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Hi. My name is Martine Peters, and I'm a professor at the Université du Québec en Outaouais. I'm also the director for the Partnership on University Plagiarism Prevention. For the past 20 years, I've been working on different projects all involved in finding pedagogical strategies to promote academic integrity and prevent plagiarism in students' assignments. This is what today's 20 Minute Mentor program will discuss.

Let's start with a few definitions. Plagiarism has existed for a very long time. Before technology, students would hand-write what they copied from books. The act of plagiarism is taking someone else's words or ideas and presenting them as one's own without proper attribution to the author. Of course, it was a lot more difficult to find where the students had copied from because finding the original source was done manually, which was time consuming and not very effective. This does not mean that there was not much plagiarism. It was probably just not detected by professors.

With the evolution of technology, two major things happened. First, the internet made getting information super easy, and second, computers made copying and pasting a breeze. However, plagiarism basically remained the same. Students would find information on the web and directly copy and paste it in their document, not giving credit to the author.

What changed was the ease to detect plagiarism, either with a quick search on the web or with plagiarism detection software. And so it appeared as though, suddenly, there was a lot more plagiarism, but many researchers would say that there was no more plagiarism than before technology appeared, just more detection.

Now, with the recent surge of generative artificial intelligence, it's even easier to find information on the web and copy and paste it into a document. This is where the 20 Minute Mentor program will discuss how to prevent plagiarism in the AI era.

There are four things to understand when it comes to a text generated by an artificial intelligence. First, to generate a text, the artificial intelligence will draw from its gigantic database, which has been constituted by books, websites, and other written documents that are available publicly on the web. So basically, if the artificial intelligence does not give any references, it is plagiarizing authors that are in the database.

Secondly, the artificial intelligence is only as good as the sources it is based on when it is not connected live to the internet. If the data is not up to date, inaccurate, the text generated will also be incorrect. This is why, often, artificial intelligence tools are accused of generating false or misleading information or spreading biases that are present in their training data.

Third, it's crucial to comprehend that if you have 30 students, you can get 30 different

fundamental principles underpinning academic integrity. Savoia Lee and Burns have a five-page document where they give all kinds of ideas on how to approach the topic. I highly recommend it. In my own classes, my students always enjoy debating the ethical dilemmas.

Second pedagogical strategy, be a model. The first way to do this is to be a model of integrity for your students. In all of your presentations, make sure that your references are always present. Also, be transparent. Whenever you use AI, say so and explain to your students how you did and for which reasons. Not only will you gain a lot of credibility, but you will also be teaching your students how to use it ethically. Once in a while during class, I will point out to my students how I have referenced an image or a text, explaining that then they can go and see why I thought it was something they should read.

Third pedagogical strategy, modify your expectations of originality. One of my favorite readings which drastically changed my view of originality is from Johnson-Eilola and Selber. They were already precursors in 2007 when they said that it was not realistic to expect students to produce original work. Indeed, when we think about originality, it's

askin them to do and the relevance to their future career, a real world application. Other students will complain about the repetitiveness or the minimal challenge of the assignments. This will result in an absence of engagement.

The beauty of authentic assessment is the motivation it can bring to students when we're asking them to do tasks that they will eventually do in their working environment. Authentic tasks will promote judgment, reflection, and creativity. Students will have to be active participants in this type of task, where they will need to make decision and solve problems. Example of authentic tasks are case studies, debate, simulations, data analysis, oral presentation, et cetera. According to Sotiariadou et al., students who are engaged in an authentic task are less likely to plagiarize.

Fifth pedagogical strategy, give great instructions. Once you've chosen your authentic task, you must prepare clear and concise instructions to give to the students. One colleague teacher once told me that instructions must be like a marketing pitch. So I create instructions that are very clear, without ambiguity. I try as much as possible to make my instructions visually appealing as well as include a relevant message that is likely to capture my students' attention and generate their engagement.

I also craft my expectations to be adaptable to a variety of students, depending on their needs. Basically, I want my instructions to be a call to action to prompt my students to buy into my assignment. When it comes to preventing plagiarism, Harris wrote a great article in which he discusses strategies for prevention that apply specifically to instructions. For example, he suggests that specific components be included in the instructions, such as two internet sources, to scientific journal sources, or even a specific paper that you have discussed in class that must be integrated in the assignment.

One of my favorites is to require process steps, meaning my students have to hand in versions of their plan—a rough draft, the bibliography, and then the final draft. This takes the pressure off of them because the assignment is not to be handed in all at once, and they get feedback along the way, which reassures them that they are on the right track. Go read Harris' paper. You will find more strategies for instructions to prevent plagiarism.

Sixth pedagogical strategies, which tools should you allow and when? In my instructions, to prevent a breach of academic integrity, I make sure to be very clear about what AI tools students are allowed to use when they write their assignments. A very short one-page paper by Spanna et, published in 20. eyer Mnurd BB

they hand in. They need to verify all information, all references, as well as the syntax, grammar, spelling, et cetera. They are responsible for it all.

Now, one of the best ways to

references to support an argument. For example, when I ask if plagiarism is often caused by lack of skills, Consensus quickly produced 10 articles