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Division of Sociology
BA (Hons) Criminology

Academic Fraud: How Do Students Plagiarise? Can The System Be Beaten?

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Abstract

Plagiarism is something that all students have heard of, yet still some are unaware of the intricacies of it. The same can be said for Turnitin, which is also a huge part of university work. By critically assessing the use of Turnitin, it can be discovered if there is an alternative to the online anti-plagiarism software.

Therefore, this dissertation set out to analyse plagiarism based primarily on secondary research and attempts to simplify the matter for the benefit of future students. To test the effectiveness of Turnitin, a short web-based experiment was carried out, with the aim to see how much plagiarism Turnitin can find when plagiarising intentionally and to see if it can be 'beaten'.

Keywords: academic fraud, plagiarism, plagiarism software, preventing plagiarism, Turnitin

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Chapter One: Introduction

This dissertation will explore the issue of plagiarism in an academic setting, looking specifically at student plagiarism. Plagiarism is something all involved in academia are aware of, yet not every student knows what it is, or more specifically the various ways that one may plagiarise. This dissertation refers to the act of plagiarism as a form of academic fraud. This term is less commonly used as most studies refer to it plagiarism as a form of academic dishonesty (Heneghan, 2012; Eastman et al. 2008; Bakhtiyari, 2014), nevertheless the similarity in definition and act between the two terms lead to this comparison. A reoccurring word associated with fraud is 'deceitful' (Oxford English Dictionary, 2016a), being deceitful is arguably a factor of someone who plagiarises with intent. Similarly, someone who commits fraud has used, 'false representations to obtain an unjust advantage or to injure the rights or interests of another' (ibid). Again, this is similar to the act of plagiarism as a person who has committed plagiarism has an unfair advantage over someone who has not. Plagiarising may earn a student a higher grade than they could have achieved normally and may be the difference in the level of degree earned (Sutton, 2017). Again disadvantaging the person who did not plagiarise, as they may be less likely to get a job compared to the person who plagiarised (Peacock, 2012). To check the trend of the terminology within the literature, two Google searches were completed. One with the terms 'plagiarism' and 'academic dishonesty', which yielded roughly 15,400 results on Google Scholar. The other used the terms 'plagiarism' and 'academic fraud', resulting in 1,420 results. This proves that less of the literature uses the term academic fraud to describe plagiarism, which could be something that needs to be explored in future research.

DeVoss and Rosati (2002) explain one of the core issues with plagiarism; when Rosati told a class she knew three of them had plagiarised and they should see her in her office, 14 students ending up coming in fear that they had plagiarised unintentionally. This shows that students are afraid of plagiarising; simultaneously, they are unaware what constitutes as plagiarism.

The internet is questioned as being one of the main causes for an increase in plagiarism since it became commonplace in the late to mid-1990s (Heneghan, 2012); however, it is not proven to have caused an increase in plagiarism, and could have simply helped with its detection. Over several decades it appears as though more students are cheating; according to Jensen et al. (2002, cited in Heneghan, 2012) as they stated that a 1941 study reported 23% of students admitting to cheating (Drake, 1941), compared to a 1992 study that found a 74% cheat rate amongst students (Jendrek, 1992). They also quote another study from 1994 that found a cheating rate as high as 90% (Graham et al., 1994). The evidence from this research points towards a direct correlation between accessibility of the internet, and plagiarism. However, this may all be the result of a misconception about the actual impact of the internet and plagiarism and the perceived impact (Scanlon, 2003).

Chapter Two outlines the methodology used in this dissertation, and justifies the use of secondary literature research. It also discusses the strengths and weaknesses of this method, and explains in brief the short experiment that was carried out to support the dissertation.

Chapter Three explores the history of plagiarism, by first challenging the etymology of the word itself. It then explores past high-profile cases of plagiarism and uses an example to compare plagiarism in the workplace to student plagiarism.

Chapter Four investigates what plagiarism is. It analyses the different types of plagiarism that students commit, attempting to create one set of typologies. Next, it explores different types of people who plagiarise and possible external or internal factors that may influence a person's decision to plagiarise. Finally, it observes the relationship between copyright infringement and plagiarism, to distinguish any confusion between the two.

Chapter Five examines Turnitin, taking into considerations the positive aspects of it whilst looking at the negative side of it too. It also reviews the various functions that Turnitin provides and observes the perceptions of it from students and teachers.

Chapter Six evaluates methods of preventing plagiarism in the future, alternative to plagiarism checkers (Turnitin), analysing various short-term and long-term solutions to see if plagiarism can be prevented rather than detected.

Chapter Seven is the experiment; the aim of this was to test how effective Turnitin was at spotting plagiarism first-hand, by intentionally plagiarising and submitting the document to Turnitin.

Chapter Eight will review the key matters approached from previous chapters in an attempt to provide a conclusion that will outline any issues or recommendations for future research.

Chapter Two: Methodology

Secondary Research

This research project is utilising secondary literature research, with the intention to analyse data available in order to gain an objective conclusion to the aims of the dissertation. This will primarily be conducted through library-based research, involving the use of books, journal articles and the internet.

This dissertation is specifically conducting analytical research; this type of literature research involves evaluating material available, to support the aim of the study (Kothari, 2014), which in this case is to clarify what plagiarism is and to test how Turnitin really is. In the case of this dissertation, conducting secondary literature research is more necessary due to primary data not being essential to achieve the dissertation aim.

Reviewing existing literature is a convenient way to generate a vast amount of data without needing to conduct primary research. It is more suitable to conduct secondary research as it could be considered a waste of resources to conduct primary research if it has already been conducted by a reliable source as there is no need to replicate results. It is also good to use pre-existing data in a way that is different to its original use, to get more out of the data (Irwin and Winterton, 2011).

Despite the fact stated by Maxfield and Babbie (2016), that basic crime data can easily be found online, it does not apply to plagiarism because it is not recognised as a crime despite being illegal. A further disadvantage of secondary research in relation to plagiarism specifically is that universities do not publish the statistics on levels of plagiarism recorded; most studies instead use self-reported figures to determine how many people plagiarise (Watson and Sottile, 2010; Bamford and Sergiou, 2005; Scanlon and Neumann, 2002). The issue with self-reported figures is that it is easy to lie, leading to inaccurate data; however, most of the data collected related to plagiarism is anonymous and anonymity encourages honesty (Marshall and Garry, 2005).

Experiment

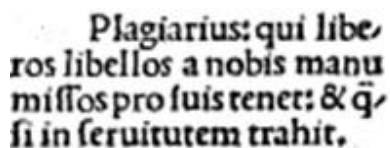
Alongside the secondary literature research, the dissertation will undertake a short web-based experiment, with the objective to test if it is possible to 'beat' Turnitin by intentionally plagiarising a few methodology chapters of previously published research projects.

Not all experiments have a hypothesis, as Millar (2014) states, he uses the example of Crick and Watson's proposal that the molecule had a double helix structure. To find this out they conducted an experiment with the intention to see what happens rather than needing a hypothesis. This is true for this dissertation too, as there is no hypothesis to the results as not enough is known about Turnitin to make an educated guess.

Bias is normally an issue when conducting an educational experiment, although not necessarily intentionally, according to Barnes et al. (2017). A positive of this experiment is that it is not subject to any bias, as the results were based on Turnitin's effectiveness. This also increases the validity and reliability of the experiment, where most experiments favour one at the expense of the other.

Chapter 3: Past Examples of Plagiarism

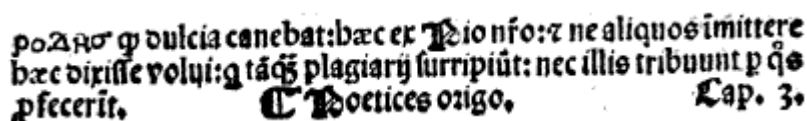
In literature, the word plagiarism is believed to have derived from the Latin word 'plagiarius', a word used to describe a person who would abduct a slave or child from someone else (Aronson, 2007). To test this, the term 'plagiarius' was entered in Google's book search, with the results sorted chronologically, and finding the oldest book. The oldest book Google found was called, 'Epigrammata. Comment. Domitius Calderinus'. Marcus Valerius Martialis and Domizio Calderino published it in 1480. The Latin to English translation was not possible in this case as knowledge of the Latin writing style is needed to be able to accurately translate it.



Plagiarius: qui liberos libellos a nobis manu missos pro suis tenet: & q̄ si in seruitutem trahit.

Figure 1: The sentence containing the word plagiarius (Martialis and Calderino, 1480)

After plagiarius, the word eventually found the English language in the form of 'plagiary', which is someone who takes another's words or ideas for their own (Aronson, 2007). The same search technique was then used for this term, and a book called, 'De Syllabarum quantitate epographiae sex' was found, published in 1511, by Giovanni Francesco and Quinziano Stoa. As with the previous book, the Latin to English translation of the title was not clear and the words written in the book were not translatable by someone who has not learned Latin beforehand.



p̄o d̄a r̄o q̄ dulcia canebat: b̄a c̄ ex p̄o n̄fo: r̄ ne aliquos imittere b̄a c̄ dixisse volui: q̄ tāq̄ plagiarij furripiūt: nec illis tribuunt p̄ q̄s p̄fecerit. C̄ Noetices origo. Cap. 3.

Figure 2: the sentence containing the word plagiary (Francesco and Stoa, 1511).

A more credible source of information, The Oxford English Dictionary, traces the etymology of the word plagiarism to Richard Montagu in 1621 (Oxford English Dictionary, 2016b), in his book entitled, 'Diatribæ upon the first part of the late history of tithes'. Searching the

term 'plagiarism' into Google's book section, applying the same technique used previously showed a book older than this. The earliest book found was in 1470, with a rough translation from Thai (detected by Google) to, 'Written academic works, however, does not violate the copyright and plagiarism' by (translated from Thai), 'Manit capacity Tampa' (Manit, capacity Tampa, 1470). The description of the book is, according to Google Books, 'legal implications of plagiarism of intellectual and academic papers in Thailand' (Google Books, 2017). This means that there is potentially more research to be done in this area. Unless the Oxford English Dictionary was referring to the first usage of the word in the English language.

However, there is a big margin of error in the research done in this dissertation, from the accurateness of Google search, Google translate and the interpretation of the Thai writing. This dissertation does recognise that the research done has not been done to a professional standard and bases the results purely from the books available on Google Books. This limits the number of results, thus creating an incomplete conclusion.

High-profile Cases

Moving on to modern day cases, Monica Crowley's recent ordeal with plagiarism, found by CNN KFile, resulted in more of her work being investigated. The outcome of this case resulted in her book titled 'What The (Bleep) Just Happened?' to be removed from sales by its publisher HarperCollins, after a review found at least 50 instances of plagiarism from various sources (Kaczynski, 2017). From this, an old news story was discovered showing that plagiarism is not a new experience for Crowley (Noah, 1999). He proves side by side the similarities between Paul Johnson's 'In Praise of Richard Nixon' from 1988 and Crowley's 'The Day Nixon Said Goodbye' from 1999. A column in 2014 (Crowley, 2014a) had lines copied from a Reuters news report (Bell, 2014) not a month earlier, another column in 2014 (Crowley, 2014b) was similar to a column on Fox News' website a week earlier (Peek, 2014), and at least three other known instances of plagiarism (Kaczynski, 2017).

Despite this, the punishment for Monica Crowley was not severe apart from losing any potential money from people who were yet to buy the book. She is not going to have to stand down from the senior national security communications role despite several cases of plagiarism proven against her. However, according to NTU's academic irregularities guideline in the student handbook, the cases of plagiarism might categorise under UG Category level five or six (where one is the lowest punishment and seven is the highest). The recommended punishments change based on the level of plagiarism; from small, substantial and unreasonable conduct. The recommended penalty for Crowley's book (if considered a student's assessment) is to either reduce the grade to a pass or a zero. At worst, if an assessment is little to no work of the students, or the student has done it multiple times, they have their studies terminated (Nottingham Trent University, 2016). The conclusion based on this instance is that the punishments for students are more severe for plagiarism as Crowley, apart from potential embarrassment from the publicity of the ordeal, was not worse off than before the discovery of the plagiarism.

Fareed Zakaria (accused of plagiarising in seven Newsweek columns and four Washington Post columns) had his work investigated yet kept his job despite damning evidence against him (Cooper, 2014). Even more high profile, Melania Trump, appeared to have copied chunks of her speech from previous First Lady, Michelle Obama. Although potentially embarrassing for the wife of President Trump, nothing came of it and it failed to effect the presidential race (Bailey, 2016).

New York Times writer, Farhad Manjoo (2017) stated, 'Plagiarism used to be a never-work-again offense but it's become the sort of thing people weakly apologize for and its forgotten'. For example, Benny Johnson was fired for over 40 instances of plagiarism but ultimately rehired a year later (Mejia, 2014). When searching for cases of plagiarism in the news section of Google with only the word 'plagiarism', news stories from 2000-2003 totalled to 19 results. However, 2004 alone had 94 results and from 2005 onwards, large amounts of news stories were on the topic of plagiarism. This backs up the previous quote by Manjoo, as at some point the term plagiarism started being used more by the media,

which potentially resulted in it losing its 'power', thus meaning the punishments became less severe. Note that the news articles were not read, only a total amount was checked, not all articles would necessarily have been plagiarism related (depending of the accuracy of the Google search engine).

Chapter Four: What is plagiarism?

Plagiarism in its purest form is the act of taking someone else's work and claiming it to be your own (Oxford English Dictionary, 2016b). However, the term plagiarism in academia covers a range of different things and despite there being a definition in the dictionary, there is no agreed definition of plagiarism among academics (Fishman, 2009). This could be due to the various ways of committing plagiarism, and that the standard definition is a very basic form. Many authors have all attempted to categorise the different types of plagiarism, with many of them overlapping but most including the idea of not attributing the work to the original source (Bretag and Mahmud, 2009). With all of this in mind, the aim is not to create any new typologies but to combine the current ones to narrow it down to a universal typology set.

Types of plagiarism

Firstly, the aim is to identify various typologies, by using studies that included a typology of plagiarism, with a large amount of the studies first being found by Bretag and Mahmud (2009). Ten sources were used that attempted to sort plagiarism in to typologies. In the end, five different types of plagiarism were created, despite 20 types originally being named. Next, all of the terms were grouped in to typologies that had a similar description (Bipeta, 2012; Roig, 2006; McCabe, 2005; Martin 1994; Anney and Mosha, 2015; Howard, 1995; Ox.ac.uk, 2017; Wright and Armstrong, 2008; Martin 2004; Das and Panjabi, 2011). The categories with the same or similar meaning and used most frequently is the term used in this to describe a form of plagiarism. They are word-for-word plagiarism; paraphrasing; self-plagiarism; plagiarism of ideas and plagiarism of authorship. It is important to note that the description of the terms in this dissertation are not original but have been summarised from the previously cited sources. It is therefore unnecessary to repeatedly reference these sources.

To typify word-for-word plagiarism it can be described as copying someone else's work without citing them. Aside from not citing the work or putting it in quotation marks, this can either be copying word-for-word and citing but not putting quotation marks, or copying

word-for-word and putting quotation marks but not citing. For example, this sentence taken from Wilkinson (2009:p.98), 'the seriousness with which academics view plagiarism is reflected in institutional policies that class plagiarism as a form of academic misconduct to be dealt with by a range of penalties which may, in the most serious cases, lead to expulsion from the institution'. Without quotation marks, it would be considered word-for-word plagiarism because the quotation marks acknowledge that the words are not the authors own. Even if this sentence is used exactly as done here, it is still plagiarism if it has not been referenced properly (by not including the page number). Even if some words were omitted or changed the same rule applies if it has not been included in the reference list. To clarify, it is perfectly acceptable to copy word-for-word the work of another as long as it has quotation marks at the start and end of the words in question and as long as it is referenced properly (including page numbers).

Next is paraphrasing, which is similar in description to both word-for-word plagiarism and plagiarism of ideas. One form of this is writing the work of others, by copying the general structure or idea from the original. However, the words are re-phrased to make it seem like the work is your own, and subsequently not citing the original author. Another form would be changing only a few words from the original but still citing the author, whereas it would be more appropriate to either change the sentence completely but give credit or to put the sentence in quotation marks. Once again using the same sentence from Wilkinson (2009:p.98) but this time paraphrasing, 'institutional policies reflect how serious academics view plagiarism and if it is classed as academic misconduct that will be dealt with using sanctions, this can lead to dismissal from the institution'. This is an example of a paraphrased sentence but is actually considered plagiarism even if the work was cited because there has not been any new input from the author; the original sentence has been re-ordered. Therefore, the reference needs to include the page number and the sentence should be in quotation marks.

Self-plagiarism is a form of plagiarism not always considered by students, it is more common among academics as they have more likely published work beforehand. Self-

plagiarism is the act of copying work from yourself; a student may do this by copying work from another course. If the work copied is citable because it has been published this is acceptable, as long as it is referenced. The key to this form of plagiarism is making a journal editor aware the work has appeared elsewhere when using it again. An example of this type of plagiarism is submitting two journal articles, on two separate occasions on the same subject. Using the first article to help write the second, without letting the reader know the information on the second article is available elsewhere. Students committing this kind of plagiarism from course to course may need to seek special permission from the institution beforehand.

The next type of plagiarism is the plagiarism of ideas. This is plagiarising another's ideas without any new individual input from the author who claims it as their own. This specific plagiarism occurs when the author uses the idea of another, possibly even structure their work the same but do not credit where the inspiration came from. Another form of this is from university students doing primary research to test a hypothesis, but the hypothesis is not original. Once again, the catch comes from not citing the work where the idea has been taken from. This form of plagiarism is hard to notice and relies on the person reading the work to have former knowledge of a similar publication existing. For example as Martin (2004:p.2) states, 'Alfred Russell Wallace is credited with the independent discovery of evolution; if he had known about Darwin's work prior to his own, he might be accused of plagiarism'. However, this form of plagiarism is not to be confused with making a bibliography where one has been instructed to make a reference list. The author should only cite the source of their ideas if it is included in the work; not citing everything they have read in fear of accidental plagiarism.

Plagiarism of authorship is arguably the most severe type of plagiarism; it is the act of submitting someone else's work and passing it off as your own. There are actually a few different ways of doing this; the most obvious way is re-publishing someone else's work but with your own name as the author. Another way to do it is getting someone else to write it for you and not crediting him or her. There are lots of people and companies

available online, known as paper mills or ghostwriters, that will write a piece of work for you for a fee. A simple Google search using the phrase 'write my essay' resulted in almost 100 million hits. One such website, 'Essay Empire' even mentions plagiarism in its description of the services it offers, claiming that all work is original (Essayempire.co.uk, 2017). After further investigation, when 'ordering' the dissertation there are options such as 'urgency' and 'number of sources' which all affect the overall price. A second website 'Speedy Essay' also offered a very similar service and based the price on the deadline date and to the quality the work will be written (2:2 up to 1st class) (Speedyessay.co.uk, 2017). Another way is translating the work into a different language and publishing it as a new piece of work. For example, one might translate a journal article that is written in English, translate it into French or Russian, and submit it in the respective countries with that as a native language. This is the only type of plagiarism where it is not possible to claim it an accident, and carries with it the most level of intent.

However, leading online plagiarism detector Turnitin (2017a) claims that there are ten different ways of plagiarising on its 'plagiarism spectrum'. Eight of these are similar to the typologies outlined earlier but are not generalised, whilst two are completely different. Types that are similar include; 'CTRL-C', 'Hybrid' and 'Mashup' that fit under word-for-word plagiarism. 'Find – Replace' and 'Remix' which are both ways of plagiarising by paraphrasing. There is the term 'Recycle', another term for self-plagiarism. 'Re-tweet' would fit in the typology plagiarism of ideas. Finally, 'Clone' which fits under plagiarism of authorship. This leaves only two types the previous authors did not consider, '404 Error', this is plagiarism that cites made up work or the citation is wrong. Also 'Aggregator' where the author has referenced too many different works, despite referencing correctly, so that it contains little original work. However, the 'aggregator' form of plagiarism is not mentioned in any other literature at all, and it is potentially a way for Turnitin to cover their own backs and use it as an excuse for the effectiveness of the detection system.

Types of plagiarist

With these categories in mind, another approach is to look at who the people are that plagiarise. There are various reasons a person may plagiarise, for example, Beasley (2004) outlines three different types of plagiarists, the accidental, opportunistic and committed plagiarist. Accidental plagiarists are often a result of not fully understanding plagiarism or not understanding how to reference properly. This can include forgetting or not realising that some ideas were not original but were read before and since forgotten. An example of this type of plagiarism is that described by Griffiths et al. (2016). In this example, someone took a scale that had previously been made and altered it in the slightest way so that the main idea of the scale was the same, but did not credit its origin. The original creators of the scale had given permission for the use of it, but it was intended to be used in its original form rather than a variant of it, thus the accidental plagiarism. Next, is opportunistic plagiarists, those who are aware of plagiarism and what constitutes as plagiarism but do it anyway (possibly due to poor time management skills or other external factors). Finally, the committed plagiarist, one who intentionally plagiarises with no intent to do the work legitimately.

To add more of an understanding of the types of plagiarists, it is important to consider underlying factors that can cause a person to plagiarise. Merton (1957) discussed that in science there was big pressure to produce new discoveries, which led to many faking evidence in order to keep up. This is relatable to students who have poor time management skills, or have a busy schedule that allows little time to complete academic work, resulting in plagiarising because it is quicker and easier.

A different example is if the person does not speak English as their first language. These students would hypothetically struggle more in terms of not being able to keep up with the work because of a lack of understanding of the English language (Currie, 1998). This might cause them to resort to plagiarising to keep up with the course, whereas students who are fluent in English do not suffer this set back. In a small pilot study by Bamford and Sergiou (2005), 17 international students filled in a questionnaire concerning plagiarism. They were broken down in to three groups, Nigerian and Ghanaian (grouped as West

African), Chinese and Asian students. The study concluded that the main reason for intentional plagiarism was usually external pressures, such as to succeed or time pressure. In general, unintentional plagiarism was due to cultural factors, for instance, some Asian students could not understand the concept that copying was wrong as they considered it a compliment. However, a factor not considered in this experiment is the length of time the students have been in the UK; Pecorari (2003) outlined this issue in her study on the level of plagiarism from nine international academics. In it, many of the students understood the concept of plagiarism, possibly due to the participants having been in England for most of a year. Norris (2007) expands on this issue based on his years spent teaching in Japan as an American born professor. He discovered that, despite numerous attempts at telling students plagiarism was wrong, it could not be prevented. Even with the extra chance to hand in drafts and receive feedback on level of plagiarism, it had little effect. In addition, in Asian tradition, copying from sources is a sign of respect and demonstrates an understanding of the subject (Buranen, 1999, cited in Norris, 2007). This is an unexplored area in the current literature and is something that should be researched further.

Another factor often discussed is age in relation to plagiarism, with the consensus that older students understand plagiarism better than younger students do. The reason age might be considered to reduce level of plagiarism is that the older students have had more experience with writing essays (Marshall and Garry, 2005). From this, they are more likely to gain an understanding of how to avoid plagiarism, and certainly by their final year should understand what plagiarism is. Haines et al. (1986, cited in Marshall and Garry, 2005) found that younger students were more likely to cheat, by using a questionnaire containing 49 items; they put it down to three factors, student immaturity, lack of commitment and neutralisation. However, Marshall and Garry (2005) disputed this overall view as they found that younger students had a greater awareness of plagiarism than older students did.

Gender is another factor to be taken into consideration, to see if there is a known difference between levels of plagiarism between male and female students. Hypothetically, females mature quicker than males (Maccoby and Jacklin, 1978), the predicted effect is that this will increase the levels of male plagiarists compared to female. This is because female students might be more rational when deciding whether they need to plagiarise or not and will consider the likelihood of being caught. Watson and Sottile (2010) discuss a variety of different studies, all of which coming to a similar conclusion, that females are more likely to choose the ethical route as they have higher moral judgement. The gender difference view is the only one discussed where all evidence leads to the same conclusion, that males do cheat more than females and accept ethically questionable situations easier (Marshall and Garry 2005).

A different way to observe a perceived increase in plagiarism is to look at the use of IT; how much the internet has had an effect on ethical reasoning. For example, students agree that shoplifting is wrong, but are unsure when it comes to downloading music from the internet (Molnar et al., 2008). This is partly because committing crimes on the internet makes it harder to perceive a victim (ibid); the same is true for plagiarism. Another reason the internet has increased cheating and plagiarism is the ease of it, it is easier to plagiarise since the information age because it can be done quickly, such as being able to copy and paste (The Telegraph, 2010). Because of this, the person doing it has less time to think about the consequences of their actions and only consider the fact that it saves them time. This is consistent with the theory by Ritzer (1993) that there has become a 'McDonaldization' of society, where society has become impatient and needs to be efficient, with copy and paste technique ticking both boxes. A problem with this view is that it is not possible to tell if the internet has caused more plagiarism or it has just made it easier for those that would have plagiarised anyway (McCabe and Stephens, 2006).

Copyright

Plagiarism is often described as a form of copyright infringement; as it has already been discussed, we know the general definition of plagiarism is the act of claiming someone

else's work as your own (Oxford English Dictionary, 2016b). The copyright law can be defined as a means of protection for your work, by default, if it is written down or expressed in physical form and not just an idea (BBC, 2017). The next seemingly logical step is to assume that therefore plagiarism is a form of copyright infringement. However, not all plagiarism is copyright infringement; copyright is there to help the original creator, to prevent them from losing any potential financial benefits of their work. It works by preventing the use of work without permission from the author. Books and journal articles do presume permission for them to be re-used, as they are published and available to the public. The term for this is 'fair use', as long as the source text has not been used too extensively (Roig, 2006). Despite this, they cannot be used without being credited, which is why it seems similar to plagiarism.

There are various ways a person can plagiarise, but would not have infringed on any copyright laws. Based on the typologies discussed earlier, it is possible to see which of them fit under copyright laws and which are only plagiarism. Upon review, three of them would not be considered copyright infringement; self-plagiarism would not be considered copyright infringement because you already have permission from yourself, and you would not be depriving yourself of any potential financial gain. The only issue would come from the publisher of the article or book etc. if it was a different publisher for the two separate pieces of work, the original publisher might have some ground to claim a potential loss of money. Paraphrasing is arguably not copyright infringement either, this is because the words have been changed, or paraphrased, which does not necessarily protect it under the copyright law (Fishman, 2009). The final of the typologies that would not infringe on a copyright law is plagiarism of authorship, but only the use of paper mills, not when stealing another's work. The use of a paper mill does not count as breaking copyright law because the person who has written the work for you did so for money. Using someone else's work but claiming it as your own constitutes as plagiarism, it is not copyright infringement because they have not been stripped of financial gain as they were paid to write it, and subsequently gave you permission to use it. Also copyright usually only

protects work up to about 70 years after the creator has died (in the UK), so using work older than that would be considered fine in terms of copyright protection (BBC, 2017), but would still be classed as plagiarism. However, copyright laws change depending on the country, in the US, copyright protection can last as long as 120 years from the creation of the work, which is something to be aware of when deciding if the thing being done may constitute as copyright infringement (Stim, 2017).

Chapter Five: Turnitin

Turnitin is a plagiarism detection software available online, it was founded in 1998 but was officially launched as a website in 2000 (Turnitin, 2017b). As of 2014, the company had 26 million students and instructors using Turnitin globally, and had 500 million submissions and counting. The founder of Turnitin, John Barrie, has previously stated that they will own the market and that there will be 'no room for anybody, not even Microsoft, to provide a similar type of service because we will have the database' (Royce, 2003:p.27). Turnitin boasts a database of 60 billion indexed web pages, 600 million student papers and 150 million academic documents (Turnitin, 2017c).

Turnitin's effectiveness in preventing plagiarism is widely disputed, as it does not technically check for plagiarism itself but for similarity in words between two or more different sources. Gabriel (2010) published in The New York Times different ways in which students try to trick Turnitin, such as replacing every 'e' with a foreign letter that looks like it, or the use of macros to hide copied text; Turnitin claims that neither of these ideas work (Turnitin, 2017d).

Aptly named website 'cheatturnitin.com (2017)', however, argues otherwise. This website offers a free service that claims it can beat the Turnitin software by modifying the binary code of the file. Although Turnitin is the focus of this website, it does state that other plagiarism detectors that offer the same service (Grammarly, Copyscape, SafeAssign and others) are just as bad. The belief of this website is also that Turnitin collects sources of work (journals, books, web pages etc.) without permission of the authors', and then sells a licence to institutions to access these works, which is immoral. Macario (2015) explains this further; every time an essay is submitted to Turnitin, it is saved on the database forever without written consent. Furthermore, they do not allow the service to be used without paying for it by purchasing a licence. Turnitin uses the work of others in order to profit; they do not offer any royalties or compensation for the use of the original work of a student and so essentially, 'Turnitin's business model generates profits from the labour of students' (Gruwell, 2015). However, these blogs are very biased against Turnitin and

the benefits of it, and essentially all disagree with the same thing, which is the fact Turnitin makes profit from original pieces of work. This issue was brought up by Savage (2004) who left a recommendation for universities to 'seek legal advice regarding whether Turnitin breaches student privacy and copyright, or fails to compensate student's labour contribution' which shows that this is not a new thought and has been a potential issue since Turnitin was first being used. A short FAQ document from Turnitin aimed to relieve students of common questions answers this issue. It points out that a lawsuit filed against iParadigms (owner of Turnitin) by students was dismissed because it does not infringe on the copyright of students whose papers are stored in the Turnitin database (Turnitin, 2010). In addition, there was an appeal rejected because Turnitin won the claim that it has fair use of student work (ibid). Therefore, the main argument from the previously discussed blogs about the legal issue are not relevant if it has been ruled otherwise.

Functions of Turnitin

Turnitin exists for more than the function of detecting plagiarism, it can also be used to increase an institutions reputation and ensures all students are treated fairly (Martin 2004). The issue is that it is impossible to tell if Turnitin is actually effective at finding plagiarism in essays because you would need to know how many essays were plagiarised and how many Turnitin found to be plagiarised, in a controlled setting (Royce, 2003). One example of this is a study from Hill and Page (2009) in which 20 documents were used, and split in to four categories: a control group; a group using material from google searches; a group using material from web-based databases; and a group using material from subscription databases. The results showed that Turnitin had an average detection rate of 0% for the control group; 88% for the 'web pages' group; 68% for the 'public databases' group and 91% for the 'subscription databases' group. This shows that Turnitin is not 100% effective (although it never claims to be), as ideally it would find 100% for each group; this also shows an area Turnitin could choose to improve in the future – their 'public' database. Despite this, it is still an effective plagiarism checker and it is important to note that once plagiarism has been detected the examiner will check it, this allows for Turnitin's margin

of error. Despite this, in a study where 47 different plagiarism detection systems were tested, Turnitin ranked second best, sitting only behind PlagAware (Köhler and Weber-Wulff, 2010).

Rolfe's (2011) study aimed to find out if he could use Turnitin to provide formative feedback; she did this by using Turnitin for a class of first year students in 2006 and 2007. The difference being that the 2007 class of students had more guidelines on how to access and interpret the Turnitin originality report for feedback on their work. The 2007 class were also allowed to resubmit their work in its final form to Turnitin. The results were not entirely favourable for the use of Turnitin. Whilst it helped with improving writing skills, it did not help with referencing and citation, which actually worsened with the 2007 class. However, a different study found a reduction in plagiarism by 91% (Davis 2008). Although this study used the same students over a length of time, they received individual feedback sessions instead of using a different set of students. This could indicate that the effectiveness of using Turnitin to reduce the level of plagiarism depends on the University, the students or both. Another possibility is that the face-to-face sessions were an important factor in reducing plagiarism, as this was not a factor of Rolfe's study.

Plagiarism is an issue that universities have to deal with more as time passes and technology increases (Gullifer and Tyson, 2010). This is true, mainly due to search engines like Google, as more online journal articles and books are available. As a result, it is becoming easier to find relevant pieces of work, and therefore more material available to steal. Although, McGowan (2005) questions the method in which this is being tackled – the use of electronic detection methods (mainly Turnitin in the UK) – and states that this has caused a negative association with originality reports. Instead, use the originality reports to motivate students to learn about academic integrity. Using Turnitin will not work as a deterrent because there are at least two types of students who plagiarise at its broadest scale, those with intent and those without (Mills, 1994; Colon, 2001). Often, those who plagiarise without intent is due to not understanding referencing or what plagiarism is. The fact that there is no universal understanding of plagiarism, and that it

can take many different forms is an issue. Particularly because it is difficult to prove innocence if caught plagiarising, even if it was accidental.

Perceptions of Turnitin

Looking at perceptions of the people who are directly involved with Turnitin in an academic setting is a good way to find out the impact it has on educational institutions. One such example of this is the study by Dahl (2007). The results of this study proved an overall positive view of Turnitin. Dahl found that the main reason people seemed to prefer Turnitin to handing a piece of work physically is the sheer convenience of it. He also theorises two types of students: there are those that are happy about the introduction of plagiarism and are confident in their ability to avoid plagiarism and those who are not as happy with Turnitin because of a lack of knowledge about plagiarism and how to source properly. This view is similar to those discussed earlier, that there are students who plagiarise due to a lack of knowledge (Mills, 1994; Colon, 2001). However, the results from this study are based on a questionnaire and only it involved 24 students. This is an issue because it is easy to lie on a questionnaire and having 24 students filling it in means the results may not be as valid as they appear, due to a small sample size not being representative of the overall population.

Sutherland-Smith and Carr (2005) also did a study around a similar time, solely interested in how teachers viewed Turnitin. The teachers completed an interview before and after going through Turnitin training. Most teachers believed it would be more efficient and consistent to use Turnitin than to not use it. An initial issue many of the teachers found after going through training was the amount of work (or lack of) that Turnitin did. They were under the impression that it would be able to find the plagiarism by itself rather than Turnitin highlighting all text matches. However, they did like the colour coding system in place, which makes it easier to see what is worth double-checking for plagiarism. This shows that using Turnitin might be more effective, but it still is prone to error as there is a chance Turnitin would not notice something that the teacher may have. Therefore, it may not be worthwhile to use if it has to be double-checked by the person marking it

anyway. As with the study previously discussed by Dahl, this study also has a small sample size, using only 11 teachers from one university; making it less representative of all teacher's views on Turnitin.

Looking at both the perceptions of staff and students in relation to Turnitin is a study by Savage (2004). Students were initially confused at the prospect; older students were concerned with the legality of it, whilst younger students were more worried about not being able to reference properly. Again, showing evidence that universities might not be teaching students how to reference properly or showing them what plagiarism is under their specific guidelines. Students generally liked that Turnitin was fair because it was electronic and that it could act as a deterrent. Whilst things disliked were technical and ethical issues related to both plagiarism detection and electronic detection systems. Two students were concerned that forcing all students to submit their work through Turnitin presumed guilt and they felt that had to prove their innocence. Teachers were in favour of Turnitin for different reasons, such as helping staff detect plagiarism, and raising referencing standards. However, there were also aspects of it that teachers did not like either, for example the fact that Turnitin does not distinguish between cited and uncited material which means it all needs to be checked anyway. This study is good as it echoes previous concerns about the legal side to Turnitin and it involved a much larger sample size than the two previous studies, with 127 participants in total, making it more representative and therefore increasing the external validity.

Overall, in theory Turnitin should be a good thing, by using Turnitin as a universal plagiarism checker it ensures that all universities are using the same guidelines to decipher what constitutes as plagiarism. If all use the same software, it means that certain universities are not favoured due to the leniency of their plagiarism detection. Furthermore, all papers submitted through Turnitin have the exact same chance of finding any plagiarism because Turnitin would check all pieces of work through the same database. However, a negative is that it carries a presumption of guilt; it appears to students that the universities cannot trust them to write a piece of work fairly. This reduces the sense

of academic integrity, which some claim can actually increase plagiarism (Park, 2003; McCabe and Stephens, 2006).

Chapter Six: Preventing Plagiarism

In the current state of universities, the focus is on plagiarism detection. As previously discussed, Turnitin is the primary way to find instances of plagiarism for universities. Because of this, it results in a more hostile atmosphere between student and institutions (NCTE, 2013), as some students may feel the presumption of guilt it carries and that a lack of preventative measures were in place to help them understand about plagiarism. Bakhtiyari et al. (2014) discuss various methods for students to reduce the chance of plagiarising. Eight methods were tested by 16 students, who tested them on five texts each. The texts they used picked up a 95-100% similarity score on Turnitin before any of the methods were used. The most effective method was, 'writing after a few days of reading' – the theory behind this method is students are more likely to copy word-for-word if they write immediately after reading; this method scored an average text match of 27.4%. Using 'machine translators' was another effective method, scoring an average of 35.8%. This method capitalises on students finding it hard to paraphrase effectively, and instead got the students to use Natural Language Processing techniques. This paper stands out because it chooses to look at the issue from the students' point of view, rather than the responsibility of the institutions.

Short-term solutions

Nevertheless, the majority of studies prefer to observe what universities' can do to help prevent student plagiarism. One method that often comes up is for the teacher or lecturer who has to read the work such as checking for different formatting and paragraph styles and checking references (Suarez and Martin, 2001). However, this method is out-dated and is aimed at teachers' pre-Turnitin, as Turnitin now does most of this. This strategy could also be considered a short-term solution (Gismondi, 2006) because it will deal effectively with those specific students but does not create a foundation for future students to learn about plagiarism. A similarly short-term strategy would be the one described by Emerson et al. (2005); this study used a 2004 class and a 2005 class of students. Both years of students were put on an education programme 2 weeks before an assignment

was due. The only difference being that the 2005 class also had a 10-15 minute tutor meeting one week before submitting the essay. The results were that the 2005 class had half of the amount of plagiarism detected for the assignments (2004=23, 2005=11). The results of this study suggest that students need more than just being taught about plagiarism in general and need individual, specific help. This method is clearly effective; however, it requires constant use every year, whereas an ideal method would prevent plagiarism without placing more responsibility on teachers.

Long-term solutions

A strategy that is more appropriate to use now is for universities' to teach students how to avoid plagiarism at the start of the course. This way they will be more aware of what it is, thus knowing how to avoid it. This method is currently employed by universities, as most, if not all universities contain a referencing guide, covering a variety of source types and how to reference them correctly. Howard and Davies (2009) talk about this method, and state that to prevent plagiarism; the guide needs to include a variety of things. These involve, teaching about intellectual property, teaching how to tell the credibility of a source and teaching students how to copy information from sources rather than just showing them. These methods could work because being aware of intellectual property will reduce the level of accidental plagiarism. In addition, teaching about credibility of a source is extremely important as some less credible sources might contain wrong information. Arguing that deterrent methods should not be the main strategy used to prevent plagiarism, Suarez and Martin (2001) recognise the important of explaining plagiarism and not just how to reference. They also further it by stating universities' should tell students that they are aware of paper mills. This recommendation was arguably taken into consideration, as this is actually something universities now do. Although, this is potentially due to more internet usage and more paper mills existing.

Beasley (2004), who agrees that deterrence alone is not enough to prevent plagiarism, discusses a different approach to this issue. Research Process Automation (RPA) is the method he suggests; 'it is a strategy that involves automating various parts of the research

and the writing process' (Beasley, 2004:p.4). This tool was intended to help organise students and to increase the level of communication between teacher and student. Beasley then goes on to discuss how the RPA tool will help against specific causes of plagiarism, such as disorganisation, ethical lapses, fear and thrill seeking. This approach to reducing plagiarism is good, as it does not place responsibility on either student or teacher, yet still offers an alternative method to preventing plagiarism at its core. Also, it acknowledges that one method alone is not enough to prevent plagiarism and should be used in conjunction with others.

Increasing the sense of academic integrity is the most reoccurring strategy discussed across a number of sources (Park, 2003; McCabe and Stephens, 2006; Gismondi, 2006; Howard and Davies, 2009). Of the studies observed, Park (2003) was the first to mention this idea. The use of honour codes was primarily a North American approach to preventing students cheating. The aim of this method is to integrate students more with the university and identify behaviours that should be promoted, as opposed to identifying negative behaviours. Evidence also suggests that this will work even better if the students are heavily engaged in the honour code process (Park, 2003). By creating a community within the campus and university, it can create a long-term strategy of academic integrity (McCabe and Stephens, 2006). This is because it is not something that needs to be re-done every year as new students enter; it is about creating an atmosphere that does not accept cheating. By doing it in such a way that the students do not feel victimised, it may make students feel bad for plagiarising, that they will have let the institution down. Howard and Davies (2009) believe that educators should put emphasis on how important writing is to students as part of this academic integrity strategy. After being taught the value of writing, a student is less likely to plagiarise because they are content with referencing and the importance of it. This specific example is good because it addresses the issue of accidental plagiarism as it involves teaching the students about plagiarism, whilst still promoting academic integrity. Whereas the other honour code strategies discussed do not address the issue that a lot of plagiarism comes from a lack of understanding.

Devlin (2006) approached the topic from a nomothetic approach and invented eight general recommendations in order to minimise plagiarism. One such recommendation was to revise the policy on plagiarism, in order to make it clearer what constitutes as plagiarism. This may work to increase consistency, and remove potential excuses from students who claim the plagiarism was accidental, as they did not understand it properly. Flint et al. (2006) concluded, based on interviews with teaching staff, that there are varieties of different definitions of plagiarism between staff, this backs up this recommendation. The definitions of plagiarism used are usually based from own experiences and the influence of the institution which shows how easily definitions can change and why it is necessary to get a clearer policy on plagiarism. Furthermore, of the 27 countries in the European Union, several stated they had no effective systems or procedures to deal with plagiarism (Glendinning, 2014). Another of Devlin's recommendations was to change the focus back to assessments at university. In GCSE and A-Level in the UK, most of all subjects are judged by exams; yet when moving on to university the focus is on essays. However, this recommendation was not maintained as the majority of courses place an emphasis on dissertations and some courses lack any exams throughout. However, on the reverse of this, some courses contain more exams than essays, though these courses are rarer.

From the research gathered it is unclear in which direction universities should take in order to prevent future plagiarism, which could indicate why a bigger focus has been placed on plagiarism detection, rather than prevention. Despite this, by creating long-term solutions and ensuring all students have had every chance to learn about plagiarism it is possible to eradicate some form of accidental plagiarism where a student claims a lack of understanding to what plagiarism is. The plagiarism detection method is comparable to the crime control method to approaching crime (Sung, 2006) as it is the more authoritarian approach, preferring to catch offenders and punish them where applicable rather than taking steps to prevent it from happening initially.

Chapter Seven: Testing the System

To assess Turnitin it was decided that a short experiment would be carried out, testing how effective it was at spotting attempts at plagiarism. The rationale behind this being that no previous study has done this personally, preferring the use of participants. The purpose of the experiment was not necessarily to try and 'beat' Turnitin, but just to test if it could be done.

Experiment design

The experiment was a simple test of the effectiveness of Turnitin, by copying paragraphs and plagiarising them. The result of this would be to see if Turnitin could see the plagiarism or not. It is good to get new data in regards to similarity scores concerning Turnitin because students do not often get to see it as teachers do. Three dissertations were used to improve the validity of the results. Had only one dissertation been used then the results would have had nothing to compare to. Using three dissertations eliminates the chance of an anomalous result not being picked up. Such as, if in the first dissertation, the synonym method found little to no cases of plagiarism but the other two did find lots, it would show that Turnitin is not fully reliable.

Procedure

Firstly, three first class undergraduate student dissertations were taken at random from the Internet Journal of Criminology (Phillips, 2011:p.6; Bexson, 2011:p.6; Killengrey, 2009:p.3). From all dissertations, two paragraphs were taken from the methodology chapters. The control group was the paragraphs in their original form, and the experimental group being each of the plagiarism techniques. These were the 'synonym game', re-ordering, and a Google translate method.

The synonym method has another name, 'rogeting' coined by Chris Sadler who realised that students were using Roget's Thesaurus in a way to try and cheat (Grove, 2014). For example, the phrase 'to tarry fore of the conflict' instead of 'to stay ahead of the competition', or 'sinister buttocks' to replace 'left behind' (The Guardian, 2014). However,

this experiment has not taken it to such an extreme level and only changed words that had an appropriate replacement, for example changing the word 'research' to 'study' and 'constraints' to 'restrictions'. This method was simple to do; taking roughly ten minutes to finish, the only thought required was making sure the sentence still made sense when a word was changed.

The re-ordering method is another of the most obvious ways to plagiarise. It involves all of the original words but phrased in a different order. This method was the hardest to complete, taking the longest of all three methods as there was more effort needed to rephrase the sentence, whilst maintaining the original sentence's meaning. Additionally, trying not to use too many words the same in a row whilst still attempting to making sense proved to be difficult.

Finally, the Google translate method, which is a little more unorthodox. It is the process of copy and pasting the paragraphs in to Google's translate feature to turn it into a different language, and then changing it back into English. For this experiment, the Slovenian language was chosen at random. Once the paragraphs had been translated back to English, they had no human input, where someone using this method to plagiarise normally would. The result of this factor means that the results may have less internal validity. However, this was done to remove human bias, as one dissertation might have had more input than another might. This method is arguably the least stable as it relies purely on the translation changing it, but may be effective if used in conjunction with other plagiarism techniques. Furthermore, this method is similar in practice to the synonym method and works using the same principle, it is just less time consuming for similar results.

Results

In total, the document had 2611 total word count and accumulated a 70% similarity index score from Turnitin (See Appendix 1); the actual percentage accurate to one decimal place is 70.5%. This means that Turnitin highlighted 1841 words in total as plagiarism. However, this total includes the similarity scores from the 'original' sections, which were full copies

of the original, totalling 639 words. Without the score from these words, the total word count of highlighted words would be 1202, reducing the total similarity score to 46%. For clarity, in future when discussing the similarity scores, the original sections were not included.

The first dissertation used was Phillips (2011:p.6), (See Appendix 2); the total word count for this section was 531, of which 308 (52.2%) words were highlighted. The synonym method was the least effective; out of 192 words, 152 were highlighted (79.2%). The re-ordering method was the most successful and only had 40 words out of 164 highlighted (24.4%). Translate was also ineffective, resulting in 116 words being highlighted out of 175 (66.3%). These results are consistent with the other dissertations.

Bexson (2011:p.6), (See Appendix 3), had a total word count of 530, 328 (61.9%) words were highlighted. The synonym method for this dissertation had 147 words out of 188 highlighted (78.2%). Re-ordering resulted in 58 words being highlighted out of 156 (37.2%), again the most successful method. Whilst the translate method resulted in 113 words out of 186 (66.1%) found to be plagiarised.

Killengrey (2009:p.3) (See Appendix 4), had the longest two chapters selected out of all dissertations, with 771 words, the total number of words highlighted by Turnitin was 477 (61.2%). For this dissertation, the synonym method resulted 210 words highlighted out of 271 (77.5%). The re-ordering method had 77 words highlighted out of 238 (23.4%), and translate had 190 out of 262 (72.5%) being picked up by Turnitin.

Overall, the average percentage scores for each category were 78.2% for the synonym method, 31.4% for re-ordering and 68.9% for translating. This confirms that the re-ordering method is the most effective, possibly due to the way Turnitin looks for similarities which is looking for the same words in a row. The results from the synonym method show that the only words not highlighted by Turnitin were those that had been changed for this experiment and the score is reflective of that. This is once again similar to the results of the translate method but for this more words were changed or the structure of the sentence was too.

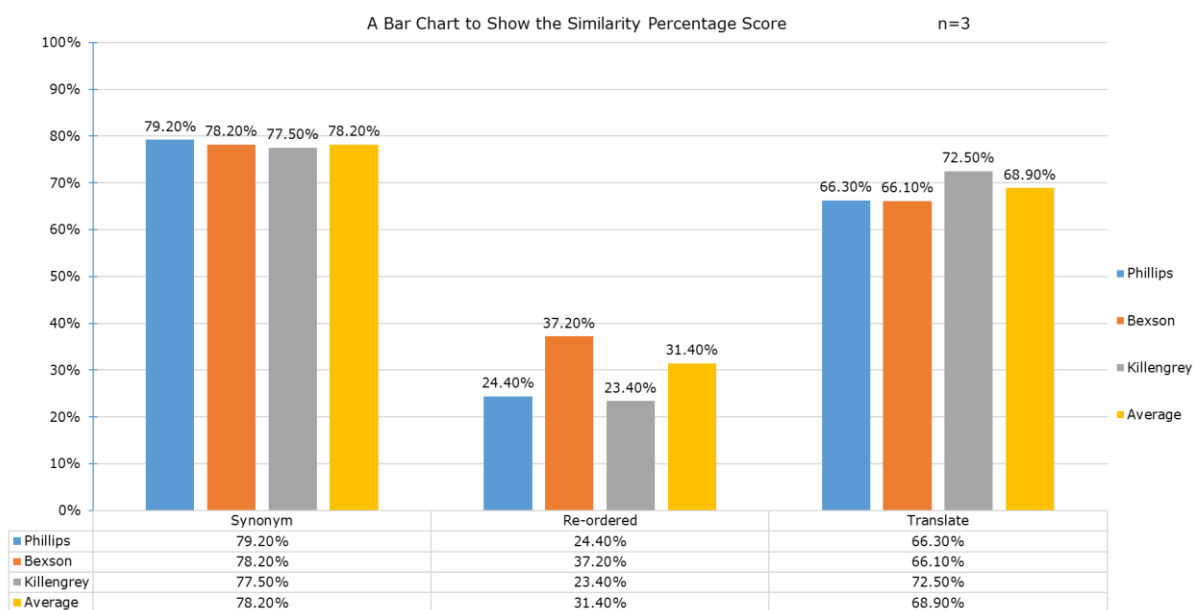


Figure 3: a bar chart to show results of the experiment

In total, Turnitin estimated that seven different sources had been used, whilst these only accounted for ~4% of the overall similarity score, it still highlights that Turnitin is not fully accurate as only the one source was used, the Internet Journal of Criminology.

Discussion

The aim of this short experiment was to test the effectiveness of Turnitin by using various methods of plagiarising, and to observe how difficult it is to 'beat' Turnitin. The results from this study support the use of Turnitin in universities and higher education institutions, as even the most successful method was not enough to avoid suspicion upon detection.

However, a potential mix of all three methods could diffuse this and generally, a student will not copy from only one source. Therefore, if the re-ordering method is partly successful on a big scale it may be even more successful when copying only one or two sentences.

This study used three different dissertations and applied all methods to each in order to increase the validity of the results (Golafshani, 2003). This experiment was also reliable as the methods used were very clear in the aim; the least reliable aspect would be the re-ordering method as this was the most prone to human error. Whilst the translate method is the least valid as they were left untouched after being translated to reduce human bias; this, however, resulted in them not necessarily making sense and not in a condition where a student would hand it in. For example, a mistranslation from Bexson (2011:p.6) changing, '... possible for an undergraduate student to access these women...' to '... possible to graduating to access the women...' which is only a small issue but mistranslations such as this occur throughout these paragraphs.

Chapter Eight: Conclusion

The aim of this dissertation was to explore plagiarism and the issues surrounding it. By using a mix of secondary literature research and primary data in the form of a web-based experiment, it has been possible to discover information regarding plagiarism and Turnitin.

It is recommended that more research should be done to determine the period where the word plagiarism stopped meaning kidnapper and became to mean it as the way it is known now. Furthermore, the research concludes that students are treated more severely for plagiarising than professionals, such as journalists and authors. This is based on the case of Monica Crowley (Kaczynski, 2017), where there has been blatant mass plagiarism but was followed up with little punishment, if any.

After exploring the literature, it is to be concluded that the use of Turnitin is a good thing and should help universities and students become aware of what plagiarism actually is. As well as this, it creates equality amongst universities, as they would all check for plagiarism through the same Turnitin database. This dissertation recognises that to remove Turnitin completely would not work either. However, by placing more emphasis on helping students to understand about plagiarism rather than trying to deter them, it could reduce the level of plagiarism in the future.

The experiment uncovered that it may be possible to beat Turnitin with simple re-ordering of the source text. This conclusion is based on the fact the re-ordering method received an overall score 40-50% lower than the other two methods. This raises the issue that more trust may have been placed on Turnitin than should be. If a student is clever with how they plagiarise and do not use just one text to copy from they may get away with the plagiarism if not too many words are the same in a row. However, Turnitin picked up the vast majority of the plagiarism, discouraging would-be plagiarists. Furthermore, this research should be shared to students in order to teach them how Turnitin works, and that it is difficult to 'beat'.

The link between copyright and plagiarism was researched, concluding that not all plagiarism is copyright infringement. This disputes the argument of this dissertation that plagiarism should be called academic fraud rather than academic dishonesty and potentially explains why it is called that.

Overall, the main aim of the dissertation was to clarify what plagiarism is and to challenge the use of Turnitin. It can conclude that plagiarism has many forms and one of the main reasons for the high reported levels of plagiarism is due to a lack of understanding. Furthermore, Turnitin has some negative aspects to it with the biggest issue for universities being the lack of effectiveness. This dissertation has proved the inaccuracies of Turnitin; however, it still supports the use of it, as it is currently the best method at prevented plagiarism through deterrence until something else can be done.

Appendix 1: Turnitin Originality Report

ORIGINALITY REPORT

%70 SIMILARITY INDEX	%70 INTERNET SOURCES	%1 PUBLICATIONS	%49 STUDENT PAPERS
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PRIMARY SOURCES

1	www.internetjournalofcriminology.com Internet Source	%66
2	Submitted to Sheffield Hallam University Student Paper	%1
3	Submitted to Nottingham Trent University Student Paper	%1
4	Submitted to University of Bedfordshire Student Paper	%1
5	Journal of Enterprising Communities: People and Places in the Global Economy, Volume 7, Issue 4 (2013-10-12) Publication	%1
6	Submitted to De Montfort University Student Paper	<%1
7	bundlr.com Internet Source	<%1

Appendix 2: Phillips' Dissertation Turnitin Results

Dissertation #1- Catherine Phillips

4
Phillips, C. (2011). *SITUATIONAL CRIME PREVENTION AND CRIME DISPLACEMENT: MYTHS AND MIRACLES?*. Undergraduate. Nottingham Trent University.

Original:

1
The aim of this research, which is to conduct a review of existing literature and undertake a secondary analysis of published results of empirical data, dictated that the research would be secondary, rather than primary. Therefore, the sources used for this research are books, journal articles, Home Office reports, and the Internet. These are all secondary sources.

Two of the advantages of researching published literature according to Bryman (2008), are those of cost and time. Analysis of such secondary sources facilitates access to good quality data for a fraction of the resources involved in the collection of data for primary research analysis. Particularly relevant for this piece of research is the fact that evaluations of SCP initiatives need to take place over a period of time, and studying one first hand was obviously not possible given the time constraints of an undergraduate dissertation. In addition, in order to meet the main aim of this research, it is necessary to compare the findings of several studies of displacement, which would again be an impossible task in terms of time, not to mention the difficulties of an undergraduate.

Synonym/Repeating:

1
The aim of this study, which is to perform a review of present literature and commence a secondary analysis of issued results of empirical data, meant that the research would be secondary, not primary. Hence, the sources used for this research are books, journal articles, Home Office reports, and the Internet.

1
Two of the benefits of investigating published literature according to Bryman (2008), are those of cost and time. Examination of such secondary sources enables access to decent quality data for a portion of the resources tortuous in the assembly of data for primary research analysis. Predominantly related for this piece of research is the fact that assessments of SCP initiatives need to take place over a length of time, and revising one first hand was clearly not likely given the time restrictions of an undergraduate dissertation. Furthermore, in order to meet the key goal of this research, it is required to compare the results of numerous studies of displacement, which would again be an unmanageable task in relation to time, not to mention the complications of an undergraduate discovering, joining, or creating and financing an SCP initiative to acquire primary data.

Re-ordered:

A review of existing literature and empirical data from published results, found through secondary analysis, are the methods of research, which is secondary not primary dictated by the aim of this research. Books, Home Office reports, the Internet and journal articles are therefore the sources used for this research. All of these are secondary sources.

1
According to Bryman (2008), cost and time are two of the advantages of researching published literature. For a fraction of the resources involved, secondary sources facilitate access to good quality data compared to primary research analysis data collection. Given the time constraints of an undergraduate dissertation, studying an SCP initiative was not possible, and the fact that evaluations of SCP initiatives need to take place over a period of time is relevant for this piece of research. In terms of time and the undergraduate difficulties, comparing the findings of several displacement studies would have been impossible, even though it is necessary to meet the main aim of this research.

Google Translate (Slovenian):

3
The purpose of this research is to undertake a review of existing literature and conducted a secondary analysis of the published results of empirical data suggesting that the survey will be secondary and not primary. Therefore, the resources used for this study books, newsletters, reports of the Interior, and the Internet. All these are secondary sources.

Two of the advantages of research literature published by Bryman (2008), those cost and time. The analysis of these secondary sources providing access to quality data for a fraction of the resources involved in data collection for primary research and analysis. Especially important for this part of the research is the fact that the evaluation of SCP initiatives to be carried out in time, and studying a firsthand obviously was not possible due to time constraints undergraduate thesis. In addition, in order to fulfill the main goal of this research, it is necessary to compare the results of different studies movement, which would again be an impossible task in terms of time, not to mention the difficulties in undergraduate.

7
References:

2
Bryman, A. (2008) Social Research Methods, Third Edition, Oxford: Oxford University Press

Appendix 3: Bexson's Dissertation Turnitin Results:

Dissertation #2- Laura Bexson

Bexson, L. (2011). 'THE ULTIMATE BETRAYAL' FEMALE CHILD SEX OFFENDERS: AN EXPLORATION OF THEORIES, MEDIA REPRESENTATIONS AND THE ROLE OF THE INTERNET IN RELATION TO FEMALE PERPETRATORS OF CHILD SEXUAL ABUSE. Undergraduate. Nottingham Trent University.

Original:

1 This research project will be utilising secondary research as the sole method of gathering information. It will involve the undertaking of library-based research in an attempt to conduct a critical analysis of existing literature on the topic. It would have been possible to choose primary research which would have taken the form of interviews however this was not chosen for a number of reasons.

Firstly, given the highly sensitive nature of the topic, gaining access to victims and offenders of child sexual abuse would have been extremely difficult along with the potential issue of continued renegotiation of access throughout the research stage (Noaks and Wincup, 2004). Given its highly sensitive nature it is very probable to assume that this method of research would not have been given ethical clearance by the university ethics committee. Even if the research project had been granted ethical approval the fact that there are only a small number of female perpetrators of CSA in custody meant that it would not have been logistically possible for an undergraduate student to access these women in the short time period given for undertaking of research.

Synonym/Repeating:

1 This research project will be consuming secondary research as the solitary technique of collecting data. It will contain the task of library-based investigation in an endeavour to conduct a critical analysis of present literature on the subject matter. It would have been conceivable to choose primary research which would have taken the method of interviews but this was not selected for a number of motives.

Initially, given the very complex nature of the topic, gaining access to victims and offenders of child sexual abuse would have been tremendously problematic alongside with the possible concern of continual renegotiation of access during the investigation stage (Noaks and Wincup, 2004). Given its highly delicate nature it is very likely to accept that this process of research would not have been given ethical authorisation by the university ethics committee. Even if the research project had been approved ethical consent the point that there are only a minor number of female offenders of CSA in custody preordained that it would not have been logistically likely for an undergraduate student to access these women in the small time period given for undertaking of research.

Re-ordered:

To gather information, secondary research is the sole method being utilised in this research project. Existing literature on this topic will be critically analysed through the use of library-based research. Primary research was not chosen, although it would have been possible, for a number of reasons.

Throughout the research stage, continued renegotiation of access would have been a potential issue (Noaks and Wincup, 2004) along with gaining access to offenders and victims of child sexual abuse and the highly sensitive nature of the topic. It is probable to assume the university ethics committee would not have given ethical clearance for this method of research. It would not have been logistically possible for an undergraduate student to access these women for the undertaking of research given the short time period and the fact that there are only a small number of female perpetrators of CSA in custody; even if the research project had been granted ethical approval.

Google Translate (Slovenian):

1 This research project will use secondary research, as the only way of collecting information. This will include research company, which is based on the library in an attempt to conduct a critical analysis of the existing literature on this topic. It would be possible to choose primary research, which took the form of interviews, but this has not been selected for a number of reasons.

First, given the very sensitive nature of the topic, access to victims and offenders of child sexual abuse, it would be very difficult, with the possible issue of resumption of the negotiations on access throughout the research phase (Noaks and Wincup, 2004). Due to the highly sensitive nature, it is very likely to assume that this research method would not be given before the Ethics Committee of the university ethics. Even if the research project was approved by the ethical approval of the fact that there are only a small number of female offenders in custody CSA, meant that it would not be logistically possible to graduating to access these women in a short period of time given to company research.

References:

1 Noaks, L. and Wincup, E. (2004) Criminological Research: Understanding Qualitative Methods, London: Sage Publications

Appendix 4: Killengrey's Dissertation Turnitin Results

Dissertation #3- Hayley Killengrey

5

Killengrey, H. (2009). *TO WHAT EXTENT DO CRIMINAL BIOGRAPHIES ADD TO OUR UNDERSTANDING OF CRIMINALITY?*. Undergraduate. Nottingham Trent University.

Original:

1

According to Bryman (2004) there are a variety of advantages available to those who adopt the use of secondary research. These are as follows; firstly it is cost efficient as the library and internet provide a service allowing you to obtain information quickly and cheaply. It can also be less time consuming not having to plan and conduct your own primary research. The fact that it is less time consuming means that the researcher has more time to analyse their data. Also secondary data allows you to examine not only high quality data but also cross-sectional and cross-cultural research which may be impossible to obtain through primary research due to lack of time, access and funding. Studying secondary data can also be more useful than primary research as it can be viewed and analysed from different angles, creating the possibility of discovering new information.

However, there are also a number of disadvantages when using secondary research. As secondary research is research that has been carried out by others it is difficult to control the quality of data. This is important to remember as some secondary research is simply not worth the paper it's written on. Errors and inconsistencies may arise therefore making the research unreliable. Other factors to consider are that the research may not be up to date therefore may not address current issues or suit the needs of the researcher. However, the disadvantages of using secondary data actually form a large part of this dissertation. It is imperfections such as this which this paper considers in order to draw together the importance of criminal accounts.

Synonym/Spelling:

1

According to Bryman (2004) there are a range of benefits presented to persons who assume the use of secondary research. These are as follows; primarily, it is cost effective as the library and internet offer a facility permitting you to gain data rapidly and economically. It can also be less time overwhelming not having to plot and conduct your own primary investigation. The fact that it is less time consuming means that the investigator has more time to examine their data. Also secondary data permits you to inspect not only great quality data but also cross-sectional and cross-cultural research which may be unmanageable to attain through primary research owed to lack of time, access and finance. Reviewing secondary data can also be more beneficial than primary research as it can be viewed and evaluated from different angles, producing the chance of discovering new data.

Nevertheless, there are also a figure of drawbacks when using secondary research. As secondary research is research that has been carried out by others it is problematic to control the value of data. This is significant to remember as some secondary research is merely not worth the paper it's printed on. Mistakes and discrepancies may arise and so making the research undependable. Other aspects to this through are that the research may not be up to date as a result may not address up-to-date topics or suit the requirements of the researcher. Yet, the difficulties of using secondary data essentially form a huge part of this dissertation. It is deficiencies such as this which this paper contemplates in order to draw together the significance of criminal accounts.

Re-ordered:

There are a variety of advantages available from secondary data and those who adopt the use of it according to Bryman (2004). Providing a service allowing you to obtain information quickly and cheaply is the library and internet which are cost efficient. Not having to conduct and plan your own primary research can also be less time consuming. This means the researcher has more time to analyse data because it is less time consuming. Due to a lack of funding, time and access it may be impossible to obtain through primary research, high quality data, cross-sectional and cross-cultural research which secondary data allows. The possibility of discovering new information arises from studying secondary data as it can be analysed and viewed from different angles.

Secondary research does have a number of disadvantages, however. The quality of data is difficult to control as in secondary research it has been carried out by others. Some secondary research is not worth the paper it's written on; this is important to remember. Therefore, making some research unreliable as well as errors and inconsistencies. The research may not suit the needs of the researcher or address current issues as the research may not be up-to-date. A large part of this dissertation is formed from the disadvantages of using secondary data, however. The importance of criminal accounts is helped by imperfections such as this, which this paper considers in order to draw them together.

Google Translate (Slovenian):

According to Bryman (2004) there are a variety of advantages for those who adopt the use of secondary research. These are as follows; First, it is cost-effective, as the library and the Internet provides a service that allows you to quickly and inexpensively obtain information. It may also be less time consuming without the need to plan and implement their own primary research. The fact that less time is that the researcher has more time to analyse its data. Also, secondary data, allowing you to check not only high-quality data, but also cross-cutting and cross-cultural research, which may be impossible to get through primary research, due to lack of time, access and financing. Studies of secondary data can be more useful than primary research, as it can be viewed and analysed from different angles, creating opportunities to discover new information.

But there are many disadvantages to using secondary research. As secondary research has been carried out with the other is difficult to control the quality of the data. It is important to remember, since some secondary research is simply not worth the paper it is written on. Errors and inconsistencies may occur resulting in unreliable research. Other factors to consider are that the research should not be up to date, and therefore should not be considered current issues, whether it meets the needs of the researcher. However, the disadvantages of using secondary data actually forms a large part of this thesis. This is a problem such as this, which is in the article believes that the draw together the importance of criminal accounts.

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Bryman (2004) is not mentioned in the reference list.

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