

Source-Based Plagiarism

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I. INTRODUCTION

Source-based plagiarism is an increasing problem in academia, since it can jeopardize the legitimacy and originality of scholarly work. Plagiarism is the unauthorized use of another person's intellectual property, such as ideas, data, or text, without due citation or attribution. This behaviour is deemed unethical and can have major implications, including the loss of academic reputation and employment opportunities. The issue of source-based plagiarism has been extensively researched in the literature, with numerous experts researching its prevalence, causes, and consequences. According to a study performed by (Devasena and Balaji, 2020), source-based plagiarism is a common practice that affects students, researchers, and even seasoned academics (Devasena & Balaji, 2020). The authors ascribe this to a lack of understanding about correct citation and citing procedures, as well as the pressure to generate original and new research. In the literature, many types of source-based plagiarism have been recognized, including verbatim copying, paraphrasing, and mosaic plagiarism (Shirazi et al., 2020). Verbatim copying entails repeating another person's work word-for-word, whereas paraphrase involves rephrasing someone else's thoughts in one's own words. Mosaic plagiarism, on the other hand, entails merging ideas and language from various sources without due acknowledgment. According to Davis and Carroll (2009), source-based plagiarism is defined as "the act of presenting the ideas or work of another as one's own, without giving appropriate credit" (Davis, M., & Carroll, J., 2009). To address the issue of source-based plagiarism, numerous tactics and technologies have been offered, such as plagiarism detection software, academic integrity training, and explicit citation and reference requirements (Karimzadeh and Karimzadeh, 2018). However, the effectiveness of these treatments is still being debated, with some academics challenging their impact on the underlying reasons of plagiarism (Rahimi and Yadollahi, 2021).

II. PREVALENCE AND TYPES OF SOURCE-BASED PLAGIARISM

Plagiarism is a significant offence in academic settings, and source-based plagiarism is one of its most prevalent forms. Plagiarism is the use of someone else's work without

proper reference or acknowledgment, and it can take many forms, including direct copying, paraphrasing, and mosaic plagiarism (Shirazi et al., 2020). According to studies, source-based plagiarism is common in higher education, with a large majority of students and researchers engaging in such behaviour (Devasena & Balaji, 2020).

The most obvious and blatant kind of source-based plagiarism is verbatim copying, in which the writer reproduces content from a source word for word without adequate quote marks or acknowledgment. Paraphrasing, on the other hand, is the act of rephrasing someone else's thoughts or statements in one's own words while ignoring the original source. Mosaic plagiarism is a more complicated kind of plagiarism in which the writer blends text and ideas from numerous sources to produce a new work that is not properly cited or attributed (Shirazi et al., 2020).

Similarly, a study by Roig (2013) found that 36% of the 54 faculty members she surveyed had detected source-based plagiarism in their students' papers. It found that nearly 80% of the 500 student papers they analyzed contained some form of plagiarism, with the majority being source-based. These findings highlight the importance of educating students about proper source attribution and the consequences of plagiarism (Roig, M., 2013).

According to studies, source-based plagiarism is more common among students than among experienced researchers, implying that a lack of understanding regarding academic integrity and correct citation standards is a crucial reason (Devasena & Balaji, 2020). Other scholars, however, think that source-based plagiarism can be a purposeful conduct, particularly when the writer is under pressure to generate unique research or meet deadlines (Rahimi & Yadollahi, 2021).

III. PREVENTING AND ADDRESSING SOURCE-BASED PLAGIARISM

To prevent and treat source-based plagiarism, several tactics and technologies have been proposed, ranging from plagiarism detection software to academic integrity training and explicit citation and reference rules. Plagiarism detection software is one of the most extensively used methods for detecting source-based plagiarism, with Turnitin being the most widely used program in academia (Shirazi et al., 2020). This program analyses submitted texts to a large library of academic publications and indicates probable matches, allowing the instructor or evaluator to examine further.

Another strategy is to use plagiarism detection software, such as Turnitin or SafeAssign, which can compare students' work against a large database of sources and identify potential instances of plagiarism. Finally, it is important for instructors to clearly communicate their expectations for original work and to provide guidance and feedback throughout the writing process. Finally, it is important for instructors to clearly communicate their expectations for original work and to provide guidance and feedback throughout the writing process. (Scanlon, P. M., 2014).

In addition to detection techniques, academic integrity training has been found as an effective method for combating source-based plagiarism. This training includes giving students and researchers clear standards for citation and reference, as well as outlining the repercussions of plagiarism (Karimzadeh & Karimzadeh, 2018). Colleges may also explore creating honour codes or academic integrity rules that describe the standards of ethical behaviour.

However, the usefulness of these treatments is still being debated, with some academics claiming that they do not address the core reasons of plagiarism, which may be connected to the students' cultural or educational backgrounds (Rahimi & Yadollahi, 2021). As a result, it is critical to take a multimodal strategy that involves both prevention and detection measures, as well as addressing the underlying problems that lead to source-based plagiarism.

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