



MAGTANIM, MAGTANIM, MAGTANIM. Nakaliligtaan man ng ibang ahensya kung gaano karami ang maisusuplay ng West Philippine Sea, pinahalagahan naman ng Kagawaran ng Pagsasaka ang kahusayan sa produksyon, sa mga proyekto, at mga gawain upang matiyak ang ‘affordability’ at ‘availability’ ng suplay ng pagkain. Kuha mula sa tanggapan ng Bureau of Plant Industry sa San Andres, Maynila.

Plagiarism, tinalakay sa kolokyum

Ayon sa Science - Botany & Plant Biotechnology: Plagiarism & Referencing ng University of Johannesburg Library, ang pagkopya at paghiram ay nagkukubli ng kabigatan ng plagiarism. Sa Pilipinas, talamak pa ito. **SUSUNOD NA PAHINA**

10/15/2021

Now if you will obey me and keep my covenant, you will be my own special treasure from among all the peoples on earth; for all the earth belongs to me. ---Ex. 19:5 (NLT)



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2 private universities, their student newspapers, and ethics

by DC Alviar

Number of replies: 35

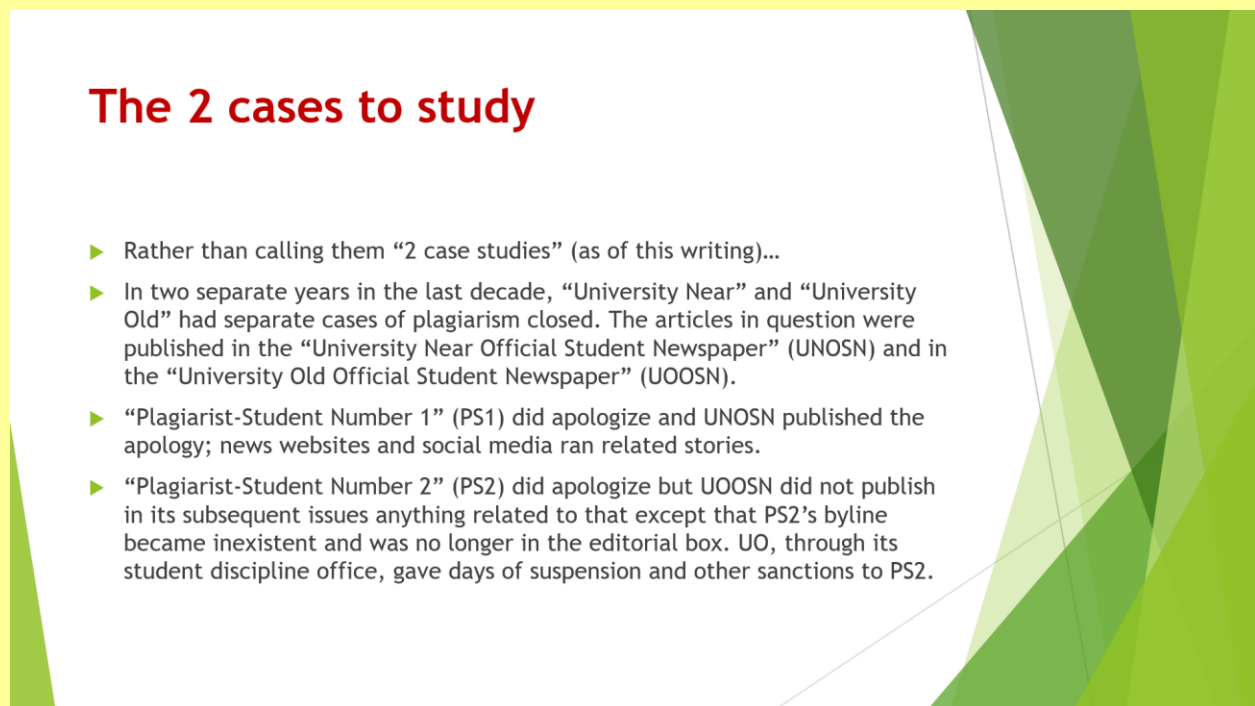
Attached is my PowerPoint Presentation for our first colloquium. It is composed of only 15 slides.

Re(introduction)

The establishment of a college editors' guild, a pool of editors and writers of student papers make University Belt (U-Belt) an enthusiast of freedoms of speech and of the press. But unknown to their community, campus journalists also grappled with dirty secrets, chief of which is plagiarizing ones' work.

In this study, I may aim at examining the aftermath of clearing two plagiarist-student journalists, who issued apologies and got cleared by their universities and their larger U-Belt community in recent years. Will it include in its findings an indication that the two plagiarists' consciences were clear partly because of an utter lack of interest of their reading publics to pursue cases of plagiarism in a proper forum? What recommendation the study may have on higher education institution authorities as they battle all forms of plagiarism ethically and scholastically and, perhaps, extend incentive programs to good student newspapers?

Feel free to comment or ask questions, but kindly go over the research issues/tools for communication research starting at Slide 3 as we are tasked to focus more on these. I'm sure you and I -- your lead discussant -- will learn more from our healthy exchange of ideas. *Salamat po!*



The 2 cases to study

- ▶ Rather than calling them “2 case studies” (as of this writing)...
- ▶ In two separate years in the last decade, “University Near” and “University Old” had separate cases of plagiarism closed. The articles in question were published in the “University Near Official Student Newspaper” (UNOSN) and in the “University Old Official Student Newspaper” (UOOSN).
- ▶ “Plagiarist-Student Number 1” (PS1) did apologize and UNOSN published the apology; news websites and social media ran related stories.
- ▶ “Plagiarist-Student Number 2” (PS2) did apologize but UOOSN did not publish in its subsequent issues anything related to that except that PS2's byline became inexistent and was no longer in the editorial box. UO, through its student discipline office, gave days of suspension and other sanctions to PS2.

SLIDE 6: “In two separate years in the last decade, ‘University Near’ and ‘University Old’ had separate cases of plagiarism closed. The articles in question were published in (their) official student newspaper(s).” (Alviar, 2021)

PS1 and PS2 have been exposed to “role models” role not being played

- ▶ In the last decade, a long-time senator, a popular CEO, and a Supreme Court justice were subjects of debate and rounds of tri-media and social media discussions about their “plagiarized” work.
- ▶ Education officials from government regulatory agencies kept on preaching anti-plagiarism stances in their statements and memos, but “University Near” and “University Old” were able to carry – wittingly or unwillingly – plagiarized work in their respective official student newspapers.
- ▶ UO, through its communications office whose staff holds the position of UOOSN Adviser and serves other capacities (e.g., campus journalism training) did not even warn PS2 and the rest of the UOOSN board of editors and writers of possible consequences of plagiarism by teaching, at the very least, lessons to be learned from PS1 of another university (UN). UOOSN’s year of publication with its own plagiarized content was too close to that of UNOSN.

SLIDE 7: “UO, through its communications office whose staff holds the position of UOOSN Adviser and serves other capacities (e.g., campus journalism training) did not even warn PS2 and the rest of the UOOSN board of editors and writers of possible consequences of plagiarism by teaching, at the very least, lessons to be learned from PS1 of another university (UN). UOOSN’s year of publication with its own plagiarized content was too close to that of UNOSN.” (Alviar, 2021)

In reply to DC Alviar

Re: 2 private universities, their student newspapers, and ethics

By DC Alviar - Tuesday, 9 March 2021

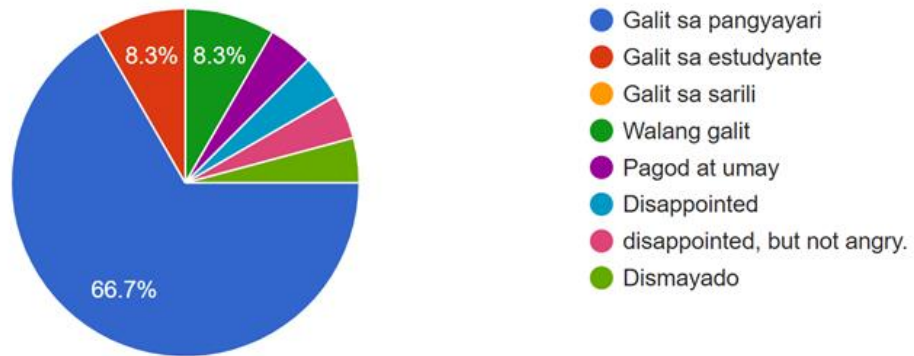
Good day.

The conduct of my survey on professors as shown in the last two slides is ongoing and I will accept responses to it via https://docs.google.com/forms/d/1CHkLPg35NSLh97Ov3v3_XhF-cbohqxK7LyGzggTLnXk/edit

up to Wednesday night, March 10. As of the moment, results are:

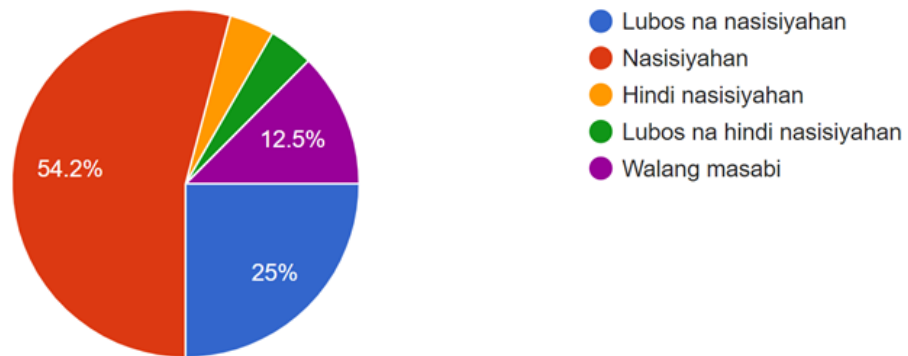
Ano ang iyong pakiramdam tuwing nakahuhuli ka ng mag-aaral na umaangkin ng akda o bahagi ng akda ng iba (plagiarizing one's written work)?

24 responses



Ilarawan ang kasiyahan mo sa implementasyon ng kolehiyong pinaglilingkuran ng mga patakaran laban sa plagiarism?

24 responses



The ongoing study, the 15-slide presentation of which was earlier attached, needs some refining and I shall appreciate your raising questions and giving contributions towards understanding the issues, tools and approaches better and clearer.

In reply to DC Alviar

Re: 2 private universities, their student newspapers, and ethics

by Participant EGDP

Thank you, DC, for sharing with us your topic of interest and for managing this week's colloquium. Plagiarism is indeed an interesting area to explore particularly in academia, and based on the initial survey you presented in slide 15, 62.5 percent of the surveyed participants are "angry upon discovery" that someone has plagiarized someone's work. Since there are already initial results (slide 14 and 15), it may be presumed that the research is in the data gathering stage. Hence, can you further share with us the research method, the research design and what tool is used in analyzing the data.

In reply to Participant EGDP

Re: 2 private universities, their student newspapers, and ethics

By DC Alviar

I choose to study this topic qualitatively, Participant EGDP, and I'd like to thank you for your post of questions needing answers for the paper to be procedurally sound. As for the ongoing study's methodology, I have two Likert items only as you have seen in the final slides of the presentation.

I use the following exploratory methods:

Questionnaire survey – a valuable and efficient exploratory method of finding out the levels of satisfaction the professors may have vis-à-vis the two sampled universities' implementation of their respective plagiarism policies and procedures. This survey which is being done online (i.e., in Google Form) can be used for further qualitative research as there are ways to identify participants. Please note that I am limiting the study to faculty participants only. Student participants may be added in future studies. Results from two questions will be presented for the purpose of my study.

Briefing interviews – educate me on organizations' recent history. While I do have pieces of their history, the interviews of my informants may shed light on or further explain the past issues I do not expect.

On Sampling:

Snowball sampling – requires every member of a population, who is a college faculty member in "University Near" teaching subjects from its communication, humanities, and social science cluster and one more member in "University Old" of the same kind. Findings can be generalized to a population in my conduct of snowball sampling. This leads to understanding a specific context (i.e., previous plagiarized work done by a college student who was once enrolled either in "UN" or "UO" and was under the mentorship of a participant-professor) with its social reality being revealed. Snowball, rather than random, sampling is used due to a population's intricacies. No less than participants recruit and provide me with more potential participants who meet the study sample criteria.

"Bias" problems are avoided as strictly no name-dropping of plagiarist-students happens nor nature of complaints of college student plagiarism is divulged. I have taken into account my pre-understanding in the planning process and will do the same when the analyzing process (qualitative content analysis) comes to contract my possible bias or influence.

In reply to DC Alviar

Re: 2 private universities, their student newspapers, and ethics

by Participant EGDP

Thank you, DC, for sharing the method, design and tool used in your study. I have a few inquiries, though, and your further notes may help enlighten us on some aspects.

- 1.) How were you able to use a rating scale, particularly Likert to a qualitative study?
- 2.) Reflected in slides 14 and 15 are question format that is closed-ended, does it mean that the study is geared towards the quantitative type of research?
- 3.) The initial results of slides 14 and 15 provide a numerical data format, which is also a quantitative type of approach, if this is the case, can we say that the paper is more quantitative than qualitative type of research?
- 4.) If the paper is a mixed method, how will you define its ontological and epistemological perspectives?

Thank you.

In reply to Participant EGD

Re: 2 private universities, their student newspapers, and ethics

by DC Alviar

I also thought about its being a mixed-methods approach to study college student plagiarism at the duration of the colloquium. Therefore, it is going to be heavy stuff. I will get back to you to answer your very legitimate questions. Thanks a lot, Participant EGD.

In reply to Participant EGD

Re: 2 private universities, their student newspapers, and ethics

by Participant ADR

Thank you, DC, for your presentation. I have similar question/observation with Participant EGD on your research method. Given the opportunity to conduct the same study, I prefer to use qualitative method using open-ended questions to gather thick descriptions of respondents about their perceptions. I am interested to learn the result and discussion of the method you applied for your study. Thanks

In reply to Participant ADR

Re: 2 private universities, their student newspapers, and ethics

by DC Alviar

Thank you, Participant ADR. Thick descriptions we learned from the quali part of Comm 391 are surely a great addition to this ongoing study and I hope that the story of my target participant would be thick enough. I'm having trouble communicating with him at this point, so I have Options 2 and 3 for that.

In reply to DC Alviar

Re: 2 private universities, their student newspapers, and ethics

by Participant MDR

Hello DC,

Thank you for presenting to us your topic of interest and for your clear discussion. As I read through your research issues, I became interested in the part where you mentioned suicidal tendencies may occur when plagiarism is filed against students. So, a pressing issue: Does the education environment, with all its communication arms and educators, gives and teaches the proper message? With this being mentioned, will the focus of your study/survey also be about the students and the psychological effects of being accused of plagiarism?

I am interested in this because there has been a case like this already where a student has been accused of plagiarism and has committed suicide. Will your related literature discuss this too?

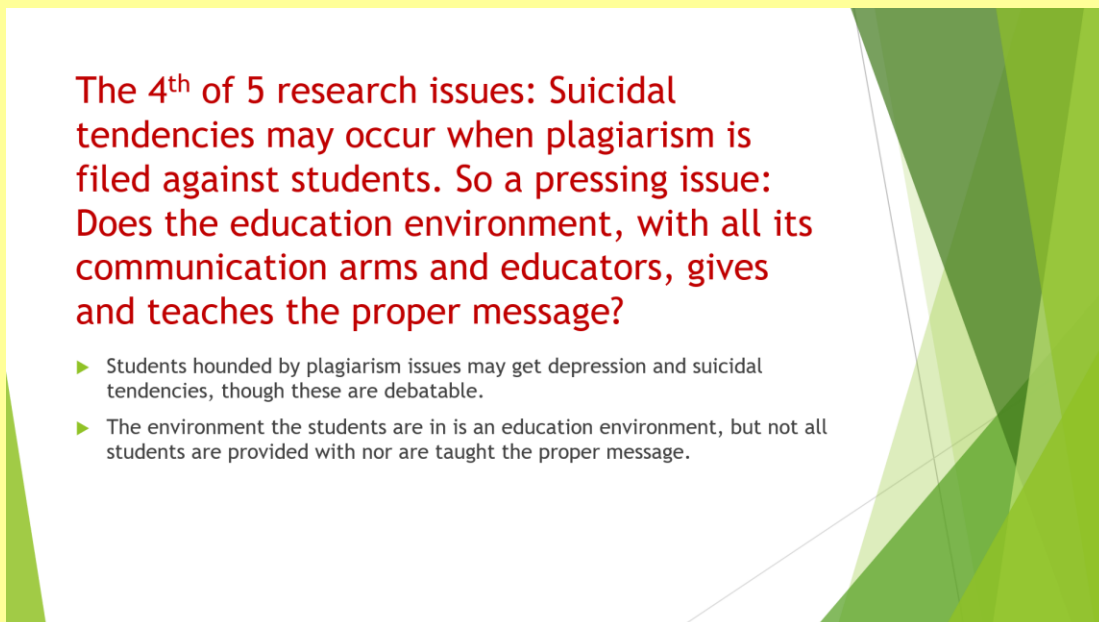
In reply to Participant MDR

Re: 2 private universities, their student newspapers, and ethics

by DC Alviar

Following a suicide case in relation to this topic, clinical psychologist Dr. Margarita Holmes (2015) wrote: “This ploy is as disingenuous as the first, because while each part of the sentence is plausible, it still does not follow that Ms xxxx is a bully and abused her authority. It is even possible that Ms xxxx’s behavior had nothing to do with BBBB’s suicide at all. Studies of suicide show that in most cases it is due to a number of factors and mental health professionals would be extremely reluctant to attribute it to a single factor in all but the rarest of instances.”

So depression and suicidal tendencies in the ongoing study are debatable issues as mentioned in the presentation's latter part, to wit:



The 4th of 5 research issues: Suicidal tendencies may occur when plagiarism is filed against students. So a pressing issue: Does the education environment, with all its communication arms and educators, gives and teaches the proper message?

- ▶ Students hounded by plagiarism issues may get depression and suicidal tendencies, though these are debatable.
- ▶ The environment the students are in is an education environment, but not all students are provided with nor are taught the proper message.

Participant MDR, yes, I will include this local thought as well as related literature (e.g., in an academic journal article outside the Philippines). But the idea in including this in the RRL or in the paper’s discussion portion is to revisit the professors’ and/or the learning environment’s role communicationally. It will not be discussed in the paper

exhaustively, but it can be done in future studies, say, in collaboration with a clinical psychologist-researcher, because, as you correctly pointed out, it is also an interesting aspect.

In reply to DC Alviar

Re: 2 private universities, their student newspapers, and ethics

by Participant MDR

Thank you for your reply, DC. Since your study's overall focus is more on the perception of the academic community on the act of plagiarism by these two students that you are featuring in your case study, I would like to share to you this book entitled, "Academic Misconduct and Plagiarism: Case Studies from Universities Around the World" by Bernard Montoneri. This book is especially interested in students' and teachers' perception of academic misconduct and their definition and understanding of plagiarism. According to its summary, most chapters discuss undergraduates' understanding of academic dishonesty and students' experiences using plagiarism softwares. The book also analyzes teachers' perception of cheating and how they respond to it. Hope this helps in your related literature.

In reply to Participant MDR

Re: 2 private universities, their student newspapers, and ethics

by DC Alviar

Many thanks, Participant MDR. Yes, a little bit of perception and a little bit of what needs to be done. In general, Applied Ethics teaches us to perceive (and immediately understand at times, by a stroke of luck). To perceive is to understand, and we act -- we should act -- on our understanding. Ultimately, it is the same Applied Ethics that teaches us to craft and help implement guidelines for public policy (in this case with the help of CHED). Questions, though: Are HEIs sport enough to adapt guidelines in combating plagiarism? Will professors be on that same page when that happens? Some of them may say, "I use the Filipino language, so why would I be accused of plagiarizing such work from abroad?" and "Take it from Tito Sen, who was cleared by the upper chamber's ethics committee of serious plagiarism accusations."

The two college student-plagiarists in the ongoing study were cleared, too. So, apparently, it's a never-ending young and old blood circulation. And we're trying our best, providing research papers on academic integrity that may either have light at the end of the tunnel or lighten the educational environment's burden.

In reply to DC Alviar

Re: 2 private universities, their student newspapers, and ethics

by Participant CGF

Thank you, Sir DC, for taking on a topic that is lacking in studies, but teeming in occurrence. Understanding plagiarism is a complex one because a lot of factors are intertwined – could it be because of the values of journalists and their organizations, could it be because of their enabling environment, could it be because the journalists lack data gathering skills and so on. But again, plagiarism speaks so much of a person characteristics. Hence, looking at it in the context of organizations (policies, actions, interventions, etc.) is interesting.

You mentioned of the survey that you are conducting and the initial data convey various implications already. I am interested to know the questions that you will possibly ask your respondents (or participants) when you will pursue the qualitative part of the study.

In reply to DC Alviar

Re: 2 private universities, their student newspapers, and ethics

by Participant MJP

Hi Sir DC,

Thanks for the presentation of your topic.

As stated on the slide #13 "College student-journalists are highly regarded by their fellow students". Since it is a school publication most of the time there is no monetary benefit being a college student-journalist aside from the merit on their portfolio upon graduation. Hence, as an ethical reason and the violation rate of recurrence could be correlated? As the responsibility and accountability are not directly passed for the student-journalists there are editor and school publication adviser. Does how could the Information and communications technologies could bridge the gap?

In reply to Participant MJP

Re: 2 private universities, their student newspapers, and ethics

by DC Alviar

The organizational context is noted with thanks to both of you, C and J. To paraphrase Frank Outlaw: Watch that organizational character to reach a good destiny. An organization may not have a good start, but it can bounce back, gain improvements, and learn collective lessons to win the kind of destiny it wants.

And to paraphrase Ms. F, the two cases of major official student newspapers inadvertently publishing plagiarized work speak so much of their respective institutional characteristics. In my inquiry, the student newspaper adviser (an employee of the university's communications arm) admitted that if a student's contributed article is "literary lang, kanya na iyon at hindi na namin tsine-check." That student, however, was able to contribute three plagiarized articles in three separate pages of the student newspaper. Obviously, the higher authority from the university administration side -- Jane touches on this -- has to be held accountable, too, for the blunder that led to the publication of the three articles of the plagiarist-student. Counseling interventions by the guidance office were done, not just the sanctions imposed by the student services office on the plagiarist-student. The offices would later learn four (not three) instances of plagiarism from that student.

PS1 and PS2 would almost always get reminded of their respective university student manuals' take on plagiarism because every college subject they take has a syllabus that mentions among others the need to avoid plagiarism and related academic dishonesty. Thus, professors may reasonably share their part in a university communications plan against all forms of plagiarism.

I appreciate very much these and more insights from you to refine my paper.

In reply to DC Alviar

Re: 2 private universities, their student newspapers, and ethics

by Participant CGF

I found a good read that is sort of simialr to what you are pursuing Sir. You might want to check it out in ProQuest webpage.

Here is the material *po*:

Kight, D. W. (2018). Exploring adjunct instructors' decisions to pursue disciplinary action for plagiarism (Order No. 10747961). Available from ProQuest One Academic; Publicly Available Content Database. (2025998569). Retrieved from <https://www.proquest.com/dissertations-theses/exploring-adjunct-instructors-decisions-pursue/docview/2025998569/se-2?accountid=207160>

Abstract:

The purpose of this qualitative case study was to explore how and why adjunct instructors address incidences of student plagiarism at a small, private institution in North Carolina. The researcher sought to identify the factors used in determining to address plagiarism, informal sanctions used, and perceived barriers to addressing plagiarism. Rational choice theory was the foundation by which the study was designed, analyzed, and discussed. The study consisted of 56 adjunct instructors: 39 questionnaire participants, 13 semi-structured interview participants, and four focus group participants. Thematic data analysis was used to code narrative data and find common themes throughout the data. Frequency counts were also instrumental in showing similarities among participant responses. Twelve factors for deciding to pursue plagiarism were identified. Results illustrated that addressing plagiarism is highly subjective due to difficulty in determining intent. Participants depended on observable traits such as amount, as well as followed moral and ethical convictions. Results further illustrated that participants always addressed plagiarism and used a combination of six informal sanctions. However, sanctions varied for similar incidents and demonstrated the inconsistent nature of how plagiarism is addressed. The last research question identified seven perceived barriers, including a need for more specific guidelines. Moving forward, the study provided considerations for lessening subjective decisions and inconsistencies in the way adjunct instructors address plagiarism.

In reply to Participant CGF

Re: 2 private universities, their student newspapers, and ethics

by DC Alviar

Many thanks, C. Yes, (in)decisions vary and students' innocence may be given weight as Kight (2018) implies. I myself feel a bit guilty of giving "informal discipline" (Kight has it as "informal sanction") to students who twice/thrice attempted to submit plagiarized work despite my reminders and repeated orientations/lessons on how to avoid plagiarism and some revisit of my HEI's values on integrity and respect on the first days of classes.

That's why the topic is close to my heart and it's not easy to merely say we're pro-students if we're doing our job to the best of our ability. But again, who are those "we"? We may fail insofar as collective judgments are/were concerned.

In reply to DC Alviar

Re: 2 private universities, their student newspapers, and ethics

by Participant KA

Thank you, sir, for this report. Although my questions in mind were one way or another addressed already in this thread, so I will just ask something I am curious about. With the results (and slide presentation appearing to be quantitative), how do you plan to execute the study qualitatively? I've never done a purely qualitative study and the closest I came to quali is when I did mixed methods for my a study.

In reply to Participant KA

Re: 2 private universities, their student newspapers, and ethics

by DC Alviar

To tell you honestly, K, I'm facing the (unintended?) consequences of poor research designs and approaches. Two mixed-methods books as well as three CommRes books have just arrived, thanks to library connections nearby. But since I busied myself on this topic as early as my MDC days in AY 2014-15, it's not an excuse at this point. I became passive, unresponsive to the test of time (in research, not in teaching), and lacked the necessary fire.

It's good to note, though, that it's not over yet. Your inputs matter. *Salamat sa inyo.*

In reply to DC Alviar

Re: 2 private universities, their student newspapers, and ethics

by Participant CD

Thanks for your interesting contribution. I saw that the other participants preferred to ask further questions. On the other hand, I would prefer to answer yours. Your slide 11 intrigued me: Suicidal tendencies may occur when plagiarism is filed against students. So a pressing issue: Does the education environment, with all its communication arms and educators, give and teach the proper message?

First, I think that any suicidal instincts in students discovered to be plagiarism depend on the individual and collective culture. For example, I am not aware of any suicides that occurred for these reasons in Europe. Probably - maybe you can help me, DC - this could be more common in Asian cultures, where already, for example, Japanese soldiers during the Second World War committed suicide for having lost the honor caused in the defeat.

Recently, cases of academic plagiarism have shaken Spanish politics: the press has raised doubts about how the president of the government and the leader of the main opposition party obtained their academic degrees, while the president of the community of Madrid and the minister of health resigned after being accused of copying their master's theses. A few years ago, in Germany, both the Minister of Education and the Minister of Defense had a similar fate. But similar accusations, which in Italy concerned the Minister of Public Administration and the President of the Budget Commission of the Chamber (and in the past other politicians and university professors), had neither political nor academic consequences.

How do we explain the difference compared to Spain and Germany? It does not seem to be a question of laws, which in Italy are quite strict. In addition, some universities have codes of conduct that condemn even relatively mild forms of plagiarism. The formal rules are not always respected and applied. A first explanation calls into question the role of the Italian media which, with few exceptions, did not behave like the Spanish and German ones. A second explanation is instead linked to the high tolerance of the academic community towards plagiarism that borders on silence. More generally, when many people break the rules, the costs of doing so are lower: if everyone (or many) do so, antibodies have more difficulty getting into action. For example, in the cases mentioned above, the institutions that were the first to have clarified the events were not particularly diligent. IMT School for Advanced Studies Lucca (superior graduate school in Tuscany, Italy) first downplayed and then dismissed the case thanks to a report from a private company that even claimed that copying is almost normal for economists. The University of Molise, on the other hand, announced, more than a year ago, internal audits whose outcome is still unknown, apart from an official document in which a competition commission declares that it has focused on publications other than the one indicted.

But are academic plagiarism and other scientific frauds really more widespread in Italy than they are elsewhere? To answer this, I used a recent database that identifies articles retracted from scientific journals due to errors or outright scientific fraud. Like all indicators that measure actions that tend to remain hidden, the data not only reflect the pervasiveness of the phenomenon, but also the severity of the sanctions and the frequency of complaints. In the case of withdrawn publications, however, the problem is less serious since the standards used are international.

In the period 1997-2017, taking into account the total number of publications, the articles withdrawn with Italian authors are slightly more numerous than those with US authors and more than double those with French authors. An important part of the differences is due precisely to the frequency of plagiarism. When we consider only the articles withdrawn because copied, the distance widens considerably. The Italian plagiarists, always checking for the number of publications, are almost three times the Spanish ones and almost five times the German ones.

In some ways, plagiarism is a less serious fraud than the falsification and fabrication of data and images, practices in which Italian researchers do not seem to excel, but it nevertheless represents a betrayal of the trust of the academic community, which bases its principles on the ownership of publications, own assessments and career advancements.

What can be done to reduce the theft rate of words and ideas and prevent it from polluting academic assessments? The use of new plagiarism software can potentially reduce the problem, but at least so far, it does not seem able to eliminate it completely. The first step is to have independent bodies that apply the existing rules. For example, the CNR (National Research Council) has a Research Ethics Commission authorized to collect reports and verify any fraudulent behavior. Universities could follow his example.

Scientific articles retracted by nationality of the authors and motivation, 1997-2017						
	Total			Every 100,000 publications		
	Retracted	of which for		Retracted	of which for	
		Plagiarism	Fabrication / Falsification		Plagiarism	Fabrication / Falsification
Italy	330	82	20	26,7	6,6	1,6
U.S.A.	2736	210	610	25,6	2,0	5,7
Germany	590	39	71	21,7	1,4	2,6
UK	507	48	38	16,6	1,6	1,2
Spania	200	28	11	16,2	2,3	0,9
France	245	36	25	12,8	1,9	1,3

Source: Retraction Watch

Gasparyan AY, Nurmashev B, Seksenbayev B, Trukhachev VI, Kostyukova EI, Kitas GD. Plagiarism in the Context of Education and Evolving Detection Strategies. *J Korean Med Sci.* 2017 Aug;32(8):1220-1227.

Helgesson G, Eriksson S. Plagiarism in research. *Med Health Care Philos.* 2015;18:91-101.

In reply to Participant CD

Re: 2 private universities, their student newspapers, and ethics

by DC Alviar

Thanks for your time and insights. I felt nervous being the first discussant -- initially. The "it's-okay-now" feeling ensued, thanks to some moments of Q&A, suggestions, and comments undeniably meant for this study's refinement.

Your input tackling the not-so-good acts from the academe, business, and governments reminds me of my overseas work for eight years when I had the opportunity to get to know and narrow the differences of various kinds of professions. Right now I'm getting engulfed in S-A-D-N-E-S-S (again, six years after working with them). I remember the time separately emailing a staffer of a top diplomat, a priest, a pastor, executive secretaries, and schoolteachers of different nationalities: "Sir, Ma'am, you may have forgotten to cite your source (insert the original source's website)." When you personally hear them say a thing or two, you would be astounded because of their greatly, (sometimes) extemporaneously spoken words! This leads me to reiterate that there's no time for despair; we don't give up on these grown-up professionals... Need we say more about giving up on our kids as well as our college students?

Again, no time for despair because this and more research papers are dedicated to battling academic dishonesty and maintaining what is right, what is ethical.

The three branches of government of this Republic were also hounded by actual plagiarism cases and controversies. We need to go back to the basics of educative standpoints on dishonesty, stealing, unchecked roles of role models. We need to revisit the economic standpoints of knowledge and its management. All these things, (fingers crossed, asking favors from our God) we are part of. In whole or in part (like in my paper's case), we take care of the generation of our would-be children and grandchildren in teaching and research.

In reply to DC Alviar

Re: 2 private universities, their student newspapers, and ethics

by Participant ADR

Sharing a review of studies on perception on and attitude toward plagiarism and factors contributing to plagiarism. Most of the studies have used a survey method. Studies that examined perceptions of plagiarism have mostly relied on scenarios of plagiarism cases, which in In your study, the plagiarism case of two universities. Researchers raised the three central themes in the previous studies on plagiarism, the perception of plagiarism, the attitudes toward plagiarism, and factors contributing to plagiarism. Your research will contribute to the Asian context of a study on plagiarism because according to the said review, the Asian, Asia-Pacific, and Middle Eastern contexts have suffered a lack of studies on this issue. There are other issues raised in the previous studies made on plagiarism that you may consider for your study, below is the reference link.

Husain, Fauzilah Md; Al-shaibani, Ghayth Kamel; Shaker; Mahfoodh, Omer Hassan; Ali. *Journal of Academic Ethics*; Dordrecht Vol. 15, Iss. 2, (Jun 2017): 167-195. DOI:10.1007/s10805-017-9274-1. Retrieved from: Perceptions of and Attitudes toward Plagiarism and Factors Contributing to Plagiarism: a Review of Studies - ProQuest

In reply to Participant ADR

Re: 2 private universities, their student newspapers, and ethics

by DC Alviar

Many thanks for reminding me of the Asian context of this topic. It's been noted.

Your second post also reminds me to look back at the Abdul Latif Jameel Poverty Action Lab's take on the issue. J-PAL researchers Brian Jacob and Thomas Dee (2012) assert: "Though there has been little objective measurement of student plagiarism, college student surveys in the U.S. consistently suggest that plagiarism is quite common. Beyond survey evidence, there are also theoretical reasons to expect plagiarism to be common: college instructors tend to put little effort into the detection of plagiarism and are frequently unwilling to engage formal campus disciplinary procedures, instead choosing to resolve cases of academic misconduct informally and lightly." There's actually a lot of

stir going on in years about international academic journals' sincere desire to decolonize western political philosophy. The academia the world over has been and still is grappling with the Western Problem -- if I may say so.

A Democrat politician's participation in a 1987 debate didn't represent a moral victory as he used someone's phrases into his own speech and inadvertently "forgot" (the word used by U.S.-based political communicators) to acknowledge his source and went on to win the trust of that source, plus millions of voters in the presidential contest last year. If many can trust Joe Biden to lead, we can count on our teaching and research endeavors in catapulting college students to top positions of service. But we need more proactive approaches, preferring to teach students the lesson on plagiarism, instead of teaching student-plagiarists on the same.

In reply to DC Alviar

Re: 2 private universities, their student newspapers, and ethics

by Participant ADR

Sharing another research, a multicultural study on perception as perceived in higher education that used a mixed-method for investigation. The quantitative procedure used descriptive statistics to determine the respondents' characteristics and to analyze the definitions of plagiarism. Correlation analysis and regression analysis are the inferential statistics used to analyze the attitudes towards plagiarism and the effect of the internet on plagiarism. This was supported by qualitative method that used open-ended questions. Responses were analyzed for emerging themes and meaningful segments of text were coded. Hope this will help in the design of your research. For full text of the study kindly see below reference. Thanks

Talpos, Beatrice. Walden University, ProQuest Dissertations Publishing, 2007. 3258352. Plagiarism as perceived in higher education in a multicultural society. Retrieved from: Plagiarism as perceived in higher education in a multicultural society - ProQuest

In reply to Participant ADR

Re: 2 private universities, their student newspapers, and ethics

by DC Alviar

A great help. *Salamat.*

In reply to DC Alviar

Re: 2 private universities, their student newspapers, and ethics

by Participant AD

Hi DC!

I am interested in what you have written in slide 5 which says, "Anti-plagiarism technologies thrive but with the education sector grappling with unabated plagiarism cases, its commitment is put to doubt: Have students ever learned how to properly cite their sources using their written work as proof?"

What I noticed even in the works or submissions of my students, a big chunk of their articles are being lifted verbatim without proper attribution or citation as to where these quoted or lifted materials start or end. But another thing that I also take notice of, if you are going to examine the articles where they lifted parts of their works, these articles have not also clearly cited or attributed their sources. In short, it seems to be a vicious cycle of plagiarism after plagiarism.

Maybe because plagiarism per se does not readily mean a crime of infringement of copyright, but only a question of ethics or ethical violation, depending on the surrounding circumstances. We know that only a fully copyrighted work could claim infringement of his copyright when plagiarist. Because an un-copyrighted work could not claim any infringement in his copyright but only violation of ethical practice of not owning as his own the work of another. This means that when a work of a person, even when copied verbatim by another person, could not claim to have been plagiarise that is tantamount to infringement of his copyright if his work is not actually protected by a copyright. And when this work is copied verbatim, he could only accuse that person who copied his work of violation intellectual honesty.

In reply to Participant AD

Re: 2 private universities, their student newspapers, and ethics

by DC Alviar

Good point, A. In this thread our classmates provided academic journal articles, observing that there are different anti-plagiarism stances for different higher education institutions all over the world. Tito Sen didn't use the 20th-century phrase "different strokes for different folks" as he stood before the Senate ethics committee to say he didn't plagiarize; instead, he loved more the proverb "(copying,) imitation is the highest form of flattery" in lecturing his accusers. We might ask, "Why not pay attention to Oscar Wilde's 'imitation is the sincerest form of flattery that mediocrity can pay to greatness' since mediocrity, dishonesty, and travesty of justice are the last things we need to realize our vision of 21st-century education?"

If we abandon our self-activating role in honing our college students' writing and referencing skills, our conscience will knock and we'll ask ourselves in the higher education sector, "Is it really our desire to teach them, 'Thou shall not steal' of the Ten Commandments?"

In reply to DC Alviar

Re: 2 private universities, their student newspapers, and ethics

by Participant RA

Hi,

Thank you for sharing your research. I believe educational institutions should provide a certain level of control in the management of content of publications against plagiarism. What are your recommendations that institutions could do to prevent plagiarism? How can we monitor the effectiveness of each of these recommendations that you proposed?

In reply to Participant RA Austria

Re: 2 private universities, their student newspapers, and ethics

By DC Alviar

"Plagiarism must be studied in the environment in which it occurs." ---N.P. Lewis, 2007

There are limits to what I, a student journalist, a student newspaper, a university, a professor, CHED, a researcher, an academic journal, and a reader can do. That we can only do so much is so true. From there, I can say that communication research needs to always have portions that provide suggestions for further research. This holds true in other fields.

Richmond, the quotation above came from Norman P. Lewis, who may fail in the notability criteria of Wikipedia at this time. This may mean he is not popular, but I believe that research endeavors from doctors of philosophy like him must be popularized. His published work from “systemic influences on newspaper plagiarism” to the “personality” of it may tame and discipline me and the institutions I represent insofar as exerting much effort to combat plagiarism in my “environment.” To him, mine is a local problem and mine is time-bound, too, which also means one research at a time. I’m sure I’ll overcome the needed research endeavors with the aid of the God of “endurance and encouragement” (Romans 15:5).

I have yet to finalize the ongoing study’s epistemology and ontology, and so I couldn’t jump to the heavy stuff, including my recommendations on how institutions should deal with the topic. I’ll get back to you.

In reply to DC Alviar

Re: 2 private universities, their student newspapers, and ethics

by DC Alviar

Hello E and R,

There were days in the weeklong colloquium when I can hardly elucidate my ontological and epistemological positions in studying the topic which our overall supervisor-professor thinks is easy for me (as an “expert” in it) but with your inputs, my dear classmates, and some of my notes taken from borrowed books and e-resources, now I can.

I experienced that the philosophical foundation impacted what I have done in the ongoing study and am sure it will remain so in the final stages. You would notice that I was okay with changing the methodology and design of my research. Reason: No less than the paper’s epistemology and ontology permit the change. I was surprised by the data coming in; it was not part of my target nor was it something to take a closer look at.

Serving the initial basis of the study’s ontological position are what we can know more about the (non)occurrence of plagiarism in college students’ written work and how.

The epistemological position of my study lies in the clear understanding of every lived social reality of every participant in the study.

As for the study recommendations, it’s too early to provide them at this point and they may prejudge the research issues and/or influence the findings. I understand that in managing the discussion in the colloquium, I wasn’t keen on limiting disclosures and comments, but these were mostly in relation to colloquium proceedings. Currently, all I can say is that the recommendations would take into account Emerita Quito’s (2008) views on cheating and hoping when she wrote:

“Cheating is a form of stealing and is considered evil. Many students nowadays resort to cheating without knowing that it is an evil act. They even consider it a wise move especially when they can get away with it, believing that they have put one over their teachers. Cheating is dishonesty; it is claiming what is not one’s own. Shortchanging a customer, looking at a classmate’s answer during examinations, understating one’s income in order to evade taxes, coming late or leaving early in one’s work, and smuggling are all forms of cheating and are considered stealing. Likewise, being an accessory to stealing or cheating is evil. The sale of stolen goods or smuggled items and the purchase thereof are forms of cheating and therefore evil. All these are forms of stealing... One must, however, use tact when one answers a patient who is moribund or nearing death. While it is true that one must not lie to him, one ought not to be blatant in telling him that he has only three months to live. What ought to be answered must not be contrary to the truth but which must

not be brutal either: A good answer is that some special remedies are being discovered and prescribed for his illness, and that while one is alive, there is hope.”

One of the most common forms of cheating, which Quito’s alma maters Université de Paris and Université de Fribourg know, is plagiarism. She was not in a hurry to punish evil deeds like this.

References:

Creswell, J. W., & Creswell, J. D. (2018). *Research design: qualitative, quantitative, and mixed methods approaches*. Fifth edition. Los Angeles: SAGE.

Lewis, N. P., & Al Nashmi, E. (2019): *Data Journalism in the Arab Region: Role Conflict Exposed, Digital Journalism*, DOI: <https://doi.org/10.1080/21670811.2019.1617041>

Onwuegbuzie, A. J., & Leech, N. L. (2005). On Becoming a Pragmatic Researcher: The Importance of Combining Quantitative and Qualitative Research Methodologies. *International Journal of Social Research Methodology: Theory & Practice*, 8(5), 375–387. <https://doi.org/10.1080/13645570500402447>

Plano Clark, V. L., & Ivankova, N. V. (2016). *Mixed Methods Research: A Guide to the Field*. Thousand Oaks, CA: Sage Publishing.

Quito, E. S. (2008), *Fundamentals of Ethics*, pp. 72-73

In reply to DC Alviar

Re: 2 private universities, their student newspapers, and ethics

By Participant TC

I must say your topic is quite interesting and as the expression goes, “it’s complicated”.

I served as College Secretary of the ***** in 2015 for roughly about four years. The said office takes care of student matters. As the College Secretary, I came to know of few plagiarism cases (roughly less than 2% of the student population of ***** at any given year) committed by both undergraduate and graduate students. The University views plagiarism among students as one of the many forms of intellectual dishonesty (please refer to pdf and jpg files I uploaded here) and violation of intellectual integrity.

The reason I say it is complicated is because, 1) the circumstances around which the student committed the act is usually complicated (i.e. due to desperation/pressure which can be due to socio/economic conditions of the student, loose morals which can be due to lack of values and ethics education, ignorance which can be attributed to lack of proper education on the matter, lack of appreciation of the value of the work of others, etc.) and not the same as others, and 2) the very process of attending to such cases, although handled with much care and confidentiality from the College to the University, is a long and arduous process for all people involved. In the University, each case is understood and treated as a unique case. You are right, the whole process is painful and often triggers mental illness among students.

Although the College Secretary is not a member of any College Disciplinary Committee created per case, she is informed of developments of all cases every step of the way and she is the sole bearer of bad news to the student. Imagine having to tell a student that s/he is found guilty by the Committee. The corrective measures -- not punishment because the idea is that HEIs are learning/instructive organization and that students are not incorrigible but are there

to learn -- imposed are not the same for all cases. The devil (i.e., the difference, uniqueness of the case) is in the details, so they say. In some instances, students are simply required to take additional 3-unit non-credit course that teaches them the joy of creating something (e.g. creative writing) and respecting and appreciating others' works as well.

In a private message, you asked about paraphrasing in journalism (Sir DC was my classmate in MDC and he knows I teach journalism classes in *****). For me, paraphrasing briefly or extensively is not the issue. Not attributing what was paraphrased properly to the person who said it is the issue and a problem. Unlike academic writing, journalism is factual writing/reporting of the news. When a reporter does proper attribution, s/he is giving credence to her/his report. It is also a way of earning public trust.

There are two types of attribution in journalism: direct quotation (using the words of the source and indicated with open and close quotation marks) and indirect quotation (paraphrasing). In journalism classes, paraphrasing is encouraged to avoid transcription-like articles or pieces. Paraphrasing is a skill that separates the good writers from the rest because they are able turn in clean, clear, and concise pieces.

However, I do feel that the above is the same for academic paper writing. Paraphrasing or synthesizing what was read/heard/seen is a high level intellectual task. Intellectual dishonesty comes in when the student fails to do proper citation of what was paraphrased.

Outside the campuses, the body mandated to implement the country's "state policy" on IPR is the Philippine Intellectual Property Office (created under Republic Act 8293). In campuses, inculcating intellectual honesty and integrity among students is a social responsibility of all educational institutions. In the *****, for example, intellectual honesty and intellectual integrity are included in the Student Code. Faculty and staff take on the role of "enforcers" of the code inside and outside classroom and report violations to the College so that corrective measures may be recommended.

In reply to Participant TC

Re: 2 private universities, their student newspapers, and ethics

by DC Alviar

"Learning/instructive organization." You, TC, are correct. Your HEI is, too. Sometimes persons in authority, faculty and admin staff included (Batas Pambansa Blg. 873), fail to recognize the pedagogical roles they play in helping students to act responsibly and honestly in their written work. *Agad-agad berdugo* (executioner).

"In journalism classes, paraphrasing is encouraged to avoid transcription-like articles or pieces. Paraphrasing is a skill that separates the good writers from the rest because they are able to turn in clean, clear, and concise pieces." You knew, TC, that I waited for this journalism teaching standpoint and you agreed that this is similar to academic paper writing. The two major college student newspapers in my presentation, therefore, should have anticipated possible plagiarism issues before they came out with the printed issues. Their universities also didn't have that sense of anticipation and due diligence in giving reminders to the paper advisers and editorial boards.

"In some instances, students are simply required to take an additional 3-unit non-credit course that teaches them the joy of creating something (e.g. creative writing) and respecting and appreciating others' works as well." Cute (read: clever). *Salamat*, TC.

In reply to DC Alviar

Re: 2 private universities, their student newspapers, and ethics

by Participant JV

Thank you, sir DC, for sharing a very interesting study. Looking forward to those incentives which good student newspapers would get.

Just wanted to share this line from the cited reference below:

"Less experienced writers may commit plagiarism as a result of an incomplete or poor knowledge of citation and documentation standards or because they are incorporating standards from one field or culture inappropriately into another. Inexperienced writers may also be unsure of the difference between direct quotation, paraphrasing, and summary. Poor notetaking habits may also lead to plagiarism."

Would it be good to include a review of the curriculum to look into "an incomplete or poor knowledge of citation and documentation standards"?

Reference:

Academic integrity and plagiarism. (2018, July 19). Texas A&M University.
https://library.tamu.edu/services/library_tutorials/academic_integrity/academic_integrity_3.html

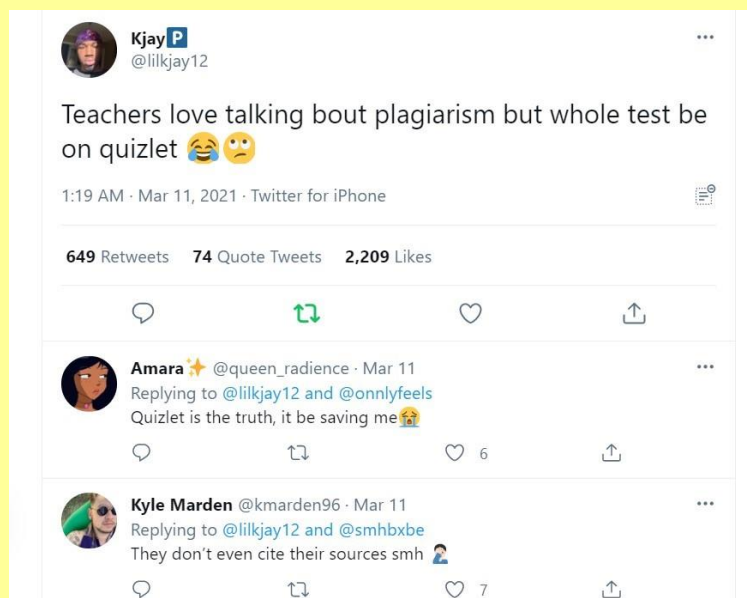
In reply to Participant JV

Re: 2 private universities, their student newspapers, and ethics

by DC Alviar

Absolutely, sir J. Thank you for entertaining the idea of incentivization programs for good college student newspaper work. I don't have numbers to back this up, but treating them with a sustainable incentivizing scheme may vastly improve both student and college achievements.

As for "poor knowledge of citation and documentation standards", I'll go back to a point in my presentation where we, the old generation, failed to role model, and right now several teachers and professors are a failure in that aspect, too. Case in point:



We may be sad about "teacher plagiarism" in a March 11 tweet up to today or tomorrow, but we should not be sad in the next days and weeks doing nothing about this in teaching and research, at the very least.

In reply to DC Alviar

Re: 2 private universities, their student newspapers, and ethics

by Participant AD

Hi DC!

My attention is drawn in your slide No. 9 which states, "Higher education institutions admit students who are no longer on formative years; thus, HEIs are, to a greater extent, constitutionally bound to "strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking."

Almost all HEIs have incorporated in their policy manuals provisions that would strengthen the ethical and spiritual values of the students. But still the values that every student has developed in his home through time are still affecting his demeanor in school. I believe that values-guiding policies are only a matter of reiteration of the values first learned at home. No amount of school-crafted policies could outweigh the values developed inside his abode. In the first place, they say that "it takes a village to educate a child."

Higher education institutions admit students who are no longer on formative years; thus, HEIs are, to a greater extent, constitutionally bound to "strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking."

In reply to Participant AD

Re: 2 private universities, their student newspapers, and ethics

by DC Alviar

Correct, sir. Many thanks for your second post. A high school principal says: "Ang values ay hindi itinuturo, 'yan ay nakukuha, nagagaya, natututunan. Kaming mga guro ay nahihirapan kapag ang mga bata ay may kinasanayan na sa bahay na masasamang ugali." When HEIs admit these students, I would venture to say that college instructors would rather see to it that students earn their grades the hard way, working hard on the lessons proper instead. A lesson that hones the writing and referencing skills of college students is no exception. Some of those former high schoolers, who "learned" the tricks of the bad trade, may have no one but themselves to blame when they keep on stealing others' ideas, get caught, and asked to explain why disciplinary action should not be meted on them. "Sinabi na ngang bawal magnakaw." Composition in college entails learning and unlearning.

"It's complicated," many learners of the plagiarism topic argue. But English author services provider Enago agrees above: "We can only hope that the lack of developed academic skills on this issue is addressed prior to undergraduate studies, but in the likely event that it doesn't, it falls to professors and research supervisors to ensure that rules of appropriate attribution are given the attention they deserve."

"Acknowledging owners of photos, text with 'CTTO' may still be illegal," runs the headline of interaksyon.philstar.com whose writer Jeline Malasig used an Intellectual Property Office of the Philippines (IPOPHL) social media post to jumpstart her writeup in 2019. But Gilbert Larochele anticipated the complications when he penned a book chapter

titled “From Kant to Foucault: What Remains of the Author in Postmodernism” in 1999. He wrote in part: “If such litigation or the threat of it succeeds in suppressing GenX texts at home in a postmodern world, then we have acquiesced in a generation’s being represented in the cultural canon only by its less appealing and less incisive texts.” It’s inside his concluding paragraph, in a bid to contextualize the US problem:

“We have already prepared the ground for a postmodern generation's artistic and critical work to be declared illegal or to be perceived as such, making into brute fact the warning that copyright extension of 1976 and later provide the means to use copyright for censorship (Patterson and Lindberg)—that is, to use copyright for suppressing texts troubling to the economic and proprietary status quo. Those text of the most apparent value, those which gather a following and thus come to the attention of copyright holders, would be most subject to litigation. If such litigation or the threat of it succeeds in suppressing GenX texts at home in a postmodern world, then we have acquiesced in a generation’s being represented in the cultural canon only by its less appealing and less incisive texts. We risk losing the collage rant, one of GenX’s most creative modes of civic and artistic literacy. The legally permissible cultural legacy we leave to our grandchildren and great-grandchildren will have been stripped by law or by intimidation of its best and brightest, at the least, of some of its most interesting. We have already set the climate of intimidation (Patterson and Lindberg’s ‘in terrorem effect’) such that some of the most innovative work might never get beyond its creator’s mind and certainly not beyond his or her mailbox—in direct contradiction to the constitutional mandate for copyright.”

Larochelle prodded scholars and policymakers to have analyses of copyright regulations, hoping to further the production and transfer of knowledge as discussed in his chapter and in others' under Intellectual Property in a Postmodern World edited by Lise Buranen and Alice M. Roy. So from “collage rant” to social media rant, we have non-citation problems, minus the studies on online anger health consequences. At any rate, HEIs spend (double) time in teaching and research for the good of future generations.

(The colloquium titled “2 private universities, their student newspapers, and ethics” was conducted online for a week in March 2021 via MyPortal of the UP Open University.)

Newly-opened urban agri learning center to address DA’s food sufficiency drive

Intensifying the food production initiatives of the Department of Agriculture (DA) through the promotion of urban farming, a newly-opened “Urban Agri Hydro Hub Learning Center” was inaugurated on October 13, 2021 at The Pop Up Katipunan in Quezon City.

“This launching serves as our first step in reaching our goal. Today, we established our country’s first urban farming hydroponic research and training facility to overcome food shortages and heal hunger in the Philippines,” Agriculture Secretary William Dar said.

The project is a collaboration of the Department of Agriculture (DA), the Philippine Association of Agriculturists, Inc. (PAA), University of the Philippines (UP) Diliman Institute of Biology, and The Freshest.

Secretary Dar was joined by PAA Chairman Roberto Rañola, Jr., UP Diliman Chancellor Fidel Nemenzo, Food Security Ambassador James Reid, and Fiona Faulkner and Jeff Oh of The Freshest during the launching of the facility on October 13, 2021.

“I have always believed in the power of urban farming much more amid Covid-19 pandemic,” Secretary Dar said.

He added that urban farming could cover 15–20 percent of urban areas, where every space available such as vacant lots and rooftops can be utilized for food production.

The Learning Center is composed of two facilities: 1) the hydrofarm, which can grow 576 heads of lettuce or about 18 kilograms per lifecycle, and 2) the Hydro Hub lecture hall.

Lectures on hydroponics, vegetarian/vegan culinary demonstrations, and pop-ups will be regularly conducted at the Center.

In cooperation with the Department of Education, the Learning Center’s first training program was attended by 39 elementary students from Quezon City, Manila, Caloocan, Pasig, and Marikina. The next training aims to involve high school students and reach out to more cities.

“I believe that we need the youth, represented by our very own James Reid. He is now the role model for the youth, advocating and promoting urban farming. So, the youth would be the infomediaries,” Secretary Dar said.

He also shared his hope that more people will see the facility as a platform with which they can be encouraged to do their own urban farming in their respective homes.

“Metro Manila people have to now start doing their own share in providing their own food,” the agri chief said.

The new facility will also contribute to attaining food security and will make high-value crops available in urban areas.
Gumamela Celes Bejarin, DA-AFID



Courtesy of the Department of Agriculture

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