

Digital info-communication practices in high schools and universities: The case of plagiarism

Alexandra BALLY

alexandra.bally@univ-lille.fr

Université de Lille SHS - Laboratoire Gériico, Lille, France

PhD Director : Stéphane CHAUDIRON



Université
de Lille

Gériico

PRESENTATION

This research aims to understand the research process of students (high school and Bachelor 1 students), to compare practices and informational literacy as well as their shift towards a conscious or unconscious plagiarism practice.

ISSUE

To what extent are high school and university students today capable of characterising the shift towards plagiarism in their school and university info-communication practices?

HYPOTHESIS

- 1 - High school and university students do not apply their theoretical knowledge of copyright, citation, and plagiarism in their practices.
- 2 - The role of teachers, teachers-librarians and librarians directly impacts the practices of pupils and students.

METHODS



Interviews

University librarians, Heads of Master MEEF Documentation



Surveys

Pupils, Students, Teachers, Teachers-librarians, Headmasters



Experiment

Copyright and impact of the teacher's instruction



Scholar books



Official texts

programmes, missions, devices (PIX), Reforms and Grand Oral



Study guide

Licence 1 (Bachelor 1)

CONCEPTUAL MODELS

The two conceptual models used are a combination of Marcia Bates' Berrypicking and Martine Peters' SCN (Digital Strategies of scrapbooking).

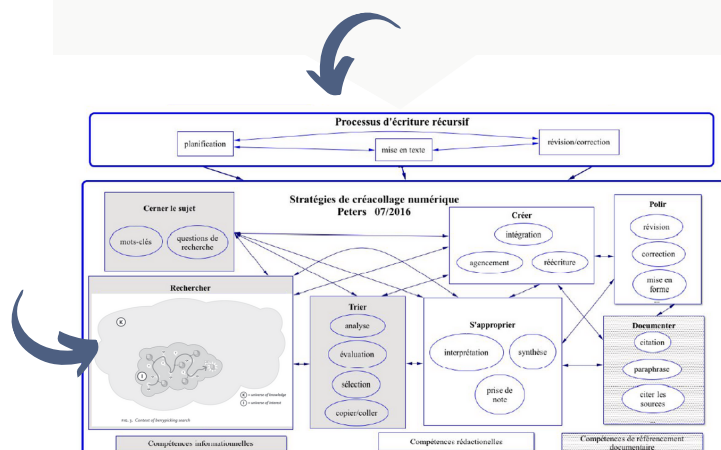


Figure 1. Modèle de l'utilisation de SCN lors de la rédaction d'un texte exigeant une recherche d'informations sur le web, (Peters, 2016)

Few studies have focused exclusively on the relationship of first-time university students with copyright and the issue of plagiarism in the secondary school setting. The studies focus more on this issue at university.

The research work that is being carried out therefore proposes an innovative and current analysis of the info-communication practices of high school students in their second, first and final year of secondary school and of first-year undergraduate students entering university.

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