

Summer School ReDMIL 22 :

“Literacies to revamp, repair, rekindle our world”

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« Digital info-communication practices in high schools and universities: the case of plagiarism”

Theoretical frameworks, research questions and axiological positions

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1. Presentation : **Introduction** & working **context**

- ▶ **ICS field** : Information & Communication Science
- ▶ **Students** =
 - ❖ High School pupils
 - ❖ First-year university students
- ▶ Our study concern **information practices** and the process of **information retrieval** in the school environment **associated with** the notion of **information ethics** (respect for copyright and plagiarism)



1. Presentation (continued)

► **Information practices** of **students** in school

"The way in which the set of devices, sources, tools and cognitive skills is effectively mobilised in the different situations of production, research and processing of information. We include in this term "practices" the behaviours, representations and informational attitudes of humans (individual or collective) associated with these situations."

« la manière dont l'ensemble de dispositifs, des sources, des outils, des compétences cognitives est effectivement mobilisé dans les différentes situations de production, de recherche, traitement de l'information. Nous englobons dans ce terme de « pratiques » les comportements, les représentations et les attitudes informationnelles de l'humain (individuel ou collectif) associés à ces situations.» (Ihadjadène et Chaudiron, 2008, p. 191).



1. Working context

- ▶ Today's high school pupils or First-year students must **research**, **select** and **process** information to **produce** documents and **communicate** their work in high school and university settings.



The copy-paste temptation !



2. **Societal problem** that my research seeks to solve

- ▶ Plagiarism is a social problem today in our digital society and it is an academic problem.
- ▶ It's said to have increased in higher education (Audet, L., 2011) . Studies of academic plagiarism generally emphasise that it originates in secondary education.
- ▶ Copy-paste practices :
Misuses (Dioni C., 2008) VS Constructive use (Boubée, N., 2010)



Information practices of mesuses & plagiarism

Mesuses (mésusages) (Dioni, 2008)

≠ low level of technological/computer skills (p.10)

≠ « deviant » technology practices

= using technology to save on the intellectual effort required, which encourages copy-paste and plagiarism cf "informational prosthesis" (p.12).

High school = ground for academic plagiarism ?

- ▶ Copy-paste and academic cheating are habits acquired in **secondary school** (48.3%) and **high school** (35.6%) (Troger, 2010). These habits of scholar cheating **would have an impact** on the frequency of **academic cheating** (Guibert and Michaut, 2009, p.44).
- ▶ Information practices of copy-paste and ...“Copy-paste-print” (Eyries, 2011, p.4) = information practices of plagiarism in high school.



3. Research questions and hypothesis

- ▶ We will try to determine what, a priori, in their info-communication practices leads them consciously or unconsciously to plagiarize or to have practices that approach it.
- ▶ To what extent are high school students today capable of characterising the shift towards plagiarism in their info-communication practices?



Two hypothesis

- ▶ The first working hypothesis is that high school students don't plagiarise on purpose. They don't know that what they are doing is unethical even though they have heard for several years that they should cite their sources for example.
- ▶ The second hypothesis concerns the lack of training and information on information ethics, the form of the teachers' instructions, which directly impact their info-communication practices.



4. Conceptual framework and theoretical foundations

- ▶ **Two conceptual models** are used to conduct this research:
- ▶ the model of **SCN**, strategies for digital scrapbooking (Peters and Gervais, 2016) updated (Peters, 2021) encompassing the entire creative process from information retrieval to writing and the **Berrypicking model** (Bates, 1989 et 2016), a key concept for information retrieval.



Presentation of the two conceptual models used to conduct this research:

The **SCN** model - strategies of digital scrapbooking (Peters et Gervais, 2016) updated (Peters, 2021)

The **Berrypicking** model : evolving research (Bates, 1989 & 2016),

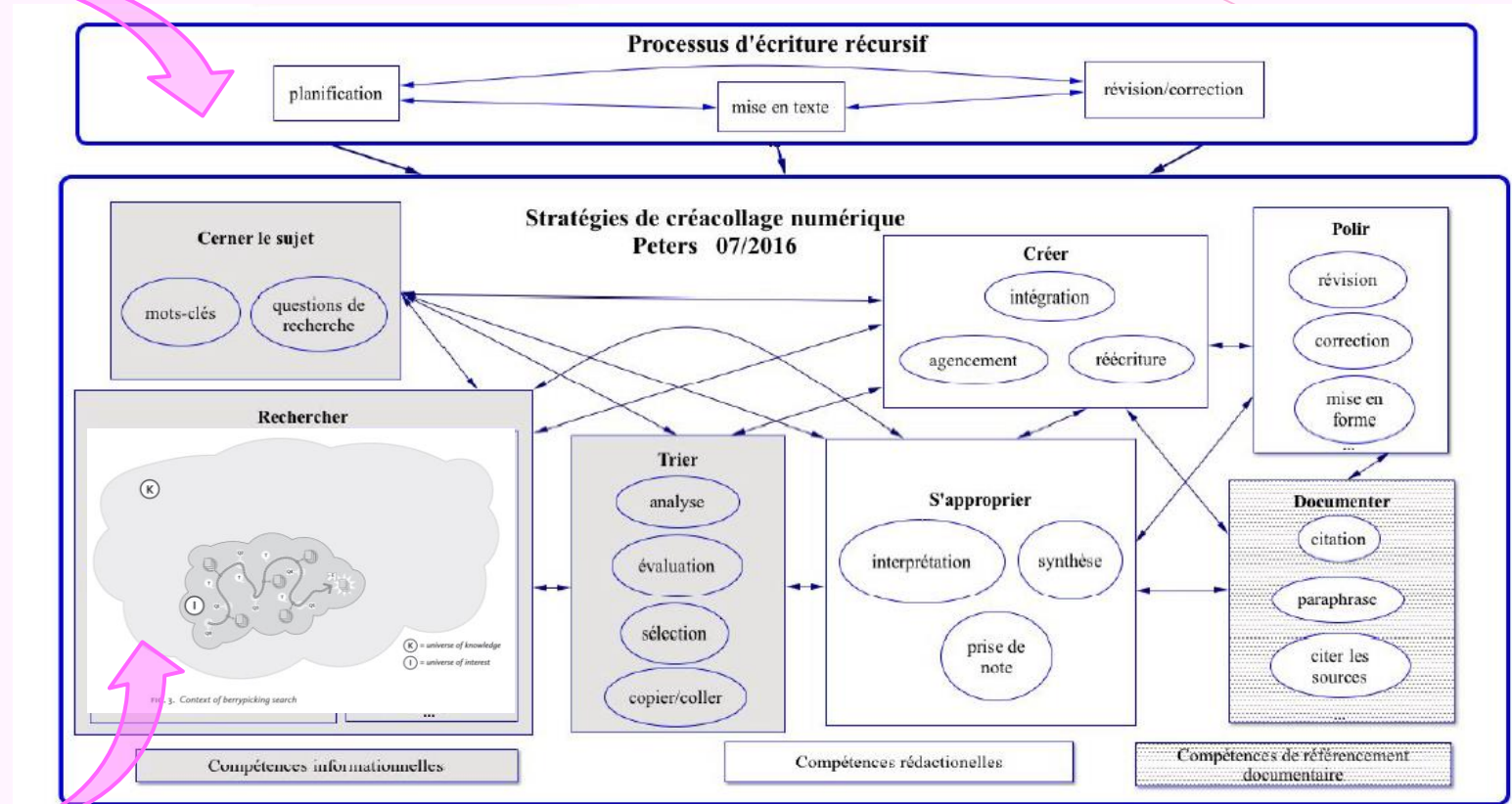


Figure 1. Modèle de l'utilisation de SCN lors de la rédaction d'un texte exigeant une recherche d'informations sur le web, (Peters, 2016)

5. Axiological position & social relevance

- ▶ Appearance of the concept of information literacy curriculum from primary school to university in 2009 in France (Chapron and Delamotte, 2009).
- ▶ Primary schools, secondary schools, and high schools must embody the **values of information ethics** for pupils/students, teachers, supervisors, and parents, and implement information ethics training that develops the **virtues** necessary to become **someone with integrity** from the moment they enter university.
- ▶ Values and virtues notions taken from (Stückelberger, 2021).
- ▶ **Information ethics** = respect copyright, don't plagiarise, cite and reference.



6. Nature of the expected findings

- ▶ Demonstrate that high school students are not sufficiently trained in secondary education in France concerning research practices, information processing and respect of copyright.
- ▶ To show that the role of teachers and teachers-librarians is essential :
 - ❖ both in their own “visible” practices of respecting copyright
 - ❖ in the importance given to copyright in their lessons and to copyright in evaluations
- ▶ In a constructive and not "repressive" vision



7. Personal questions

- ▶ How can I ensure that this social issue that I focus in my research work in high schools is listened to and considered in order to help improve the practices of everyone in the field ?
- ▶ **How to communicate** on the necessity and urgency of systematically **training all pupils** in all high schools ?
- ▶ How to enforce official intentions = From searching to citing references **systematically included** in all the high school **evaluation criteria even in the “Baccalaureat Grand Oral”**?
- ▶ How to give **visibility** to these ethical issues in high schools to **promote & develop information ethics in a common approach implemented by all and thus reduce the scope of plagiarism** ?



8. Conclusion

- ▶ To contribute to the reinforcement of this fundamental axis of EMI*, which is the search for information, its collection, processing and production in the respect of copyright.
- ▶ information literacy(ies) for the benefice of information practices to reduce the number of **plagiarizers** (plagiaires) and **plagiarists** (plagieurs) (Bergadàa, 2013) and to develop information ethics at the university entrance.



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Images :

- ▶ All slides'image : PEXELS. "Lotus" [JPG]. In Pixabay, 2016. <https://pixabay.com/fr/photos/lotus-fleur-rose-bloom-fleurir-1839558/>
- ▶ Slide 5 :
Peggy_Marco. "Domino" [JPG]. In Pixabay, 2015. <https://pixabay.com/fr/illustrations/mikado-domino-des-pierres-payer-1013877/>



Thanks for your attention

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