



Kde je hranice plagiátorství?

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- Aktivita: Kde je hranice plagiátorství?
- Představení výsledků výzkumu antiplagiátorských systémů
- Aktivita: Jak pracovat s výstupy antiplagiátorských systémů?
- Procesy
- Prevence plagiátorství





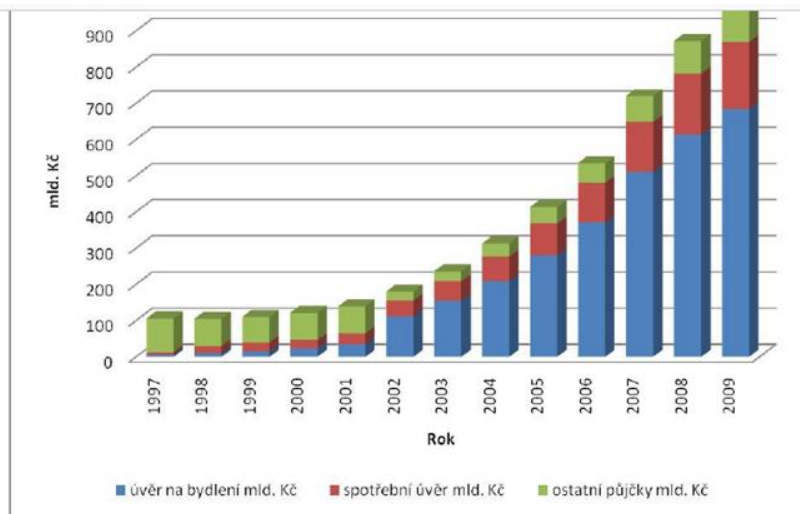
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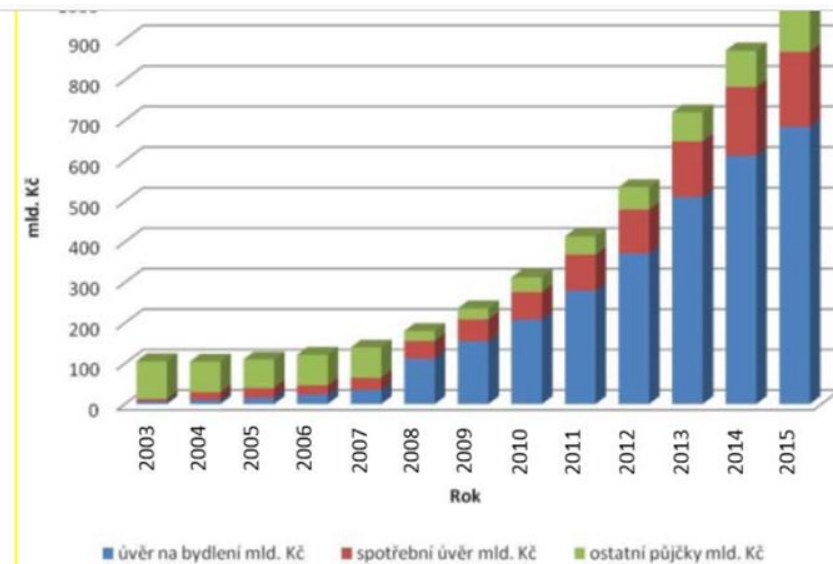
zdroj: ČNB¹⁷

2.6 Porovnání vývoje zadluženosti domácností a vládního dluhu

Z následujícího grafu vyplývá, že trend rostoucího zadlužení domácností kopíruje růst vládního dluhu. Autor práce se domnívá, že tato skutečnost je způsobena hospodářskou politikou současnosti, která se nedrží jednoduché zásady: *v létě se dříví shromažďuje, v zimě se pálí*¹⁸. Jinými slovy – v období růstu, má vláda šetřit a vytvářet rozpočtové přebytky. Když spotřeba vázne, stát má naopak spotřebovávat a vytvářet deficity. Vlády do ekonomiky nalévají veřejné peníze i dobách, kdy žádná pomoc není potřeba. Státní dluh se nesplácí, ale naopak roste. Domácnosti nemají obavy z budoucnosti, zadlužují se také. V okamžiku

¹⁷ ARAD - Systém časových řad - ČNB [online]. 2003-2009 [cit. 2010-12-11]. Rezydenti - úvěry domácnostem. Dostupné z WWW: <http://www.cnb.cz/cnb/STAT.ARADY_PKG.PARAMETRY_SESTAVY?p_sestuid=6847&p_strid=ABBAF&p_lang=CS>.

¹⁸ SEDLÁČEK, Tomáš. *Ekonomie dobra a zla*. Praha : 65 pole, 2009. 270 s. ISBN 978-80-903944-3-8



2.6 Porovnání vývoje zadluženosti domácností a vládního dluhu

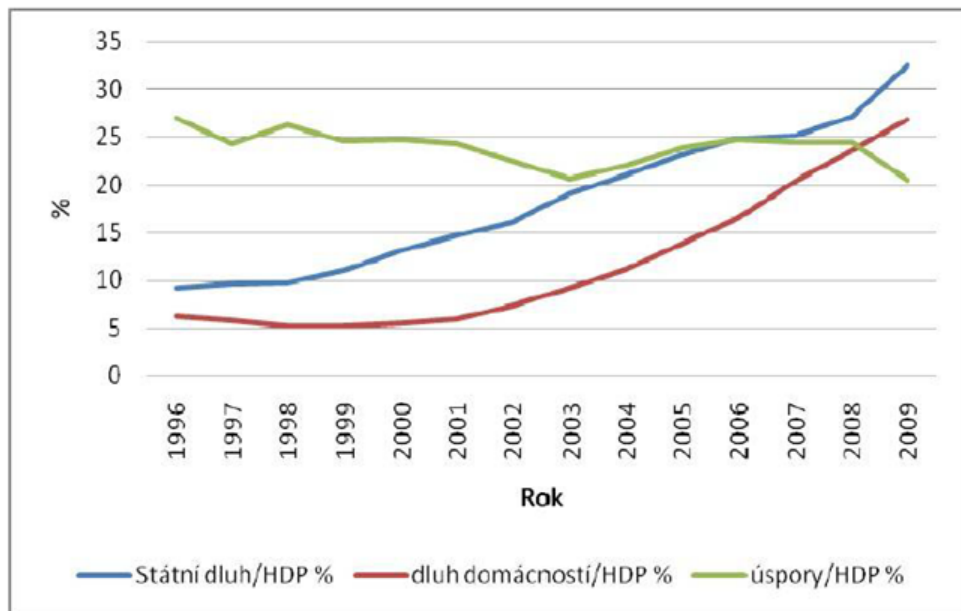
Z dalšího Grafu plyne, že rostoucí zadlužení domácností jako by kopírovalo zvyšující se vládní dluh. Tato skutečnost je pravděpodobně způsobena hospodářskou politikou, která nedodrží jednoduchou zásadu: *v létě se dříví shromažďuje, v zimě se pálí*s. Jinak řečeno – v období růstu a prosperity, by měla vláda šetřit a vytvářet rozpočtové přebytky a v období poklesu spotřeby má spotřebovávat stát.

¹⁷ ARAD - Systém časových řad - ČNB [online]. 2003-2015 [cit. 2016-12-11]. Rezydenti - úvěry domácnostem. Dostupné z WWW: <http://www.cnb.cz/cnb/STAT.ARADY_PKG.PARAMETRY_SESTAVY?p_sestuid=6847&p_strid=ABBAF&p_lang=CS>.

¹⁸ SEDLÁČEK, Tomáš. *Ekonomie dobra a zla*. Praha : 65 pole, 2015. 270 s. ISBN 978-80-903944-3-8

Příklad č. 1 (PEF MENDELU, 2017)

graf č. 1 – Dluh domácností, národní úspory a státní dluh k HDP (1996-2009)

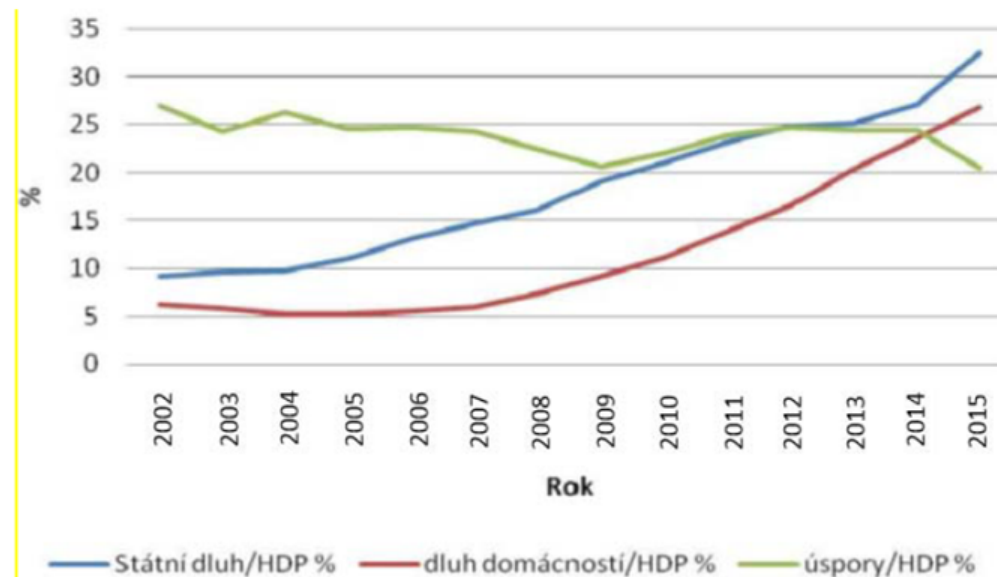


zdroj: ČNB¹¹, ČSÚ¹²

Graf č. 2 pro srovnání ukazuje vývoj stejných ukazatelů – tentokrát v absolutních hodnotách (mld. Kč). Z tohoto grafu je ještě více patrný pokles úspor, v roce 2009 meziročně o 17%. Na pokles růstu HDP domácnosti s mírným zpožděním reagují a tím se zvyšuje tempo zadlužování

Graf č. 1 – Dluh domácností, národní úspory a státní dluh k HDP (2002-2015)

Zdroj: ČNB¹¹, ČSÚ¹²



Graf č. 2 pro srovnání ukazuje vývoj stejných ukazatelů – tentokrát v absolutních hodnotách (mld. Kč). V tomto Grafu je ještě více patrný pokles úspor, Na pokles růstu HDP domácnosti s mírným zpožděním reagují a tím se zvyšuje tempo zadlužování.

Příklad č. 2 (PEF MENDELU, 2017)

Pro představu lze s adresním prostorem IPv6 přidělit každému člověku na planetě přidělit zhruba několik trilionů adres. To by znamenalo, že jeden člověk by měl k dispozici více adres, než jich nabízí celý adresní prostor protokolu IPv4 (Lammle, 2007).

2.4.2 Zápis adresy IPv6

Jak již bylo zmíněno, IP adresa protokolu IPv6 má délku sto dvaceti osmi bitů a ke svému zápisu, používá šestnáctkovou soustavu. Samotná adresa je rozčleněna na osm skupin, kde každá skupina má délku šestnácti bitů. Dále je každá skupina vyjádřena prostřednictvím čtyř čísel šestnáctkové soustavy. Jednotlivé skupiny jsou od sebe odděleny prostřednictvím dvojtečky. Vezmeme-li v potaz, že IPv6 adresa obsahuje ve své základní a nezkrácené podobě třicet dva čísel šestnáctkové soustavy, dojdeme k závěru, že práce s tímto formátem IPv6 adresy je poněkud těžko-Charakteristika protokolu IPv6 17

pádná.

Z tohoto důvodu byla stanovena pravidla, která určují, jak je možno zkrátit zápis IPv6 adresy v její základní podobě. Tato pravidla budou popsána v následujícím odstavci a týkají se především nakládání s hodnotou nula v zápise adresy. Pokud je jedna skupina IPv6 adresy tvořena samými nulami, je možné tyto čtyři nuly nahradit v zápisu nulou pouze jednou. Zároveň je možné v zápise této adresy vynechat všechny počáteční nuly ve všech skupinách. Samozřejmě je nutné, aby v daných skupinách po vynechání nul zůstaly nějaké hodnoty, za předpokladu, že se nejedná o následující situaci. Pokud by se v IPv6 adrese vyskytovalo více bezprostředně sousedících skupin, jejichž obsah je tvořen pouze nulami (tzv. nulové skupiny), je možné tyto nulové skupiny zcela nahradit zapsáním dvou dvojteček (:::). Toto nahrazení je však možné v zápisu IPv6 adresy použít pouze jednou a nesmí být použito k nahrazení pouze jedné nulové skupiny. Nulu, která se nalézá na konci adresy, lze nahradit pouze jednou a zároveň ji předchází v dané skupině jiné hodnoty, nelze ničím nahradit, ani ji ze zápisu vynechat. Tato pravidla tedy umožňují zkrátit zápis IPv6 adresy ze základního tvaru

(Satrapa, 2011).

Příklad IPv6 adresy:

2001:0db8:85a3:08d3:1319:8a2e:0370:7344

duhá, kterou lze zkrátit:

0123:0000:0000:0000:4560:0000:0000:0000

a to následujícím postupem:

123::0:0:4560::0:0

123::4560:0:0

nebo

123:0:0:0:4560::

nyňi je zřetelné, proč nelze použít zápis dvou dvojteček vícekrát než jednou.

2.4.3 Druhy IPv6 adres

Protokol IPv6 dělí své adresy na 3 základní typy. Příslušnost adresy k některému z nich určuje její vlastnosti a také její funkce. IPv6 adresy se dělí takto (Kabelová, Dostálek, 2008):

□ Individuální (unicast) - adresy, které identifikují jednotlivá síťová rozhraní.

□ Skupinové (multicast) - data odeslaná na jednu skupinovou adresu jsou doručena celé skupině uzlů. Může se jednat například o všechny routery v lokální síti.

18 Charakteristika protokolu IPv6

□ Vyběrové (anycast) - tyto adresy také označují skupinu uzlů, ovšem data nejsou doručována všem ve skupině, ale pouze členovi skupiny, který je nejbliž odeslateli.

2.4.4 Individuální adresy

Adresy pro jednotlivá síťová rozhraní se dělí na ty, které adresovat prakticky odkudkoliv z Internetu a na adresy platné pouze v rámci lokální linky.

□ Global unicast adresy - jak již název napovídá, jedná se o adresy určující konkrétní uzel, můžeme je tedy přirovnat k veřejným IPv4 adresám. To znamená,

že jsou unikátní v rámci sítě Internet. V současné době se rozdělují velmi malá část těchto adres, konkrétně se jedná o prefix 2000::/3. Global unicast adresa je rozdělena na tři části. Jedná se o globální směrovací prefix, identifikátor podsítě a identifikátor rozhraní. Toto členění značně snižuje zatížení směrovačů při směrování.

□ Lokální linkové adresy - jsou na rozhraní k dispozici vždy, nezávisle na existenci global unicast adresy nebo dostupnosti internetového připojení. Jejich platnost je však omezena pouze na lokální linku, což může být například připojení více zařízení do stejného switche (IPv6.cz, 2012).

Obr. 2 Členění Global unicast adresy (Cesnet, 2014)

2.4.5 Skupinové adresy

Skupinové adresy

představují samostatný typ adres v protokolu IPv6 a slouží především k adresaci určitých skupin síťových zařízení.

Pokud

jsou na skupinovou

adresu odeslána nějaká data,

budou odeslána všem členům této

skupiny.

Se skupinovými adresami se lze setkat především u šíření obrazového a zvukového signálu v reálném čase, může se tedy jednat např. o videokonference. Jsou také velmi používané v rámci nového systému objevování sousedů v rámci protokolu IPv6.

V protokolu IPv6 identifikují jednotlivé multicastové skupiny skupinové adresy, které mají

speciální rozsah adres ff00::/8 (Lupa.cz, 2009).

2.5 ICMPv6

Protokol ICMPv6 je v rámci IPv6 používán zejména pro výměnu provozních informací, testování dosažitelnosti a pro oznámení jednotlivých chybových stavů. Protokol

ICMPv6 je dále využíván systémem objevování sousedů a podporou skupinových

Charakteristika protokolu

IPv6 19

adres. Zprávy protokolu ICMPv6 jsou distribuovány pomocí datagramu protokolu

IPv6.

V rámci protokolu ICMPv6 existují dvě skupiny zpráv. První skupinu tvoří chybové zprávy a druhou informační zprávy. Chybové zprávy obsahují čtyři druhy chybových zpráv: Nedosažitelnost, Nadměrný datagram, Vypršení životnosti datagramu a Chybný datagram. Chybová zpráva Nedosažitelnost informuje o situaci, kdy byl směrovací doručen datagram, jehož cílová adresa je nedosažitelná. Chybová zpráva Nadměrný datagram informuje odeslatel datagramu o tom, že se v přenosové cestě vyskytuje úsek, jehož hodnota MTU je nižší, než je velikost datagramu. Chybovou zprávu Vypršení životnosti datagramu zasílá směrovač, pokud pro daný datagram vypršela doba jeho životnosti. Daná zpráva se může objevit i v případě, kdy směrovač neobdržel všechny fragmentované části datagramu. Chybová zpráva Chybný datagram informuje o situaci, kdy příjemce obdržel datagram s takovými parametry, kterým nerozumí.

Mezi informační zprávy lze zařadit zprávy Echo a Odpověď na echo, což jsou klasické zprávy využívané pomocí rozšířeného a známého programu ping. Dále pak se jedná o zprávy Dotaz a Odpověď na dotaz, prostřednictvím kterých lze získat základní informace o síťovém zařízení a jako takové slouží především pro účely správy sítě. Další typy ICMPv6 zpráv je možné nalézt v rámci jednotlivých mechanismů, které využívá protokol IPv6.

Do protokolu ICMPv6 byly zabudovány i některé bezpečnostní prvky, jejichž účelem je omezení zneužití ICMPv6 zpráv. Tyto bezpečnostní prvky definují například minimální časovou prodlevu, která se musí vyskytovat mezi jednotlivými zprávami, nebo přidání síťového mechanismu do jednotlivých zpráv protokolu ICMPv6

(Hotský, 2013).

2.6 Objevování sousedů

V rámci protokolu IPv6 je využíván nový systém pro objevování sousedů. Nese název Neighbor Discovery (ND). Pro svou činnost využívá především ICMPv6 zpráv a



Co si představíte pod
pojmem **plagiátorství**?

Definice plagiátorství

využití (myšlenek, obsahu, nebo struktury) jiného díla
bez řádného uvedení odkazu na zdroj
k získání určité výhody tam, kde se očekává původní dílo

the use of ideas, content, or structures
without appropriately acknowledging the source
to benefit in a setting where originality is expected

Meuschke, N., & Gipp, B. (2013). State-of-the-art in detecting academic plagiarism. International Journal for Educational Integrity, 9(1): 50-57

Fishman, T. (2009). 'We Know It When We See It' Is Not Good Enough: Toward a Standard Definition of Plagiarism That Transcends Theft, Fraud, and Copyright. In Proceedings 4th Asia Pacific Conference on Educational Integrity (4APCEI), 5, 2009.

Definice plagiátorství

- Obecná definice:
 - **Využití jiných zdrojů bez jejich řádného uvedení.**
- Typicky zahrnuje
 - Použití práce někoho jiného a její prezentování jako práce vlastní
 - Nesprávné citování a odkazování na práci někoho jiného
 - Okopírování tabulek, obrázků, grafů atd. bez uvedení zdroje
 - Nepřiznání cizího přispění k prezentované práci
- Může být úmyslné či neúmyslné

Co není plagiátorství

Zdroj nemusíme uvádět u:

- Všeobecně známých informací
- Informací všeobecně známých v rámci daného oboru

Cizí příspěví, které neovlivňuje obsah a myšlenky:

- Jazyková korektura
- Typografická korektura
- Formátování práce

Autorský zákon

Do práva autorského nezasahuje ten, kdo

- a) užije v odůvodněné míře výňatky ze zveřejněných děl jiných autorů ve svém díle,*
- b) užije výňatky z díla nebo drobná celá díla pro účely kritiky nebo recenze ... a užití bude v souladu s poctivými zvyklostmi a v rozsahu vyžadovaném konkrétním účelem,*
- c) užije dílo při vyučování pro ilustrační účel nebo při vědeckém výzkumu ... a nepřesáhne rozsah odpovídající sledovanému účelu*

Vždy se musí uvést: jméno autora, název díla a pramen

(121/2000 Sb. Autorský zákon)



Kde je hranice plagiátorství?

Autoři:

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Erasmus+ Strategic Partnerships

CRP 2020 Prevence plagiátorství. Podpořeno MŠMT

Kde je hranice plagiátorství?

- Nyní projdeme 8 scénářů.
- Pro každý platí, že 40 % studentské práce se shoduje s jinými zdroji.
- Pro každý příklad si rozmyslete, zda se jedná o:
 - Je závažné plagiátorství
 - Je plagiátorství
 - Nejste si jistí
 - Není plagiátorství

Scénář č. 1

slovo od slova bez uvozovek, bez odkazů v textu,
bez uvedení zdrojů v seznamu literatury

40 %

Even popular ex-president of the United States has been accused of plagiarism. Before the elections in 2008, he used a speech which resembled notably an older speech of another politician. The other politician was Obamas's friend and both claimed afterwards that they prepared the speech together. Obama later apologized for not sufficiently admitting the co-authoritarianism of the other politician.

Let's stay in the politics for a while. In most of the following cases we are going to talk about plagiarism in dissertation theses. With dissertation theses students finish their doctoral studies, it is the highest level of university studies, where they gain degree PhD which is added behind their name.

We start in Germany. In 2009, Defense Minister Guttenberg, who is a star of German politics, appeared, has other sources of information, that he is the most popular German politician, and he is expected to have an amazing political career. But in 2011 he tries to describe your dissertation. It contains no minor plagiarism offenses, except for blows and conclusions that are not part of Guttenberg wrote almost nothing alone - he copied the absolutely low results of your work from various foreign texts. In fact, he wrote only the introduction and conclusion.

When this fraud occurred and appeared in the media, Mr. Guttenberg himself renounced his title. Ten taken from him at his university when she investigated the case. The title of Ph.D. it is not suitable for being against a government in which there has been a wave of resistance against former favorite ministers, who turned out to be a fraudster who had not resigned from Guttenberg as minister and then left the others aside. Thus, the dissertation described completely ended his promising career.

Karl zu Guttenberg is definitely not the only one of the German politicians. Like him, former Minister of Education Annette Schavan ended up. This September, the current Secretary of Defense Ursula von der Leyen was accused of plagiarism.

Plagiarism is also the dissertation thesis of the former President of Hungary, Pala Schmitt. In 2012, it turned out that almost the entire text is actually a translation of several previously published works in other languages. After the investigation, the President gave up his title and resigned as President. Interestingly, according to polls, the majority of the Hungarian public did not consider resignation necessary.

Vladimir Putin has also been accused of plagiarizing his dissertation - the core part of his work (and six pictures) is identical to an earlier work written by Pittsburgh University. Plagiarism has never been proven, and both the Russian President and his university rule it out.

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Scénář č. 2

slovo od slova bez uvozovek, zdroje jsou uvedeny v seznamu literatury, odkazy v textu chybí

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Even popular ex-president of the United States has been accused of plagiarism. Before the elections in 2008, he used a speech which resembled notably an older speech of another politician. The other politician was Obama's friend and both claimed afterwards that they prepared the speech together. Obama later apologized for not sufficiently admitting the co-authoritarianism of the other politician.

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Scénář č. 3

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Scénář č. 4

skládá se z mnoha krátkých frází z mnoha zdrojů, bez uvozovek, bez odkazů v textu, bez uvedení zdrojů v seznamu literatury

40 %

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Scénář č. 5

skládá se z mnoha krátkých frází z mnoha zdrojů, vyznačených uvozovkami, v textu jsou odkazy na zdroje, ty jsou uvedeny v seznamu literatury

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Scénář č. 6

s některými slovy změněnými, bez uvozovek, bez odkazů v textu, bez uvedení zdrojů v seznamu literatury

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Scénář č. 7

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Scénář č. 8

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...

SOURCE 1: <https://en.wikipedia.org/wiki/Plagiarism>

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Čas na rozmyšlení



Projděte znovu své hodnocení jednotlivých scénářů



Rozhodněte se pro jednu možnost u každého scénáře

Diskuse ve dvojicích (trojicích)



Porovnejte své odpovědi



Shodněte se na jedné odpovědi u každého scénáře

Scénář č. 1

slovo od slova bez uvozovek, bez odkazů v textu,
bez uvedení zdrojů v seznamu literatury

40 %

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Let's stay in the politics for a while. In most of the following cases we are going to talk about plagiarism in dissertation theses. With dissertation theses students finish their doctoral studies, it is the highest level of university studies, where they gain degree PhD which is added behind their name.

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Scénář č. 2

slovo od slova bez uvozovek, zdroje jsou uvedeny v seznamu literatury, odkazy v textu chybí

40 %

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Scénář č. 3

slovo od slova bez uvozovek, zdroje jsou uvedeny v seznamu literatury, v textu jsou na ně odkazy

40 %

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Příklad: z blogu pana Jablka

Mrkev říká o Citronovi: Citron je žlutý.

Dále dodává, že je to citrus.

Mrkev také zmiňuje, že Citron je kyselý.

A Citron je slaný.

Mrkev také odhalila velmi překvapující fakt, že Citron roste na stromech!

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Scénář č. 4

skládá se z mnoha krátkých frází z mnoha zdrojů, bez uvozovek, bez odkazů v textu, bez uvedení zdrojů v seznamu literatury

40 %

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Scénář č. 5

skládá se z mnoha krátkých frází z mnoha zdrojů, vyznačených uvozovkami, v textu jsou odkazy na zdroje, ty jsou uvedeny v seznamu literatury

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Scénář č. 6

s některými slovy změněnými, bez uvozovek, bez odkazů v textu, bez uvedení zdrojů v seznamu literatury

40 %

Even popular ex-president of the United States has been accused of plagiarism. Before the elections in 2008, he used a speech which resembled notably an older speech of another politician. The other politician was Obamas's friend and both claimed afterwards that they prepared the speech together. Obama later apologized for not sufficiently admitting the

...

In the university world, plagiarism by students is usually considered a very severe offense that can result in penalties such as a failing grade on the specific assignment, the entire subject, or even being expelled from the university. Generally, the punishment rises as a person is at higher institutions of learning. The gravity with which academic institutions address student misconduct may be tempered by a recognition that pupils may not fully realize what plagiarism is. A 2015 study showed that pupils who were new to university study did not have a right understanding of even the basic rules of how to attribute sources in published academic work, yet pupils were very confident that they understood what referencing and plagiarism are. The same pupils also had a tolerant view of how plagiarism should be punished.

...

SOURCE 1: <https://en.wikipedia.org/wiki/Plagiarism>

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Karl zu Guttenberg is definitely not the only one of the German politicians. Like him, former Minister of Education Annette Schavan ended up. This September, the current Secretary of Defense Ursula von der Leyen was accused of plagiarism.

Plagiarism is also the dissertation thesis of the former President of Hungary, Pala Schmitt. In 2012, it turned out that almost the entire text is actually a translation of several previously published works in other languages. After the investigation, the President gave up his title and resigned as President. Interestingly, according to polls, the majority of the Hungarian public did not consider resignation necessary.

Vladimir Putin has also been accused of plagiarizing his dissertation - the core part of his work (and six pictures) is identical to an earlier work written by Pittsburgh University. Plagiarism has never been proven, and both the Russian President and his university rule it out.

Plagiarism was even the cause of the war. Before the outbreak of the Iraq war in 2003, the US used plagiarism as one of the evidence that Saddam Hussein is lying about the state of arms in Iraq. When the US wanted a declaration on the Iraqi arms program, the dictator took the UN report on Iraqi weapons, erased any criticism of its country from it, and simply copied the rest and sent it to the US as part of the required declaration. Why write something that others have already found out about us.

Scénář č. 7

s některými slovy změněnými, bez uvozovek, zdroje jsou uvedeny v seznamu literatury, odkazy v textu chybí

40 %

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References

BAILEY, Jonathan. The Obama Plagiarism Scandal. *Plagiarism Today* [online]. 2008, 2015 [cit. 2015-

...

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...

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SKANDALAKIS, John. Plagiarism. *Archives of Surgery* [online]. 2004, 139(9) [cit. 2015-10-26]. DOI: 10.1001/archsurg.139.9.1022. Available at: <http://archsurg.jamanetwork.com/article.aspx?articleid=397351>.

THE GUARDIAN. Authors lose appeal over Da Vinci Code plagiarism. *The Guardian* [online]. 2007, 2015 [cit. 2015-10-10]. Available at: <http://www.theguardian.com/uk/2007/mar/28/danbrown.books>.

THE WASHINGTON TIMES. Researchers peg Putin as a plagiarist over thesis. *The Washington Times* [online]. 2006, 2015 [cit. 2015-10-10]. Available at: <http://www.washingtontimes.com/news/2006/mar/24/20060324-104106-9971r/>.

Wikipedia contributors. List of plagiarism incidents. Wikipedia: the free encyclopedia [online]. San Francisco (CA): Wikimedia Foundation, 2001-, 2015-10-09 [cit. 2015-10-10]. Available at: https://en.wikipedia.org/wiki/List_of_plagiarism_incidents.

Wikipedia contributors. Pál Schmitt academic misconduct controversy. *Wikipedia: the free encyclopedia* [online]. San Francisco (CA): Wikimedia Foundation, 2001-, 2012 [cit. 2015-10-10]. Available at: https://en.wikipedia.org/wiki/Pál_Schmitt_academic_misconduct_controversy.

Scénář č. 8

- s některými slovy změněnými, zdroje jsou uvedeny v seznamu literatury, v textu jsou na ně odkazy

40 %

...
Even popular ex-president of the United States has been accused of plagiarism. Before
...
In the university world, plagiarism by students is usually considered a very severe offense that can result in penalties such as a failing grade on the specific assignment, the entire subject, or even being expelled from the university. Generally, the punishment rises as a person is at higher institutions of learning. The gravity with which academic institutions address student misconduct may be tempered by a recognition that pupils may not fully realize what plagiarism is. A 2015 study showed that pupils who were new to university study did not have a right understanding of even the basic rules of how to attribute sources in published academic work, yet pupils were very confident that they understood what referencing and plagiarism are. The same pupils also had a tolerant view of how plagiarism should be punished.
...

SOURCE 1: <https://en.wikipedia.org/wiki/Plagiarism>

In which there has been a wave of resistance against former favorite ministers, who turned out to be a fraudster who had not resigned from Guttenberg as minister and then left the others aside. Thus, the dissertation described completely ended his promising career.

Karl zu Guttenberg is definitely not the only one of the German politicians. Like him, former Minister of Education Annette Schavan ended up. This September, the current Secretary of Defense Ursula von der Leyen was accused of plagiarism (BBC, 2015).

Plagiarism is also the dissertation thesis of the former President of Hungary, Pál Schmitt. In 2012, it turned out that almost the entire text is actually a translation of several previously published works in other languages. After the investigation, the President gave up his title and resigned as President. Interestingly, according to polls, the majority of the Hungarian public did not consider resignation necessary (Wikipedia contributors, 2012).

Vladimir Putin has also been accused of plagiarizing his dissertation - the core part of his work (and six pictures) is identical to an earlier work written by Pittsburgh University. Plagiarism has never been proven, and both the Russian President and his university rule it out (The Washington Times, 2006).

Plagiarism was even the cause of the war. Before the outbreak of the Iraq war in 2003, the US used plagiarism as one of the evidence that Saddam Hussein is lying about the state of arms in Iraq. When the US wanted a declaration on the Iraqi arms program, the dictator took the UN report on Iraqi weapons, erased any criticism of its country from it, and

... simply copied the rest and sent it to the US as part of the required declaration. (Rice 2003).

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RICE, Condoleeza. Why We Know Iraq is Lying. THE NEW YORK TIMES. *The New York Times* [online]. 2015, 23. 1. 2003 [cit. 2015-10-10]. Available at: <http://www.nytimes.com/2003/01/23/opinion/why-we-know-iraq-is-lying.html>.

SKANDALAKIS, John. Plagiarism. *Archives of Surgery* [online]. 2004,139(9) [cit. 2015-10-26]. DOI: 10.1001/archsurg.139.9.1022. Available at: <http://archsurg.jamanetwork.com/article.aspx?articleid=397351>.

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THE WASHINGTON TIMES. Researchers peg Putin as a plagiarist over thesis. *The Washington Times* [online]. 2006, 2015 [cit. 2015-10-10]. Available at: <http://www.washingtontimes.com/news/2006/mar/24/20060324-104106-9971r/>.

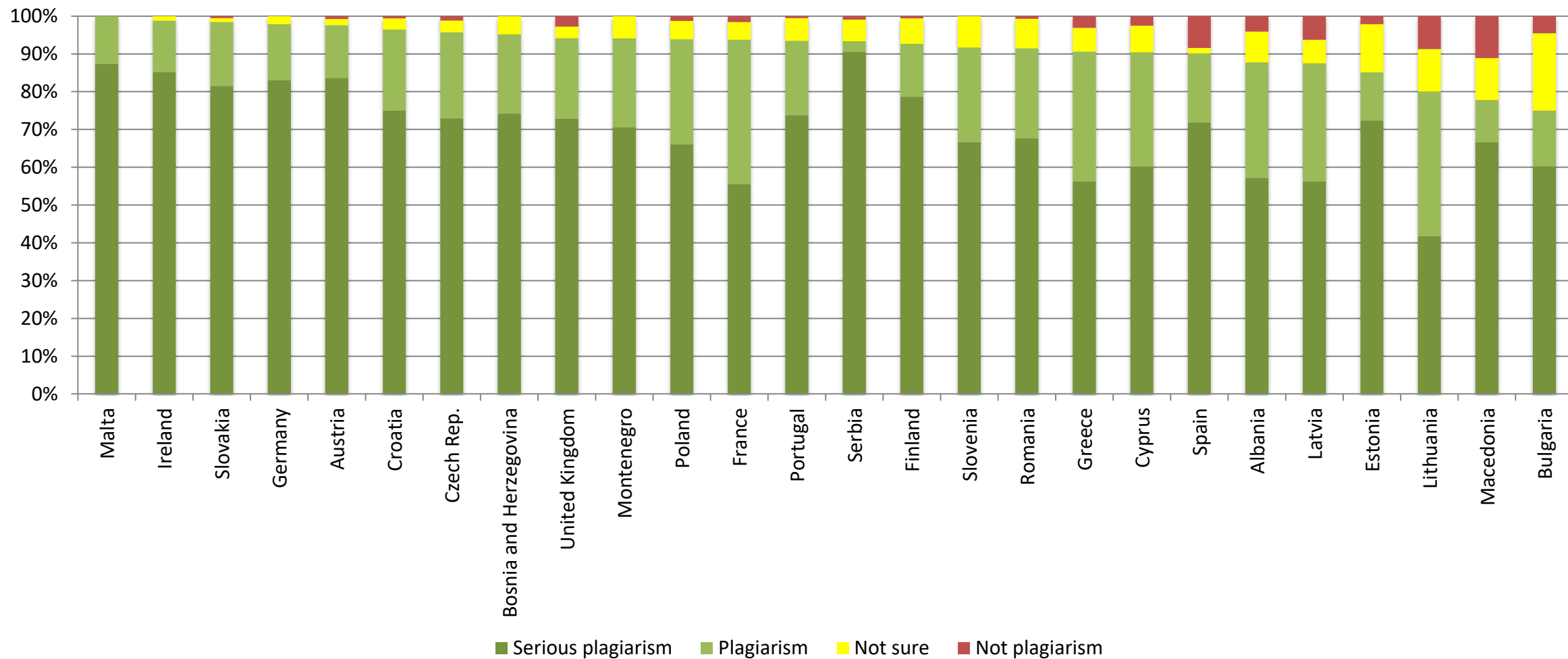
Wikipedia contributors. List of plagiarism incidents. Wikipedia: the free encyclopedia [online]. San Francisco (CA): Wikimedia Foundation, 2001-, 2015-10-09 [cit. 2015-10-10]. Available at: https://en.wikipedia.org/wiki/List_of_plagiarism_incidents.

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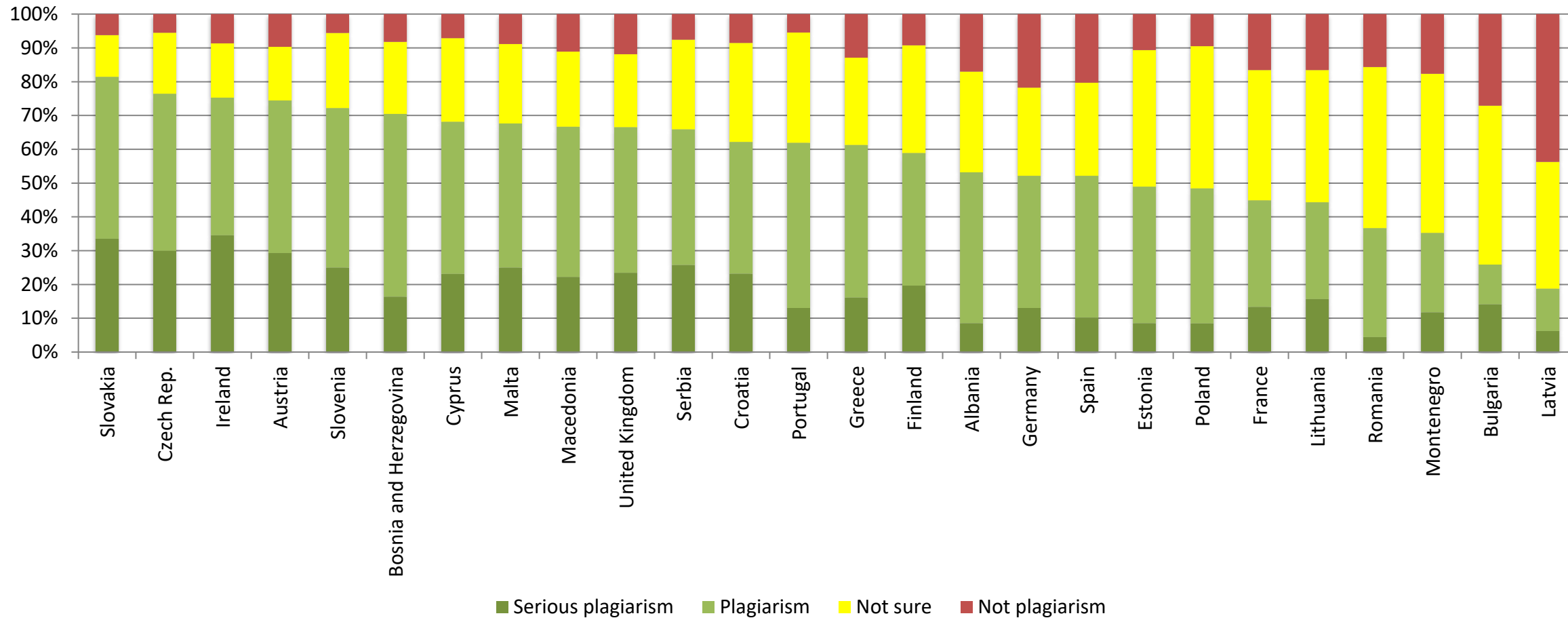
Zaměřte se na scénáře 1 a 6.
Který z nich je horší?

40 % práce zkopírováno slovo od slova, bez uvozovek, bez odkazů v textu, bez uvedení zdrojů v seznamu literatury



Zdroje: IPPHEAE 2013, SEEPPAI 2018

40 % práce zkopírováno s některými slovy změněnými, bez uvozovek, bez odkazů v textu, bez uvedení zdrojů v seznamu literatury



Zdroje: IPPHEAE 2013, SEEPPAI 2018

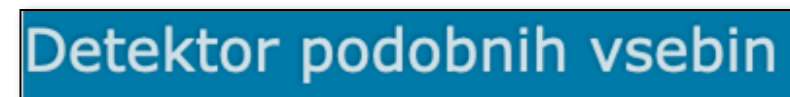
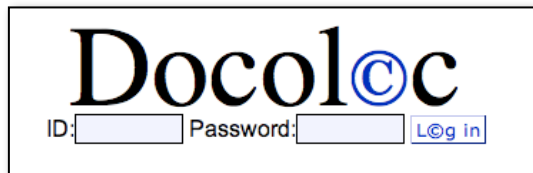


Testování systémů
na podporu
detekce plagiátorství

Testing of Support Tools for Plagiarism Detection

- 2018—2019
- Nejrozsáhlejší testování systémů, které bylo kdy provedeno
- Dokumenty v 8 jazycích
- Otestováno 15 systémů
- Výsledky publikovány:
 - Foltýnek, T. *et al.* Testing of support tools for plagiarism detection. *International Journal of Educational Technology in Higher Education* 17, 46 (2020). <https://doi.org/10.1186/s41239-020-00192-4>

Systemy



Dokumenty využité pro testování

- Jazyky: EN, DE, ES, TR, IT, CZ, SK, LV
- Formáty souborů: PDF, DOCX, TXT
- Typy plagiátorství
 - Copy-paste
 - Záměna synonym
 - Parafráze
- Různé zdroje
 - Wikipedia
 - Open access journal papers
 - Studentské práce veřejně dostupné ze stránek univerzit



Množství odhaleného plagiátorství (pokrytí)

- Procenta prezentovaná systémy nemají informační hodnotu
- Některé systémy ukáží různá procenta pro stejný dokument
- Hodnocení založeno na množství odhaleného plagiátorství:
 - 5: Vše
 - 4: Významná část
 - 3: Více než polovina
 - 2: Polovina nebo méně
 - 1: Malá část
 - 0: Nic
- Každý dokument byl ohodnocen dvěma členy týmu nezávisle
 - Diskuse nad rozdílným hodnocením

Množství odhaleného plagiátorství: Wikipedia

| | Akademia | Copyscape | Docol©c | Dupli Checker | intihal.net | PlagAware | PlagiarismCheck.org | Plagiarism Software | PlagScan | DPV | StrikePlagiarism.com | Turnitin | Unicheck | Urkund | Viper |
|------------|----------|-----------|---------|---------------|-------------|-----------|---------------------|---------------------|----------|-----|----------------------|----------|----------|--------|-------|
| Copy-paste | 3,6 | 4,4 | 4,6 | 2,0 | 1,6 | 1,5 | 4,4 | 4,6 | 3,6 | 4,3 | 4,9 | 4,9 | 5,0 | 5,0 | 4,5 |
| Synonyms | 3,0 | 3,9 | 2,9 | 1,0 | 0,8 | 1,1 | 3,6 | 4,4 | 1,8 | 3,8 | 3,9 | 4,1 | 3,3 | 4,6 | 2,6 |
| Paraphrase | 2,1 | 1,9 | 1,4 | 0,1 | 0,6 | 0,8 | 1,9 | 2,8 | 0,9 | 2,2 | 2,0 | 2,1 | 1,5 | 2,9 | 1,2 |

Scale: 0 (lowest) to 5 (highest)

Množství odhaleného plagiátorství: typ zdroje

| Source | Akademia | Copyscape | Docol©c | Dupli Checker | DPV | intihal.net | PlagAware | PlagiarismCheck.org | Plagiarism Software | PlagScan | StrikePlagiarism.com | Turnitin | Unicheck | Urkund | Viper |
|----------------|----------|-----------|---------|---------------|-----|-------------|-----------|---------------------|---------------------|----------|----------------------|----------|----------|--------|-------|
| Wikipedia | 2,3 | 2,3 | 2,2 | 0,9 | 0,8 | 0,9 | 2,4 | 2,8 | 1,5 | 2,4 | 2,6 | 2,6 | 2,3 | 3,0 | 2,0 |
| OA Paper | 1,4 | 1,1 | 1,3 | 0,4 | 0,4 | 0,5 | 1,6 | 1,1 | 1,2 | 1,5 | 1,2 | 1,8 | 1,5 | 1,7 | 0,8 |
| Student thesis | 0,2 | 0,1 | 0,1 | 0,1 | 0,1 | 1,0 | 0,3 | 0,1 | 1,3 | 0,3 | 2,1 | 0,1 | 0,1 | 0,8 | 0,1 |
| Online article | 0,6 | 2,2 | 1,8 | 0,7 | 0,5 | 0,6 | 1,8 | 2,8 | 1,4 | 2,5 | 2,3 | 1,6 | 2,2 | 2,0 | 2,0 |

Scale: 0 (lowest) to 5 (highest)

Množství odhaleného plagiátorství: Použitá metoda

| Method | Akademia | Copyscape | Docol©c | Dupli Checker | DPV | intihal.net | PlagAware | PlagiarismCheck.org | Plagiarism Software | PlagScan | StrikePlagiarism.com | Turnitin | Unicheck | Urkund | Viper |
|-------------|----------|-----------|---------|---------------|-----|-------------|-----------|---------------------|---------------------|----------|----------------------|----------|----------|--------|-------|
| Copy-paste | 2,1 | 2,7 | 2,8 | 1,1 | 0,8 | 1,0 | 2,9 | 2,6 | 2,6 | 2,7 | 3,1 | 2,8 | 3,1 | 3,2 | 2,6 |
| Synonyms | 1,8 | 2,3 | 1,9 | 0,7 | 0,6 | 0,8 | 2,2 | 2,7 | 1,2 | 2,5 | 2,5 | 2,5 | 2,1 | 2,7 | 1,6 |
| Paraphrase | 1,3 | 1,2 | 1,0 | 0,4 | 0,5 | 0,7 | 1,4 | 1,7 | 0,8 | 1,5 | 1,3 | 1,5 | 1,1 | 1,6 | 0,9 |
| Translation | 1,1 | 0,0 | 0,1 | 0,0 | 0,2 | 0,3 | 0,2 | 0,2 | 0,3 | 0,0 | 0,4 | 0,3 | 0,2 | 0,5 | 0,3 |

Scale: 0 (lowest) to 5 (highest)

Hodnocení pokrytí: Obecné poznatky

- Téměř všechny systémy indexují Wikipedii
 - Některé systémy jen v některých jazycích
 - Nemusejí mít aktuální verzi
- Žádný ze systémů nedělá sémantickou analýzu
 - Nenajdou parafráze nebo překladové plagiátorství
 - S výjimkou albánské Academia, která měla v době testování malou databázi
- Systémy se velmi liší v pokrytí
 - Open access článků
 - Veřejně přístupných studentských prací

Hodnocení použitelnosti

- 23 objektivních kritérií rozdělených do tří skupin
- Workflow proces
 - Používání systému
- Prezentace výsledků
 - Srozumitelnost protokolu
- Další kritéria

progress. This research shows that the design of education infrastructure affects learning through three interrelated factors: naturalness (e.g. light, air quality), stimulation (e.g. complexity, color), and individualization (e.g. flexibility of the learning space).

Although education policymakers are increasingly focusing on the quality of education and school learning environments, many countries use a fragmented or piecemeal approach to investing in their education infrastructure. In Ghana, for example, decisions about education infrastructure investments have historically been made under an uncoordinated and decentralized model, driven by commercial needs and limited funding availability, rather than a strategic approach.

LEARNING SPACES AND EDUCATIONAL TECHNOLOGY

Various factors influence the number of seats that are effectively available in a classroom,

[5] [6]

Although education policymakers are increasingly focusing on the quality of education and school learning environments many countries use a fragmented or piecemeal approach to investing in their education infrastructure . . .



You 11. 11. 2021 13:45

Add comment

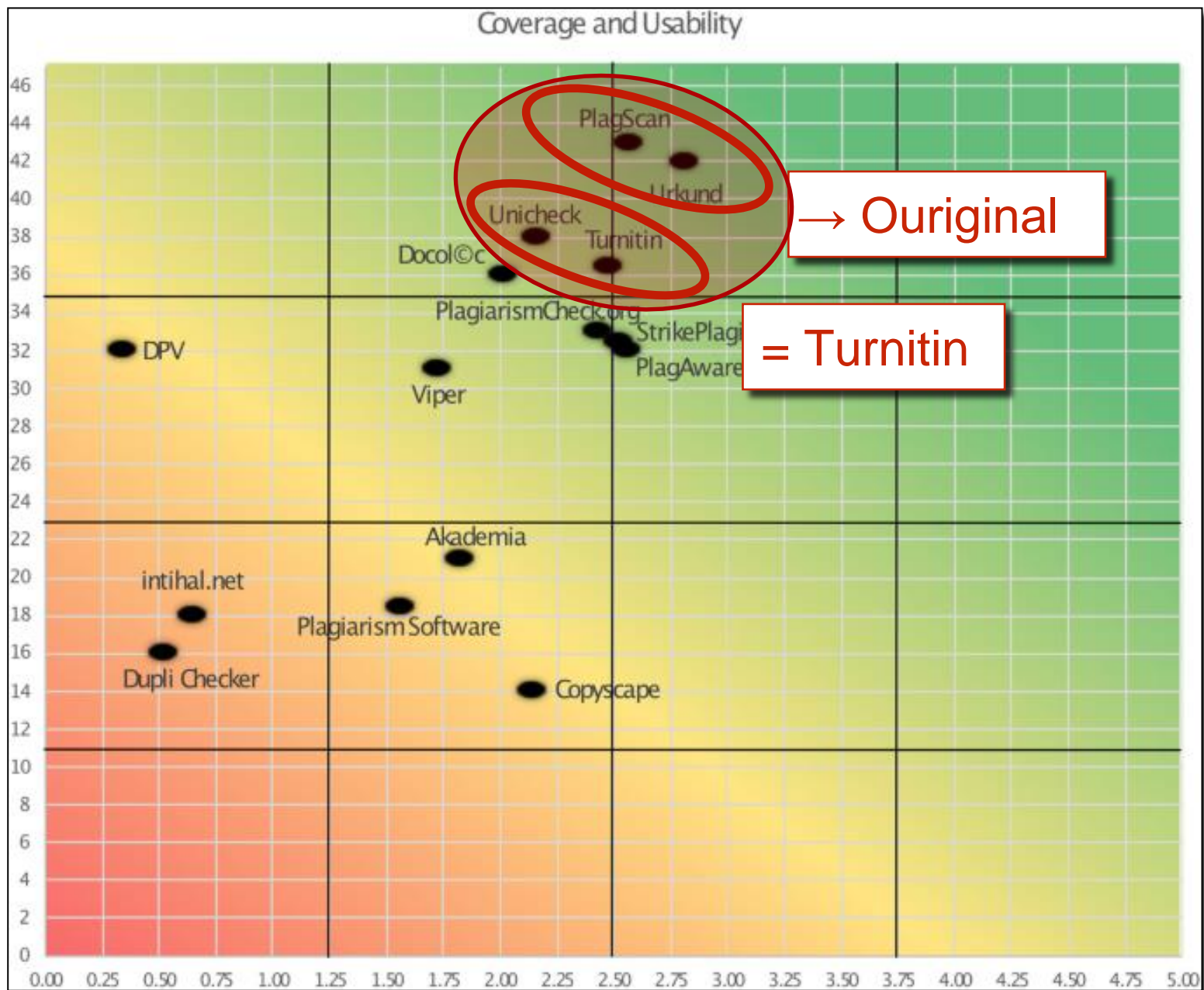
Pokrytí & použitelnost

Osa X: Pokrytí

- Celkové skóre (průměr)

Osa Y: Použitelnost

- Celkové vážené skóre



Co je důležité pro vyučující

- Textová shoda ≠ plagiátorství
- Neexistuje „systém pro detekci plagiátorství“
- Překladové plagiátorství je možné odhalit v seznamu literatury
- Pozor na podmínky použití služby
 - Některé systémy mohou prodávat dokumenty

When you scan a document, you agree that 9 months after completion of your scan, we will automatically upload your essay to our student essays database which will appear on one of our network of websites so that other students may use it to help them write their own essays. You

- Pozor na právní rámec (GDPR, souhlas studenta,...)
- Nespoléhat na detekci, investovat úsilí do prevence



Interpretace
protokolů
o podobnosti

Praktické příklady – reporty z antiplagiátorského systému

1. Tréninkový příklad
 2. Dva příklady – je to plagiátorství či ne? Toť otázka!
-
- Nejedná se o reporty z konkrétního systému
 - Umělý report
 - Vlastnosti společné pro různé systémy
 - Odkazy na nalezené zdroje jsou reálné
 - Umělé texty vytvořené pro účel workshopu
 - Prosím zaměřte se na práci se zdroji, ne na obsah

Report 0

TEXT-MATCHING REPORT

40%

Layout of matches in the text:



Sources found in total: 123

List of matches:

Source(s) 1

- ICAI, 2021: <https://www.academicintegrity.org/fundamental-values/>
- Palmer College, 2021: <https://www.palmer.edu/about-us/office-of-compliance/student-code-of-ethics/fundamental-values-of-academic-integrity/>
- Queen's University, n.d.: <https://www.queensu.ca/academicintegrity/general-information/integrity-policies>

Source(s) 2

- ENAI, 2018: <http://www.academicintegrity.eu/wp/glossary/academic-integrity/>

Source(s) 3

- Bretag & Green, 2014, The Role of Virtue Ethics Principles in Academic Integrity Breach Decision-Making: https://www.researchgate.net/profile/Tracey-Bretag/publication/271952268_The_Role_of_Virtue_Ethics_Principles_in_Academic_Integrity_Breach_Decision-Making/links/55123b810cf268a4aae9ec7c/The-Role-of-Virtue-Ethics-Principles-in-Academic-Integrity-Breach-Decision-Making.pdf

These are all matches relevant for the example.

3 Literature review

The topic of academic integrity is becoming very popular nowadays in all academia. We can see universities all over the world dealing with it and preventing academic dishonesty.

This literature review first starts with few definitions of academic integrity coming from international organisations. Subsequently, it continues with the importance of policies and how it is important to follow.

The International Center for Academic Integrity (ICAI) describes the term academic integrity as following "*honesty, trust, fairness, respect, responsibility, and courage*" which they call "*the six fundamental values*" (ICAI, 2021). The European Network for Academic Integrity uses the following definition: "*Compliance with ethical and professional principles, standards, practices and consistent system of values, that serves as guidance for making decisions and taking actions in education, research and scholarship*" (ENAI, 2018).

The Academic Integrity policy at The University provides the foundation for all decision making in relation to undergraduate student breaches of integrity. This policy has a clause that allows for 'contextual factors' to be considered, and in the database where decisions are filed, these are referred to as 'factors integral to the case'.

Carroll and Appleton (2005) and Carroll and Seymour (2006), emphasise the importance of a 'community of practice' of collegial academics who share information, advice and experience. This links well with one of the central tenets of virtue ethics, which is that one way to determine the appropriate course of action for any situation requiring ethical judgement is to ask, "What would a virtuous person do in this situation?"

As AIBDMs in our own faculties, and as researchers in the field of academic integrity, we believe that the principles of virtue ethics should be an integral part of any university's academic integrity decision-making process, and that the policy should provide scope for this to occur.³

References

Carroll, J. & Appleton, J. (2005). Towards consistent penalty decisions for breaches of academic regulations in one UK university. *International Journal for Educational Integrity*, 1 (1). Available at: <<http://www.ojs.unisa.edu.au/index.php/IJEI/article/viewFile/15/5>>. [Accessed 15 February 2021].

Carroll, J., & Seymour, D. (2006). *The effect of a penalty tariff on consistent decision-making in cases of student plagiarism*. Paper presented at the JISC International Plagiarism Conference. U.K.: Gateshead.

ENAI. (2018). *Academic Integrity* [online]. Available at: <<http://www.academicintegrity.eu/wp/glossary/academic-integrity/>>. [Accessed 15 February 2021].

ICAI. (2021). *Fundamental Values of Academic Integrity* [online]. Available at: <<https://www.academicintegrity.org/fundamental-values/>>. [Accessed 15 February 2021].

These are all references relevant to the example. There were no other sources in the student's list of references which would be relevant to the text in the example.

Report 0

TEXT-MATCHING REPORT

40%

Layout of matches in the text:



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List of matches:

Source(s) 1

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Source(s) 2

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Source(s) 3

- Bretag & Green, 2014, The Role of Virtue Ethics Principles in Academic Integrity Breach Decision-Making: https://www.researchgate.net/profile/Tracey-Bretag/publication/271952268_The_Role_of_Virtue_Ethics_Principles_in_Academic_Integrity_Breach_Decision-Making/links/55123b810cf268a4aae9ec7c/The-Role-of-Virtue-Ethics-Principles-in-Academic-Integrity-Breach-Decision-Making.pdf

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This literature review first starts with few definitions of academic integrity coming from international organisations. Subsequently, it continues with the importance of policies and how it is important to follow.

The International Center for Academic Integrity (ICAI) describes the term academic integrity as following "honesty, trust, fairness, respect, responsibility, and courage" which they call "the six fundamental values" (ICAI, 2021). The European Network for Academic Integrity uses the following definition: "Compliance with ethical and professional principles, standards, practices and consistent system of values, that serves as guidance for making decisions and taking actions in education, research and scholarship" (ENAI, 2018).

The Academic integrity policy at The University provides the foundation for all decision-making in relation to undergraduate student breaches of integrity. This policy has a clause that allows for 'contextual factors' to be considered, and in the database where decisions are filed, these are referred to as 'factors integral to the case'.

Carroll and Appleton (2005) and Carroll and Seymour (2006), emphasise the importance of a 'community of practice' of collegial academics who share information, advice and experience. This links well with one of the central tenets of virtue ethics, which is that one way to determine the appropriate course of action for any situation requiring ethical judgement is to ask, 'What would a virtuous person do in this situation?'

As AIBDMs in our own faculties, and as researchers in the field of academic integrity, we believe that the principles of virtue ethics should be an integral part of any university's academic integrity decision-making process, and that the policy should provide scope for this to occur.³

References

Carroll, J., & Appleton, J. (2005). Towards consistent penalty decisions for breaches of academic regulations in one UK university. *International Journal for Educational Integrity*, 1 (1). Available at: <<http://www.ojs.unisa.edu.au/index.php/IJEI/article/viewFile/15/5>>. [Accessed 15 February 2021].

Carroll, J., & Seymour, D. (2006). *The effect of a penalty tariff on consistent decision-making in cases of student plagiarism*. Paper presented at the JISC International Plagiarism Conference. U.K.: Gateshead.

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ICAI. (2021). *Fundamental Values of Academic Integrity* [online]. Available at: <<https://www.academicintegrity.org/fundamental-values/>>. [Accessed 15 February 2021].

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Report 0 – Bretag & Green, 2014

Abstract This paper contends that principles of virtue ethics have the potential to both supplement and complement academic integrity policy in the adjudication of undergraduate student academic integrity breaches. The paper uses elements of grounded theory to explore responses from 15 Academic Integrity Breach Decision Makers (AIBDMs) at an Australian university, and in particular, the process they use to determine outcomes for student breaches of academic integrity. The findings indicate that AIBDMs often use principles of virtue ethics to help provide nuanced judgement on sometimes complicated breaches of ethical behaviour. The findings demonstrate that many AIBDMs supplemented their knowledge of institutional academic integrity policy with a deep commitment to their own virtuous behaviour.

Keywords Academic integrity · Decision-making · Policy · Virtue ethics

Introduction

The Oxford Brookes University ‘Academic Conduct Officer’ (ACO) model, upon which the Academic Integrity Breach Decision Maker (AIBDM) system at The University¹ is based, is internationally regarded to be an example of best practice. At The University, AIBDMs are responsible for reviewing all cases of potential breaches of academic integrity by undergraduate students. In most cases AIBDMs are authorised to apply an outcome if academic misconduct is deemed to have occurred, but if the case is considered to be a more serious breach, or the student is a recidivist, AIBDMs are responsible for initiating a formal inquiry process.

The Academic Integrity policy at The University provides the foundation for all decision-making in relation to undergraduate student breaches of integrity. This policy has a clause that allows for ‘contextual factors’ to be considered, and in the database where decisions are filed,

¹We refer to the institution from which this data is drawn as The University for reasons of confidentiality, and also because we do not wish to infer that the issues of academic integrity mentioned here are unique to this particular institution.

T. Bretag (✉)
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these are referred to as ‘factors integral to the case’ (see Bretag and Green 2009, 2010). The significance of this is that it allows the AIBDM to move away from a purely deontological or rules-based approach and offers an opportunity for the AIBDM to incorporate virtue ethics, consciously or otherwise, as part of the decision-making process. This paper explores how AIBDMs make judgements, and whether or not they take the opportunity to apply a virtue ethics approach or simply ‘follow the rules’. We also investigate scenarios where an AIBDM might consciously apply a rigid application of policy in an attempt to impose a harsher outcome.

In evaluating the ACO model, Carroll and Appleton (2005) and Carroll and Seymour (2006), emphasise the importance of a ‘community of practice’ of collegial academics who share information, advice and experience. This links well with one of the central tenets of virtue ethics, which is that one way to determine the appropriate course of action for any situation requiring ethical judgement is to ask, ‘What would a virtuous person do in this situation?’

As AIBDMs in our own faculties, and as researchers in the field of academic integrity, we believe that the principles of virtue ethics should be an integral part of any university’s academic integrity decision-making process, and that the policy should provide scope for this to occur.

Virtue Ethics

Although a range of philosophers have contributed to understandings of the virtues, Aristotle is attributed with providing “the most systematic account”, followed by Thomas Aquinas who “blended Aristotelian and Christian philosophy” (Foot 1978, p.1). Aristotle’s starting point was that it is human nature for every activity to aim at some “good”. This “good” is further described as a type of flourishing or “a state of being well and doing well in being well” (MacIntyre 2007, p. 149). Virtues are those qualities which enable individuals to achieve such flourishing.

Aristotle identified nine virtues including wisdom, prudence, justice, fortitude, courage, liberality, magnificence, magnanimity and temperance, with a virtue representing the mean between corresponding vices of excess and deficiency. For example, courage is the virtue between the vices of cowardliness and rashness. Modern day ethicists are not necessarily in agreement with what constitutes the list of ‘universal virtues’, but the “four cardinal moral virtues” are generally accepted to be courage, temperance, wisdom (both theoretical and practical) and justice (Foot 1978, p. 2). Links can be made between the virtues and the way that academic integrity is articulated by the International Center for Academic Integrity (ICAI) as being premised on six fundamental values: honesty, trust, respect, fairness, responsibility

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3 Literature review

Plagiarism is a common issue¹. There are many definitions of plagiarism, for example Foltýnek, Meuschke, Gipp (2019, p. 8) define plagiarism as: "as the use of ideas, content, or structures without appropriately acknowledging the source to benefit in a setting where originality is expected"². They base their definition on definition from other authors – one of them is Teddi Fishman, former director of the International Centre for Academic Integrity, has proposed the following definition for plagiarism: "Plagiarism occurs when someone uses words, ideas, or work products, attributable to another identifiable person or source, without attributing the work to the source from which it was obtained, in a situation in which there is a legitimate expectation of original authorship, in order to obtain some benefit, credit, or gain which need not be monetary" (Fishman, 2009, p. 5)³. Plagiarism is a serious type of academic dishonesty. In science, plagiarism is one in the 3 "cardinal sins" - Fabrication, falsification, and plagiarism (FPF). Based on Bouter, Tjink, Axelsen, Martinson, and ter Riet (2016), plagiarism belongs among very frequent types of misconduct in research. Detection of plagiarism is often supported by plagiarism detection systems.

3.1 Plagiarism detection systems

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Many systems are online, some run locally. The software usually highlights the text in a tested document that probably come from another source as well as which source that is. User is left to understand how the text was changed. Providers of plagiarism detection systems, especially of commercial systems, rarely publish information on the detection methods they employ² (Garrg & Goyal, 2016; Velásquez et al., 2016). Hence, judging to what extent plagiarism detection research has impact on practical applications is not easy.

References

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In an age of widely available information sources, a fundamental problem arises: how to effectively and correctly detect plagiarised work, and how to subsequently respond. This gave rise to a range of software tools aimed at aiding the detection of plagiarism. Universities also adopt various preventative measures. No measures can function, however, without a sufficient erudition of academics, who must understand the issue of plagiarism and its forms, and who should be thoroughly trained in the methods of detection and subsequent resolution of dishonest practices. The expert opinion of the supervisor and opponent (or opponents) is key. A part of the evaluation is not only the technical aspect of the work, but also the ethical aspect. The complexity of evaluating the originality of work results from the fact ...

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List of matches:

- Marshal et al., 2019: *Plagiarism: A case study of quality improvement in a taught postgraduate programme*: <https://doi.org/10.3109/0142159X.2011.579201>
- Ozarka College: *Plagiarism: How to Avoid It*: <https://www.ozarka.edu/blogs/success/index.cfm/2015/7/8/Plagiarism-How-to-Avoid-It>
- Science.gov: *Sample records for plagiarism cases reported*: <https://www.science.gov/topicpages/p/plagiarism+cases+reported>
- SleepBaby.org, 2020: *My Professor Accused Me of Plagiarism*: <https://sleepbaby.org/my-professor-accused-me-of-plagiarism/>
- Marked By Teachers: *Plagiarism is a Problem*: <http://www.markedbyteachers.com/gcse/miscellaneous/plagiarism-is-a-problem.html>
- Foltýnek, Meuschke, Gipp, 2019: *Academic Plagiarism Detection: A Systematic Literature Review*: <https://dl.acm.org/doi/pdf/10.1145/3345317>
- Foltýnek et al., 2020: *Testing of support tools for plagiarism detection*: <https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-020-00192-4>
- Foltýnek et al., 2020: *How to Prevent Plagiarism in Student Work*: <https://karolinum.cz/data/book/24024/9788024648170%20Foltyn%20-%20How%20to%20Prevent%20Plagiarism%20in%20Student%20Work.pdf>

These are all matches relevant for the example.

3 Literature review **Plagiarism is a common issue.** There are many definitions of plagiarism, for example Foltýnek, Meuschke, Gipp (2019, p. 8) define plagiarism as: "as the use of ideas, content, or structures without appropriately acknowledging the source to benefit in a setting where originality is expected". They base their definition on definition from other authors – one of them is **Teddi Fishman**, former director of the International Centre for Academic Integrity, has proposed the following definition for plagiarism: "Plagiarism occurs when someone uses words, ideas, or work products, attributable to another identifiable person or source, without attributing the work to the source from which it was obtained, in a situation in which there is a legitimate expectation of original authorship, in order to obtain some benefit, credit, or gain which need not be monetary" (Fishman, 2009, p. 5). Plagiarism is a serious type of academic dishonesty. In science, plagiarism is one in the 3 "cardinal sins" - Fabrication, falsification, and plagiarism (FFP). Based on Bouter, Tjeldink, Axelsen, Martinson, and ter Riet (2016), plagiarism belongs among very frequent types of misconduct in research. Detection of plagiarism is often supported by plagiarism detection systems. 3.1 Plagiarism detection systems In an era of broadly accessible sources of information, a basic problem appears: how to effectively and correctly find plagiarised text, and how to respond later. This brought many software tools focused at helping with the detection of plagiarism. Institutions also adopt many preventative actions. **No measures can function, however, without a sufficient erudition of academics, who must understand the issue of plagiarism and its forms, and who should be thoroughly trained in the methods of detection and subsequent resolution of dishonest behaviour.** The specialist opinion of the opponent (or opponents) and supervisor is key. A part of the assessment is not only the technical aspect of the text, but also the aspect of ethics. The wholeness of evaluating the originality of student results from the fact that the foundations used in text have many levels of validity and availability. It is, therefore, crucial that the supervisor is an expert in the area. Both the supervisor and opponent must be sure that all sources can be found, and in their evaluation, they must be sure that the text complies with rules of integrity in academic writing. (Velásquez et al., 2016) Many systems are online, some run locally. The software usually highlights the text in a tested document that probably come from another source as well as which source that is. User is left to understand how the text was changed. **Providers of plagiarism detection systems, especially of commercial systems, rarely publish information on the detection methods they employ** (Garrg & Goyal, 2016; Velásquez et al., 2016). Hence, judging to what extent plagiarism detection research has impact on practical applications is not easy.

Při posuzování plagiátorství...

- Všímejte si:
 - Styl psaní
 - Formátování
 - Nezvyklé zdroje
 - „Divná“ čísla v textu
 - Možná se jednalo o odkazy na poznámky pod čarou v původním textu?
- Prohlédněte si odkazované dokumenty
 - Zkontrolujte shodnou pasáž
- Pomozte si Googlem
 - Unikátní výrazy nebo slovní spojení
- ...

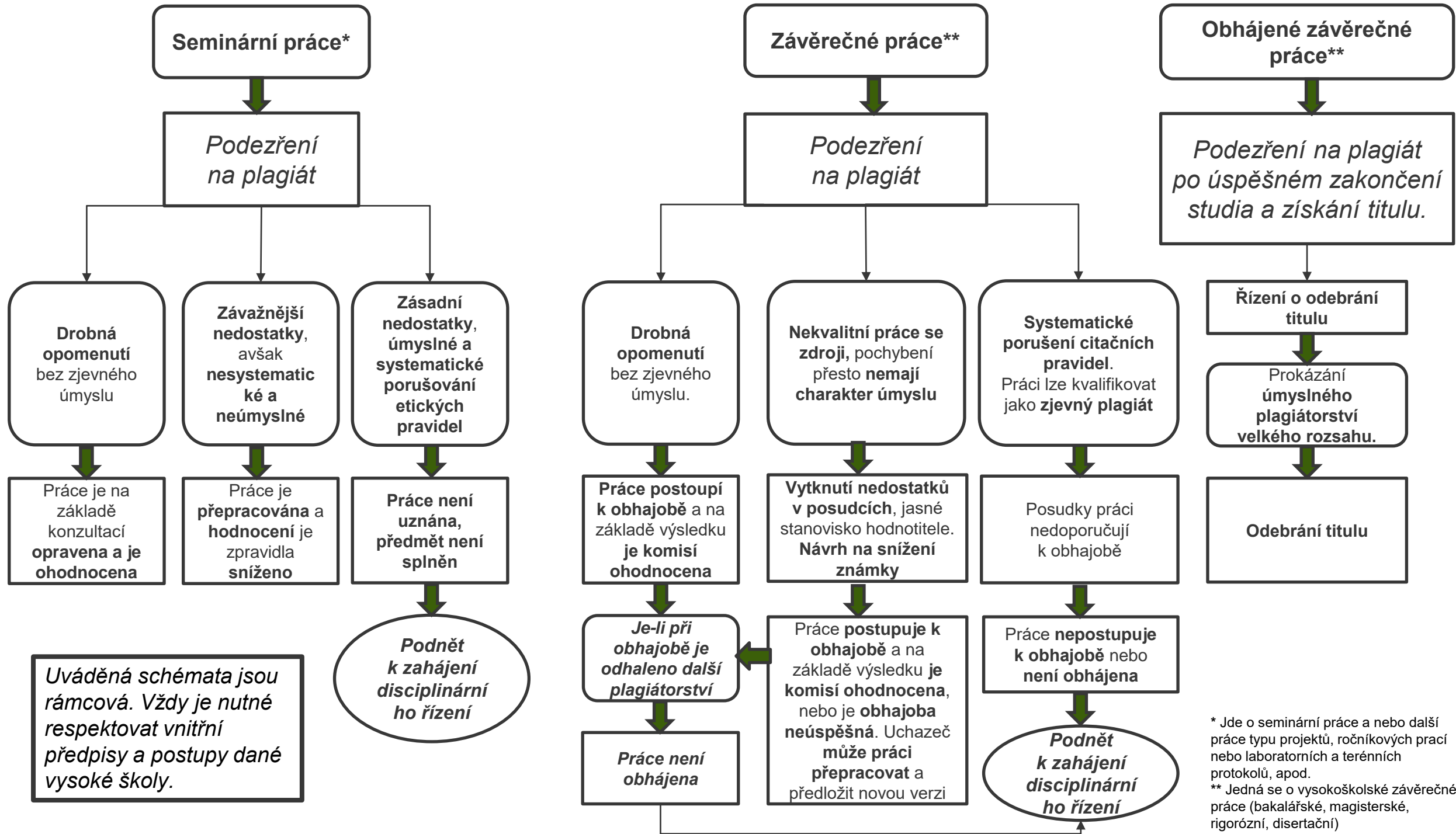


Procesy – detekce a následky plagiátorství

Postupy na Vaší škole



- Jaký systém Vaše škola používá?
- Jako učitel odhalíte plagiátorství v seminární práci studenta. Co uděláte?
- Liší se proces v případě závěrečné práce?



Shrnutí procesu



- Rozhoduje: rozsah + úmysl
- Možná řešení:
 - Vysvětlení, snížení hodnocení, přepracování práce
 - Napomenutí, (podmínečné) vyloučení
- Mělo by být popsáno ve směrnících (informace jsou dostupné všem)

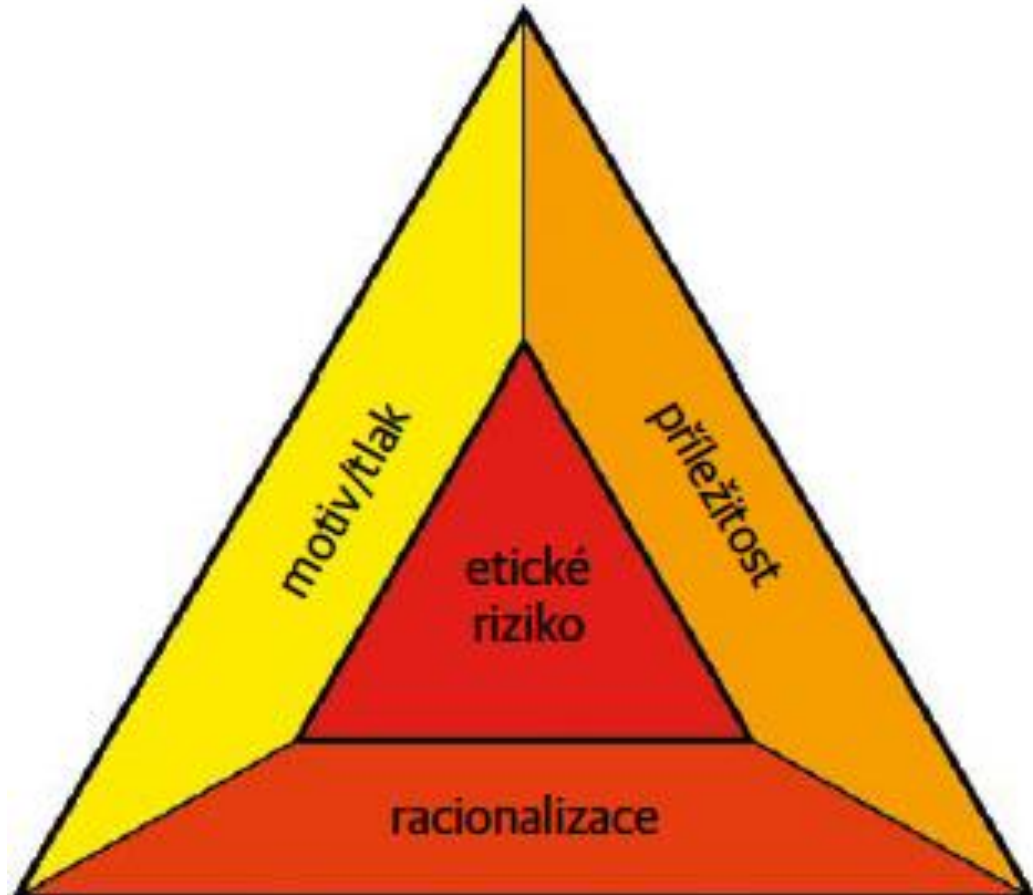


Prevence plagiátorství



Proč se studenti dopouštějí
plagiátorství?

Příčiny: Podvodný trojúhelník



DavidBailey [CC BY-SA 4.0]

- Tlak / Motiv
 - Potřebuji projít zkouškou
 - Potřebuji získat titul
- Příležitost
 - Nedostatečná detekce
- Racionalizace
 - Dělají to všichni
 - Zhodnocení rizik a zisku

Proč se studenti dopouštějí plagiátorství?

Učitelé

- Je jednoduché kopírovat
- Nevidí na plagiátorství nic špatného
- Myslí si, že učitelům je to jedno

P

R

R

Studenti

- Časová tíseň
- Nezvládají množství úkolů
- Nevěří, že jejich vlastní práce je dostatečně dobrá

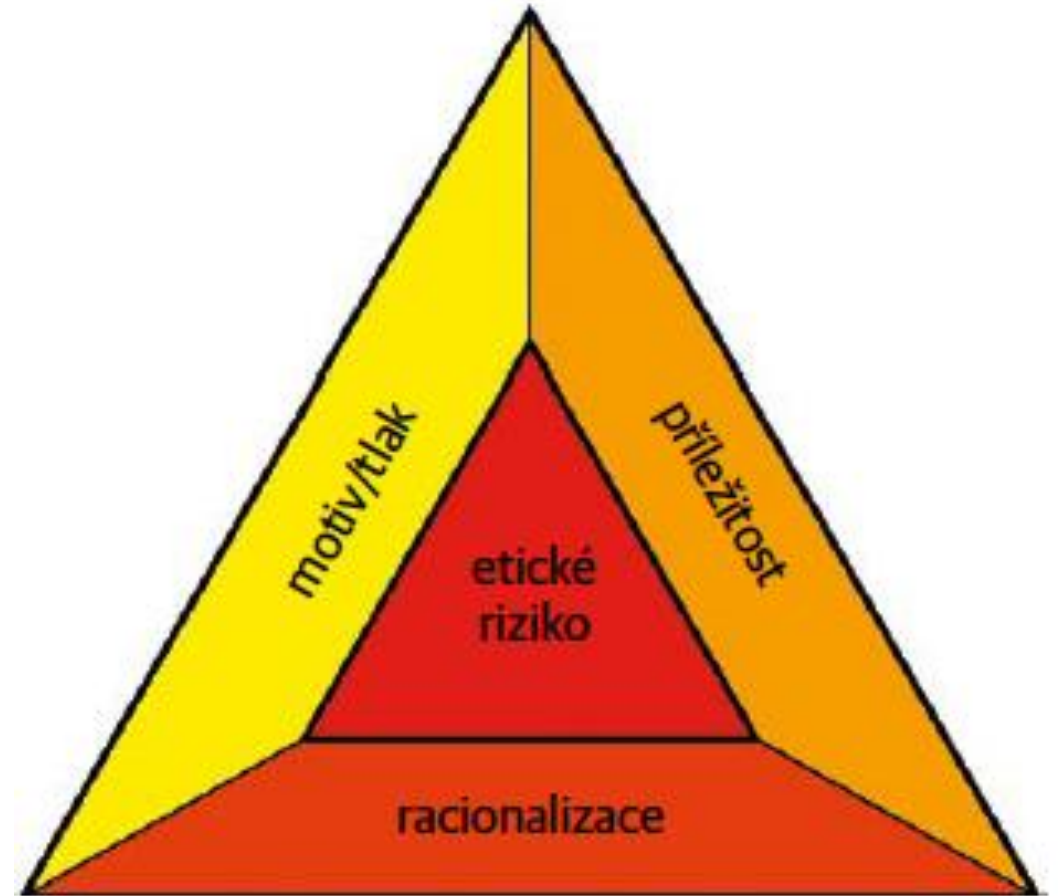
T

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Prevence

- Snížení příležitosti
 - Strategie na odhalování
 - Software
- Snížení tlaku
 - Důraz na vnitřní motivaci
 - Vnímat studenty jako partnery
 - Prodlužení termínu (za méně bodů)
- Snížení racionalizace
 - Dělalí to všichni → Nedělá to nikdo
 - Kultura akademické integrity



Systematické úsilí funguje

Curtis & Vardanega, 2016

- Desetiletá studie (2004–2014)
 - Kurzy akademického psaní
 - Používání antiplagiátorského softwaru
 - Hodnocení založené na standardech
 - Změny ve vzdělávání
- Snížení všech forem plagiátorství
 - Kromě recyklace a ghost-writingu

Owens & White, 2013

- Pětiletá studie (2007–2011)
 - Antiplagiátorský software
 - Odhalování plagiátorství
 - Formativní zpětná vazba
 - Vzdělávání v oblasti akademického psaní
- Výrazný pokles plagiátorství
- Klíčové je hodnocení studentů

Obecná zjištění

- Není jednoduchý recept
- Funguje dlouhodobé úsilí
- Mozaika vzájemně se doplňujících opatření
- Klíčová role **hodnocení studentů**
- Je třeba pracovat na
 - Kvalitě vzdělávání
 - Motivace studentů, snížení tlaku
 - Odhalování
 - Odstranění příležitosti
 - Vyhodnocování účinnosti přijatých opatření
 - Rozhodování založené na datech

Kultura akademické integrity

- Akademická integrita není jen
 - Nepodvádět
 - Neopisovat
 - Nevyrábět a nefalšovat data...
- Akademická integrita je především
 - Jednání v souladu s etickými a profesními principy, standardy a postupy
 - Konzistentní systém hodnot sloužících jako vodítka při rozhodování jednotlivců i institucí ve vzdělávání a výzkumu
- Základní hodnoty akademické integrity
 - Čestnost, důvěra, férovost, respekt, zodpovědnost, odvaha

Tři „O“ proti plagiátorství

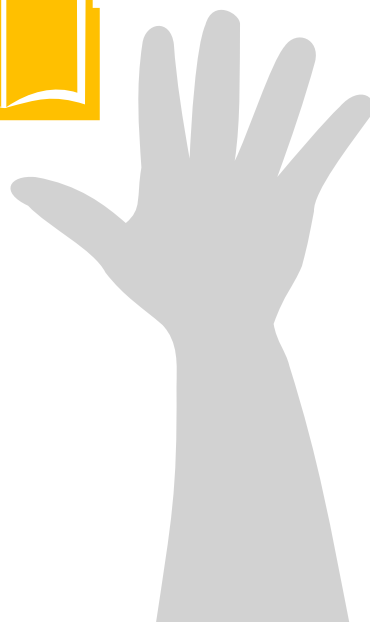
Odlišit převzaté
myšlenky od vlastních



Označit původní
zdroj tak, aby se
dal dohledat



Odkázat na
původní zdroj



Příručky (Foltýnek a kol., 2020)

JAK PŘEDCHÁZET PLAGIÁTORSTVÍ

PŘÍRUČKA PRO AKADEMIKY



JAK SE VYHNOUT PLAGIÁTORSTVÍ

PŘÍRUČKA PRO STUDENTY



Příručky (Foltýnek a kol., 2020)

FOLTÝNEK, Tomáš et al. *Jak se vyhnout plagiátorství* [online]. Praha: Karolinum, 2020. ISBN 978-80-246-4790-6. Dostupné z: <https://karolinum.cz/knihy/foltynek-jak-se-vyhnout-plagiatorstvi-24022>

FOLTÝNEK, Tomáš et al. *Jak předcházet plagiátorství ve studentských pracích* [online]. Praha: Karolinum, 2020. ISBN 978-80-246-4786-9. Dostupné z: <https://karolinum.cz/knihy/foltynek-jak-predchazet-plagiatorstvi-ve-studentskych-pracich-24082>

- Obě dostupné i v angličtině

Použité zdroje

- Curtis, G. J., & Vardanega, L. (2016). Is plagiarism changing over time? A 10-year time-lag study with three points of measurement. *Higher Education Research & Development*, 35(6), 1167–1179. <https://doi.org/10.1080/07294360.2016.1161602>
- FOLTÝNEK, Tomáš et al. *Jak předcházet plagiátorství ve studentských pracích* [online]. Praha: Karolinum, 2020. ISBN 978-80-246-4786-9. Dostupné z: <https://karolinum.cz/knihy/foltynek-jak-predchazet-plagiatorstvi-ve-studentskych-pracich-24082>
- Foltýnek, T., Dlabolová, D., Anohina-Naumeca, A., Razi, S., Kravjar, J., Kamzola, L., ... Weber-Wulff, D. (2020). Testing of support tools for plagiarism detection. *International Journal of Educational Technology in Higher Education*, 17(1), 46. <https://doi.org/10.1186/s41239-020-00192-4>
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- Impact of Policies for Plagiarism in Higher Education across Europe (IPPHEAE) – projekt LLP/Erasmus, 2010—2013: www.plagiarism.cz/ippheae
- Owens, C., & White, F. A. (2013). A 5-year systematic strategy to reduce plagiarism among first-year psychology university students. *Australian Journal of Psychology*, 65(1), 14–21. <https://doi.org/10.1111/ajpy.12005>
- Meuschke, N., & Gipp, B. (2013). State-of-the-art in detecting academic plagiarism. *International Journal for Educational Integrity*, 9(1): 50-57
- Fishman, T. (2009). ‘We Know It When We See It’ Is Not Good Enough: Toward a Standard Definition of Plagiarism That Transcends Theft, Fraud, and Copyright. In Proceedings 4th Asia Pacific Conference on Educational Integrity (4APCEI), 5, 2009.
- South East European Project on Policies for Academic Integrity (SEEPPI) – 2016—2017: www.plagiarism.cz/seepai



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www.academicintegrity.eu/wp/all-materials