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Plagiarism Challenges at Ukrainian Science and Education

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The article received the up-to-date nature due to social request for fighting against plagiarism at the modern Ukrainian science and education. We think that level of plagiarism at the scientific texts was great during last decades but the development of information technologies (most of the scientific texts are available online now) as well as developing of anti-plagiarism software (text matching software) let to estimate modern text and find the violations of academic ethics. There were a lot of discussions at Ukrainian academic environment (mostly at the social networks) concerning the plagiarism level at the qualification papers of the famous scientists and representatives of academics top management (rectors, vice-rectors, deans etc.). We stand on the same point of view that A. Ledwith and A. Rísquez do: “Plagiarism is far from a new phenomenon, yet claims that the Internet has contributed to its increase are common [...] Epidemic or not, Internet-based plagiarism has received increasing attention largely due to cheating scandals, the proliferation of ‘paper mills’, and the widespread use of the Internet for learning purposes”¹.

It is a pity, but scientific researches at Ukraine almost lost one’s value as scientific entity and become only a part of bureaucratic mechanisms: person

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¹ A. Ledwith, A. Rísquez, *Using anti-plagiarism software to promote academic honesty in the context of peer reviewed assignments*, *Studies in Higher Education* 33 (2008), No. 4, p. 371.

formally can't receive position at institutional hierarchy without having scientific degree. Thus, scientific and educational sphere fills the series of challenges produced by plagiarism phenomenon. The future of these important social spheres of postindustrial (information) society depends from the level of scientific researches and role of plagiarism at these researches. We associate oneself with following attempt: it is important for educators on all levels to understand what compromises plagiarism and academic misconduct and to take action².

To substantiate the orientation of our research on solving the present-day problems of modern science and education it is heuristic to describe social and cultural atmosphere at the beginning of the XXI century. We want to underline that education and science should become productively and systematically organized for society developing according to the requests of postindustrial (informational, knowledge) society. S. Terepizzczy stands on position that future of science is one of the most important problems of modern society called as knowledge society³.

We also stand on the similar position trying to estimate the possible negative impacts of plagiarism for global science and education as well as for science. There is phase of active social-cultural transformation when economy starts calling "knowledge economy" – knowledge and information become a "blood" of economic system, the labor market gets oriented of intellectual professions (analytics, academicians, IT specialists and others).

At these conditions everybody who pays for information wants to be sure that information or knowledge is valid, present-day and have unique author for organizing of legal and economic relation. For the foregoing reasons, scientific researches with plagiarism violations not only cause damages for modern science, but lose one's value for the modern society development where information and knowledge have roles of social progress determinants.

The main aim of the article is to turn regards on the wide range of plagiarism types and severities for the overcoming of reductionistic view on plagiarism phenomenon. Plagiarism is not only a simple using of other author's texts, but it also has "soft" forms like inaccurate citation, careless bibliographic formatting and so on. For this purpose we are going to present author's interpretation of plagiarism forms using model of C. Newbold⁴. After explication of the plagiarism forms and severities we will be able to analyze the social-cultural

² D. Weber-Wulff, *False Feathers: A Perspective on Academic Plagiarism*, Springer 2014, p. 59.

³ S. Terepizzczy, *Przyszłość jako przedmiot badań filozofii społecznej*, Studia Warmińskie 52 (2015), p. 64.

⁴ C. Newbold, *Did I Plagiarize? The Types and Severity of Plagiarism Violations*, <http://thevisualcommunicationguy.com/2014/09/16/did-i-plagiarize-the-types-and-severity-of-plagiarism-violations> (16.09.2014).

preconditions of plagiarism expansion as well as formulate the heuristic ways of minimizing the risks of plagiarism for educational and scientific spheres as very important drives of modern society with one's specific information-knowledge orientation.

It is heuristic to focus on a discussion of plagiarism and the roles and responsibilities of publishers, authors and academic disciplines⁵, but we will concentrate our research forces on the ethical aspects of problem to address our recommendation to the representatives of educational and scientific spheres of Ukraine. We stand on positions that anthropological foundations for scientists are rather important than economic, institutional ones for avoidance of plagiarism at their research activity.

It is logically to start the main part of research from the terminological analysis of the key concept of research. We want to underline that there are a lot of definitions and we have no scientific tasks to perform the analysis of differences between the definitions. We just want to show at the pages of our article the definitions which are most known trying to disregard from the tiny details. From our point of view, it could promote the deepest understanding of what plagiarism is at the modern academic discourse. We think that following definition from the Code of Ethics in Academic Research (European University Institute) is one of the deepest: plagiarism is the deliberate copying of ideas, text, data or other work (or any combination thereof) without due permission and acknowledgement⁶.

Merriam-Webster Dictionary interprets plagiarism in a following way: plagiarism is the act of using another person's words or ideas without giving credit to that person⁷.

Also plagiarism can be reviewed from two points of view: firstly, as an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that /author's work as one's own, as by not crediting the original author; secondly, as a piece of writing or other work reflecting such unauthorized use or imitation⁸. This one and previous definitions demonstrate that phenomenon of plagiarism is a complex academic phenomenon and one's research should have orientation on using the philosophical methodological approaches.

⁵ S. Goldingay, *Plagiarising theory: performance and religion?*, *Studies in Theatre and Performance* 29 (2009), No.1, p. 6.

⁶ *Code of Ethics in Academic Research*, IUE 80/2/13 (ca 79), rev. 2, European University Institute 2013, p. 14.

⁷ *Plagiarism Definition from Merriam-Webster Dictionary*, <http://www.merriam-webster.com/dictionary/plagiarism> (24.11.2015).

⁸ *Plagiarism Definition from Dictionary.Com*, <http://www.dictionary.com/browse/plagiarism> (24.11.2015).

As mentioned above, at our research we stand on position that plagiarism phenomenon has a lot of manifestations which can be misinterpreted by the academicians. Thus, we think that explication of key manifestation forms is fruitful and can extent the vision of plagiarism challenges for the authors of scientific texts. We decided to share them at our article for one's subsequent analyze. There are some kinds (sometimes metaphoric) of plagiarism ordered by the one's severity – from insanely to mildly⁹:

- Identity theft – the author steals, copies or purchases another's entire document and take full credit for it being one's own;
- Copycat – the author copies large portions (entire paragraphs and sections) of another's work and not give full credit;
- Cherry-pick – the author cherry-picks a few terms and phrases to change but keeps the rest of the text and ideas from another's work relatively unchanged without giving credits;
- Mitosis – the author duplicates (re-use) an entire work of your own for another purpose or publication and not cite yourself;
- Recycle - the author reuses large portions of a work of your own for another purpose of publication and not cite yourself;
- Remix – the author paraphrases multiple sources and stitch them together, making them sound like one's own;
- Ghost Citation - the author cites a source that doesn't exist or makes up what the source actually said;
- Half-n-half – the author cites many sources correctly but not cite others at all;
- Warp - the author misinterpret or cite a source out of context;
- Mosaic - the author cites everything correctly but use very little of one's own thought;
- Reflection - the author cites everything correctly but one's work still closely reflects another's;
- Miscue – the author makes mistakes in citation (wrong words, wrong author or something similar);
- Half-hearted – the author mostly cites everything correctly but gets a bit sloppy on some and failed to note small things like page numbers or publishers.

We want to underline that mentioned list of plagiarism types is one of the possible attempts to systemize the plagiarism phenomenon manifestations. But we use this one because of one's metaphoric nature which is easy for compre-

⁹ C. Newbold, *Did I Plagiarize? The Types and Severity of Plagiarism Violations*, <http://thevisualcommunicationguy.com/2014/09/16/did-i-plagiarize-the-types-and-severity-of-plagiarism-violations> (16.09.2014).

hending. We stand on position that metaphor is a very heuristic methodological tool for modern philosophy (philosophy of education in particular) for understanding the essence and ontological nature of complex social (as well as educational) phenomena. Only if the essence of plagiarism phenomenon will be comprehended by the universities, it will be able to overcome plagiarism challenges at the XXI century: "It is vital that the university administrations are dedicated to dealing with this problem. There must be a top-down commitment to good academic practice and not just lip service given, and there must be sufficient resources available for making it happen"¹⁰.

Famous researcher of plagiarism challenges T. Fisher writes that plagiarism occurs when someone:

1. Uses words, ideas, or work products;
2. Attributable to another identifiable person or source;
3. Without attributing the work to the source from which it was obtained;
4. In a situation in which there is a legitimate expectation of original authorship;
5. In order to obtain some benefit, credit, or gain which need not be monetary¹¹.

As an example of alternative systematization of plagiarism types, we want to show the approaches popular at the Oxford academic environment. There are following types of plagiarism according to Oxford academic tradition¹²:

- Verbatim (word for word): quotation without clear acknowledgement (quotations must always be identified as such by the use of either quotation marks or indentation, and with full referencing of the sources cited; not apparent to the reader which parts are author's independent work and where one has drawn on someone else's ideas and language);
- Cutting and pasting from the Internet without clear acknowledgement: texts derived from the Internet is not adequately referenced and included in the bibliography; material found on the Internet is not evaluated carefully – it is possible that found materials hasn't pass the peer review procedure as published sources;
- Paraphrasing: paraphrasing the work of other authors by altering a few words and changing their order, or by closely following the structure of their argument, is plagiarism if you do not give due acknowledgement to the author whose work you are using;

¹⁰ D. Weber-Wulff, *False Feathers: A Perspective on Academic Plagiarism*, p. 114.

¹¹ T. Fishman, "We know it when we see it" is not Good Enough: Toward a Standard Definition of Plagiarism that Transcends Theft, Fraud, and Copyright, <http://www.bmartin.cc/pubs/09-4apcei/4apcei-Fishman.pdf> (15.10.2015).

¹² *Plagiarism*, <https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=1#>.

- Collusion: unauthorized collaboration between students, failure to attribute assistance received, or failure to follow precisely regulations on group work projects;
- Inaccurate citation: citations are not correct and conventions of the discipline are violated;
- Failure to acknowledge assistance: all assistance which has contributed to the production of your work, such as advice from fellow students, laboratory technicians, and other external source are not acknowledged;
- Use of material written by professional agencies or other persons: the author used professional agencies in the production of one's work nor submit material which has been written for one even with the consent of the person who has written it;
- Auto-plagiarism: author must not submit work for assessment that one has already submitted (partially or in full) to fulfill the requirements of another degree course or examination.

All the mentioned facts demonstrate that sometimes there is a blur of the border between the qualified research and lack of discipline. And the next step can be unintended plagiarism. Even having developed skills of academic ethics, person can become a subject of plagiarism violations at the result of having the lack of knowledge about one's forms. We think that we have to raise on the level philosophical reflection to find the answers for the questions like following ones: When do we suspect plagiarism? How do we judge when a text is to be considered plagiarism, since it is not a binary yes/no decision? How do we teach students not to plagiarize? And how do we deal with those who have been caught plagiarizing?¹³

We demonstrated what plagiarism phenomenon at the modern academic environment is. At our research we want to underline that one is a carrier of the challenges not only at Ukrainian scientific and educational tradition, but also worldwide. But we want to underline that it has enormous scales at Ukrainian as well as post-soviet scientific and educational tradition. This situation makes the processes of society development more and more counterproductive because the orientation of mentioned development is economically based on information and knowledge. Globalization processes demand the deep understanding of the logic and features of modernization processes to make the transition to the next stage of social development more systematic¹⁴. According to this logic, plagiarism is one of the powerful "breaks" of modernization at the intellectual sphere.

¹³ D. Weber-Wulff, *False Feathers: A Perspective on Academic Plagiarism*, p. 1.

¹⁴ D. Svyrydenko, *Globalization as a factor of academic mobility processes expanding*, *Philosophy and Cosmology* 14 (2015), p. 228.

So what are the preconditions of this critical situation at Ukrainian science? To be methodologically correct, we want to underline that plagiarism problem is more important for social science and humanities. Trying to understand the roots of plagiarism popularization, it has sense to discover the Soviet scientific tradition. We stand on position that 70 years of ideological pressure on humanitarian part of science made one oriented of translation of ideological content. At the result, one's real scientific content was reduced to interpretation of authorities, critique of alternatives and so on. So, we have situation when some of the scientist have no skills to perform heuristic researches at the modern state of one's development.

One of the possible ways for these people is an actualization of some plagiarism types during the researches. At the result the scientific discourse became a "victim" of low-level researches: "It needs to be clear that when academics plagiarize they are damaging academic discourse. They are obscuring facts, for example, who came up with which idea, and that makes it harder for those coming after to discover what the truth actually is. This is also a problem when data is fabricated or when assertions are just copied without checking if they are, indeed, true. Such data will first be accepted by other researchers, who might then waste time and resources trying to replicate the results. Or they will be building on top of data that is not accurate"¹⁵.

Also we think that modern Ukrainian (but post-soviet synonymously) scientific and educational tradition also have problems with the ethical background of these activities. Some of the plagiarism types (reviewed as intended or unintended) are the normal practices at Ukrainian tradition. For example, we've shown that scientists worldwide take care about the acknowledgments at the researches, but this section at Ukrainian researches is not traditional. Thus, sometimes we have a clash of traditions (in research structure and so on) which may cause plagiarism violations. Ukrainian academicians should understand that science gets more and more global and that one lives according to the Western tradition of academic writing. There is a need for most of the academicians to critically revise own tradition of academic writing to avoid or at least minimize the possible origination of unintended plagiarism at the researches.

As another case of misunderstanding at academic writing traditions is the requirement to perform the approbation of the dissertation results. Most of the Ukrainian scientist doesn't know a lot about self-plagiarism (auto-plagiarism) and become academic ethics violators. As a representative example, we can say about the fact that regular scientist sometimes (intended or unintended) uses the

¹⁵ D. Weber-Wulff, *False Feathers: A Perspective on Academic Plagiarism*, p. 22.

same text to demonstrate the results of ones postdoctoral research: first time, at the text of the conference thesis; second time, at the text of the scientific article; third time, at the text of the monograph; forth time, directly at the text of the postdoctoral dissertation.

Down to recent times, only minor part of the scientists realized the difference between the presentation of one's research ideas and presentation of the same text parts. From our point of view, we can't call these people the intended plagiarists but we can call them the victims of academic tradition and low level of academic ethics: "We must also teach our students, residents, and fellows about the significance of the intellectual process, about being honest, complete, and straightforward in attaining the facts. We deal in the only currency of science and academia, which is truth, integrity, credibility, and honesty. Without these principles, we will fail to advance and expand the sciences in the future"¹⁶.

We don't pretend to representation of all the possible cases of plagiarism violations at the modern Ukrainian science and education. Trying to depict author's "order of the day" of plagiarism challenges we also want to point that low level of academic ethics as well as rudimental level of procedural provision of anti-plagiarism policy make a "fruitful soil" for corruption at these spheres. As we wrote, doctoral and postdoctoral degrees at Ukrainian academic environment still have the role of the major stair for administrative carrier. Thus, plagiarism violations should be reviewed at the wider contexts including the contexts of receiving the degrees "for convenience". But these contexts can be researched carefully at the scopes of another research.

We hope that Ukrainian universities will demonstrate one's strong will of fighting against plagiarism which logically can raise one's status at the everyday contest on the marketing of educational services. They have to make a choice according their own future – to become an active agent of changes on the way of grooving of scientific research quality or continue silent imitation of fighting against plagiarism violations: "Universities have always had to deal with problems of plagiarism. Some are open and transparent about what they do, others treat it as a shameful or secret thing that needs to be quickly swept under the carpet"¹⁷.

¹⁶ L.H. Toledo-Pereyra, *Intellectual Honesty*, Journal of Investigative Surgery 15 (2002), p. 114.

¹⁷ D. Weber-Wulff, *False Feathers: A Perspective on Academic Plagiarism*, p. 113.

PLAGIAT W NAUCE I EDUKACJI NA UKRAINIE

(STRESZCZENIE)

W artykule zanalizowano rodzaje i stopnie zagrożenia plagiatem współczesnej sfery edukacyjno-naukowej na Ukrainie. Na podstawie przeprowadzonych badań ukazano wyzwania generowane przez zjawisko plagiatu, przed którymi stoi współczesna edukacja i nauka na Ukrainie. Pokazano również, że zjawisko plagiatu ma obecnie złożony charakter. Ponadto zaproponowano określone rozwiązania mające na celu znaczące ograniczenie zjawiska plagiatu na Ukrainie.

PLAGIARISM CHALLENGES AT UKRAINIAN SCIENCE AND EDUCATION

(SUMMARY)

The article analyzes the types and severity of plagiarism violations at the modern educational and scientific spheres using the philosophic methodological approaches. The author analyzes Ukrainian context as well as global one and tries to formulate "order of the day" of plagiarism challenges. The plagiarism phenomenon is intuitively comprehensible for academicians but in reality it has a very complex nature and a lot of manifestation. Using approaches of ethics, philosophical anthropology, philosophy of science and education author formulates the series of recommendation for overcoming of plagiarism challenges at Ukrainian science and education.

PLAGIAT-HERAUSFORDERUNGEN IN UKRAINISCHER WISSENSCHAFT UND BILDUNG

(ZUSAMMENFASSUNG)

Der Artikel analysiert die Art und das Ausmaß der Bedrohung durch Plagiate in einem modernen pädagogischen und wissenschaftlichen Bereich mit philosophischen methodischen Ansätzen. Der Autor analysiert die ukrainische und die globale Perspektive und versucht, eine „Agenda“ der Plagiatsherausforderungen aufzustellen. Das Phänomen des Plagiats ist intuitiv verständlich für die Wissenschaftler, aber es hat tatsächlich eine sehr komplexe Natur. Mit dem Einsatz von Ansätzen der Ethik, Anthropologie, Philosophie, Wissenschaft und Bildung formuliert der Autor eine Reihe von Empfehlungen zur Überwindung von Plagiatsherausforderungen in der modernen Bildung und Wissenschaft.