategies of paraphrasing from research writing and giving suitable marks, make the reading material easy to save time and energy struggling with that. Teaching students the proper writing skills and the correct way of citation can make students equipped with skills needed to write a correct research. Second point, exercises should do together in class. The skills are compound and usually demand a decision to determine if they have been done correctly. For every exercise, a feedback is very important for students. The exercises are:

Exercise 1: Recognizing Plagiarism:

The time allocated for this exercise is 20-25 minutes, students have an incomplete comprehension of the issue of plagiarism. This exercise implies the principle of strategy instruction by representing examples of "yes" and "no" to help them understand their definition of a principle.

1. Students read a short, simple text of 500-800 words, on a somewhat familiar topic from their syllabus.

2. Presenting samples of student writing based on that text, the samples consist of both types with plagiarism and without plagiarism. For each one, students should decide which one represents plagiarism or not. Sometimes explaining to groups if possible. After each example, telling them if they are correct or not, and explaining why.
3. Finally, they reach to the level where they can identify most of examples correctly as “plagiarism” or “not plagiarism.”

Exercise 2: Summarizing

The time allocated for this exercise is 25-23 minutes. When students know what plagiarism looks like, they practice putting the information they learn from texts into their own words. Here a full-length summary is not subjected to discussion; the strategies of paraphrasing can be practiced in smaller bursts, and it is very necessary for writing during the process of research writing. Students need first to read about the subject and then comprehend it, then clarify what they understood in their own language. In the context of plagiarism, that strategy is called as summarization.

Here's the process to teach:

1. Choosing a 1-2 paragraph section of a text and read it many times to make sure student understand it.
2. Cover the paragraph (or close their screen, if reading it on screen), then giving minutes to think about what the paragraph discussing.
3. Next, asking students to explain what he/she learned from the paragraph in their own words.
4. Make students write some sentences to summarize that information of paragraph without looking back at the original text. The summary should not be like the source.
5. After writing the summary, checking the original source to make sure the summary is correct and that key terms are spelled correctly.
6. Eventually, making sure giving marks to the source for this information. (Showing students a few different sentence stems so they have options for building their sentence, e.g., “According to...” “In her article, _____ says...”)

This process tell students the importance of producing different version from original one when composing. After doing part of the exercise, students should study the paragraphs and make peer evaluate of each other for plagiarism. Taking a look at how other students summarized the same idea will help them see many possibilities.

Exercise 3: Paraphrasing

The time allocated for this exercise is 20-25 minutes, explaining to students that there is a slight difference between summarizing and paraphrasing. Each one needs to be treated a little differently. When summarizing, we should combine many of information and producing in their own words. When students paraphrase, they are taking a more specific,

special thoughts from one author and using similar but should not be the same style and language.

For this lesson the steps are:

1. Reading a section of a text (like the avocado article mentioned above).
2. Showing a specific idea and show them how to paraphrase it and give marks to the author. Pointing to students some different sentence stems so they have more options for producing their sentence (“According to...” “In her article, _____ says...”)
3. Make students employ the same strategy with a different passage, checking their answers with each other, then reviewing it with the class.

Exercise 4: Using Direct Quotes

The time allocated for this exercise is 20-25 minutes. It is the next step up from paraphrasing by using some of the same words taken from the source. This could help students comprehend that it is okay to copy someone else’s exact words into their work is when they put those words in quotes and give them credit for them. For this exercise, using the same types as in exercises two and three to represent to students the process of using quotation in a sentence or phrase from the original text, this can be done by using some of the same sentence stems from exercise three.

Exercise 5: Using a Formal Citation Style

The time allocated for this exercise is 30-40 minutes, at the college level. Students are expected to follow one of the citation styles like (MLA or APA) while writing papers, so students should choose the suitable style in text uses most frequently and teach students the rules.

- Giving students three to four samples to be used as source of practice. Students should stick with simple, predictable items that look like the types of subjects students may face in their own research.
- Starting with the references list at the end of the paper (or Works Cited, if doing MLA) because many students already be somewhat familiar with the concept of a bibliography, so this is a logical jump. Also, when we do in-text citations later, those citations will actually refer to something, since the references will already be listed at the end.
- After building the references list, representing to the students how to modify the author mentions they already made in exercises three and four so they match the in-text citation format of chosen style.
- Doing all of this should be slowly, with an enough time for students to check their work with you and with each other.
- Throwing two new resources at them such as a book and an online article and see if they can repeat the process: First they build a reference list, then then paraphrase something from each one and do an in-text citation for each.

- The next step after this exercise would be to have students actually do a bit of research and write their own essay or extended response with a reference list and in-text citation.

5. Results:

The information of the present study are analyzed by applying the following statistical methods: a t-value (t-test) was calculated between the post-test scores in the two groups (experimental and control) of students to show the effectiveness of the aim the study.

The mean scores of the two groups have been compared; where the mean score of the experimental group is 15.27, while the mean score of the control group is 6.36. This indicates that there is a significant difference in the total scores of post-test between the experimental and control groups in a favor of the experimental group. This confirms that the experimental group is better than the control group (see table 1).

Table (1)
The Total Scores of the Post-Test

Group	No.	\bar{X}	SD	DF	Computed t-value	Tabulated t-value	Level of significance
Exp.	40	15.27	7.31	102	3.50	1.99	0.05
Cont.	40	6.36	5.54				

Table two shows the results of two ANOVA coefficients calculated separately between the pre-test and the post-test of the experimental and the control group of the study. This means that the pre-test and the post-test scores in the control group are close to each other when compared to those in the experimental group, which represents that treating the experimental group with paraphrasing strategies have resulted in expanding the range of avoiding plagiarism scores in the post-test.

Table (2)
The Covariance Matrix between the Pre-test and the Post-test scores of the Experimental and the Control Group

Group	Covariance
Experimental	1.17
Control	2.09

It is obvious that students' performance in research writing improved with experimental group more than control groups. It may be clear fact to obtain this result because paraphrasing strategies ask students to practice anti-pluralism more than just copying of other's idea.

Results from the present study also indicate that the initial average plagiarism percentage among students before the introduction of Turnitin was 86.4% (as shown in pretest after checking in Turnitin). This percentage is higher than what has been reported in most studies, which indicate an underlying plagiarism rate of college students between 17% and 20% (Weinstein & Dobkin, 2002). This indicates that plagiarism in Iraqi EFL college students is indeed an issue of concern that needs to be seriously addressed.

The present study showed that after Turnitin program was introduced to the students, their plagiarism level dropped by 65%. It is worth mentioning that plagiarism did not fully avoid even after students knew that their papers would be checked by Turnitin software. Moreover, the program had an import effect on minimizing the high percentage of plagiarism in which students had in their researches directly from the Internet. When asked students why you still depend on plagiarism in spite of they knew that their papers will be checked through the software, 80% of the students answered that they minimize the quantity of material plagiarized from the internet and follow blind copy of small portions into their research, they believed that the low level scale of cheating is ok and they could still get away with that. This indicates that using software alone cannot stop the problem of plagiarism even when the students' learning environment was altered by using the software, a clear sign that software alone cannot stop this problem. There is need to have other steps in place that would make plagiarizing undesirable.

6. Discussion

The results of the current study show that the adopted treatment affected the outcomes; thus, it can be noticed that employing strategies of paraphrasing in class can improve and help the Iraqi EFL students' awareness of plagiarism, and the impact provided by Turnitin software in present study absolutely comes as no surprise. The low percentage of plagiarism appear in the experimental class was possibly because students were afraid of being caught by Turnitin program. Thus they cannot copy of another's ideas should be avoided, Turnitin program is providing a useful service. Accordingly, university of Baghdad administrators suggested to use Turnitin program or other anti-plagiarism services to ensure that all users, both students and instructors, understand that matching text percentages are simply rough indicators, rather than definitive conclusions about the range of plagiarism within a content. It is worth mentioning that a clear instructions or guidelines need to be disseminated concerning what exactly constitutes plagiarism and how it can be avoided. Conducting such studies is very important to avoid plagiarism. Also we should say that Turnitin program become a tool for student manipulation which is in the contrary of a useful program for established academic rules and values.

The outcomes suggest that we need more attention and teaching to avoid plagiarism for non-native English students (EFL students). The positive aspect in the results of the current study show that the Iraqi EFL students may have reduced their tendencies to plagiarize when presented with an instrument of the present study (Turnitin program) that improved their comprehension and awareness of potential problems with their writing. The proposed tool (Turnitin program), coupled with instruction in classes that addresses citation rules.

In order to address the issue of citation and plagiarism suitably, it is very significant to address the reasons why students plagiarize in the first place. One of these reasons as to why students plagiarize is that some students lack of knowledge and skill which means that a most of students mentioned that the primary reason why students plagiarize is careless and laziness. Only 12.3% cited lack of skill as the reason for plagiarizing. Foss and Lathrop (2000) state that lack of ethical responsibility of some students lead them to plagiarize and don not respect work of other people. We can say that problem of plagiarism is not the main problem when students know how to write correctly, and still plagiarize, but is a symptom of a larger problem, in such case the students' lack of responsibility towards their learning. Therefore, the focus should not only be in identifying and punishing plagiarism, but more effort and attention to face such issue of student's tendency towards their learning. The colleges can install all the necessary actions in place to highlight the issue of plagiarism; anyway, when students do not understand that the need to work very hard and get their degrees honestly, it will be very difficult to prevent plagiarism. Using software programs could help to frighten students from plagiarizing, and installing sense of responsibility towards their learning would not be helpful. This is the reason why some teachers say that they welcome using software like but just to help students focusing on plagiarism, and lead to a quick fix of underlying problem of why students plagiarize in the first place.

Students in the present study found that intending to plagiarize because teachers give the same assignments and subjects year after year, which means teachers have an important role in student's plagiarism. The type of assignments given to students is also very important. Teachers need to give a type of assignments that are difficult to plagiarize by asking assignment that demands students to apply knowledge they have got to a certain situation instead of just stating it.

In general most teachers preferred to apply of Turnitin program because they think it was very helpful in specifying plagiarism quickly. This is in the contrary with students who complain that plagiarism cases at the colleges are not taken seriously, such tendency make students engage in the behavior of plagiarism. This shows that the behavior of plagiarism is acquired through imitating older colleagues and friends who successfully advance in

their academic level very easily without facing any consequences from plagiarism.

7. Recommendations:

It is highly recommended that the colleges should find a way to face such serious issue of plagiarism among students, and raise awareness that students should get their degree honestly. Students should know that they should have knowledge and right skill during the academic study and also they would face difficulty in find suitable job without such skills because the world has become very competitive. Regarding the use of Turnitin program in preventing plagiarism, students who participated in the present study suggested its continued use to identify plagiarism. The software should be used as a supplementary measure to ensure that students stay on course and do not depend on cheating. Standler (2000) stresses on the importance of having available to professors tools for detecting plagiarism. Leland (2002) shows that the way we approach the issue of plagiarism with our students is very critical. He says that if the case is showed as an instruction like "Do not plagiarize" then students will do it to the many other rules that are in college. Therefore, Leland recommends that plagiarism should be presented as an issue for use of intellectual property.

To sum up:

- Students must be punished from the college and taking legal actions against them.
- Establish a unit of plagiarism prevention detection in each department to deal with plagiarized work.
- Teaching plans should be carefully planned by teachers and balanced enough to encourage students in learning and being honest in solving the problem.
- More time should be spent by teachers in preparing different types of assignments and homework to prevent students get ready made assignments/ homework, etc.
- A specific steps to follow should be clear by teachers for their students to follow providing a guideline to help students in solve their problems when they write their graduation research, thesis and dissertations.
- Announcing names of students who committed the plagiarism and punishment awarded publicly on the notice board and website.
- In case of plagiarism detection in theses or dissertations, the degree may be revoked and legal actions can be taken.

In countries like Iraq, there is a need to teach the teachers courses beyond his/her areas of specialization. In this case, due to limited tacit knowledge and time constraints, teachers may also plagiarize in preparing teaching their materials. Building comprehension and knowledge is the only way to help teachers involving in taking such courses and giving enough time in building tacit knowledge.

الملخص**اثر استخدام استراتيجيات اعادة الصياغة في كتابة الابحاث: برنامج Turnitin
انموذجا**

يسرى محمد عبدالله

ضياء مزهر خريبط

ان التقدم التكنولوجي جعل الطلاب ينتحلون أعمال الاخرين ويقدمونها على انها أعمالهم، وعليه فان هدف الدراسة الحالية هو معرفة فعالية تدريس استراتيجيات اعادة الصياغة في تقليل الانتحال لدى طلبة جامعة بغداد. عينة الدراسة تم اختيارها بصورة عشوائية بواقع (٨٠) طالبا وطالبة للمرحلة الرابعة ومقسمين الى مجموعتين (تجريبية وضابطة) وتم تدريس الطلاب لمدة ثمان اسابيع على استخدام استراتيجيات اعادة الصياغة للمجموعة التجريبية فقط، وأظهرت النتائج ان نسبة الانتحال قد تقلصت بشكل كبير من قبل المجموعة التجريبية بعد قحصها في برنامج الاستلال وذلك من خلال البحوث التي قدموها اثناء فترة الدراسة هذا اضافة الى ان النتائج اظهرت أن الانتحال يعد مشكلة خطيرة عند طلاب الكليات وان اغلب الواجبات والبحوث التي يقدمونها تكون منقولة من مصادر اخرى دون الاشارة الى المصادر الاصلية.

الكلمات المفتاحية:

استراتيجيات اعادة الصياغة، الانتحال، برنامج الاستلال النصي Turnitin، طلاب المرحلة الجامعية

¹ Jury members are:

1- Prof.Khiriy, Fatin Ph.D.

2- Asst Prof. Abduljabar, Efad Ph.D.

² Hasen, Moahmed. A college teacher with more than 10 years of experience in many Iraqi Colleges.

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