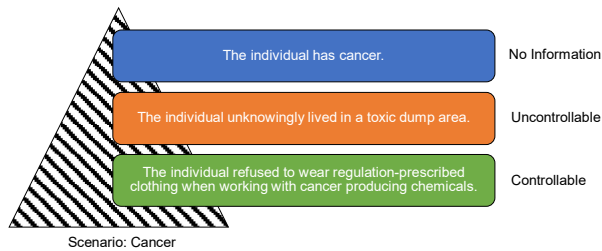
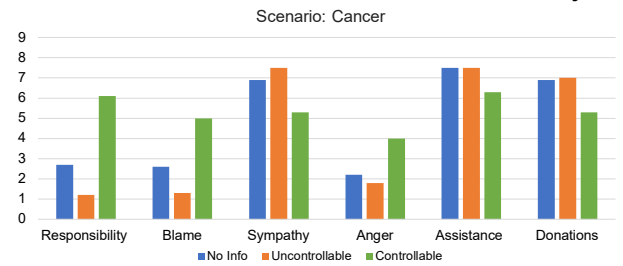


Previous Research on Controllability



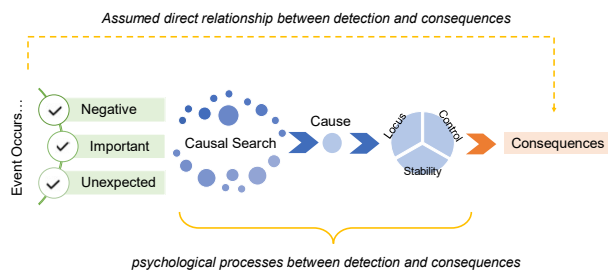
Weiner, B., Perry, R. P., & Magnusson, J. (1988)

Previous Research on Controllability



Weiner, B., Perry, R. P., & Magnusson, J. (1988)

Attribution Theory



Controllability and Plagiarism



Participants

- 201 preservice teachers
- Average age was 26 years old ($SD = 4.96$)
- 121 women, 75 men, 5 non-binary

Procedures

11 Likert-scale items related to beliefs

Different Plagiarism Scenarios

- No Information
- Controllable
- Uncontrollable

Table 1

Descriptive Statistics

Variable	M	SD	Range	Skew	Kurtosis	t-value	Cohen's D
1. It is always wrong to plagiarize.	7.74	1.49	1-9	-1.840	3.903	26.01***	1.834
2. There are times plagiarism is okay.	2.13	1.50	1-9	1.815	3.998	-27.04***	-1.908
3. It is not plagiarism if you just forget to include a source in your paper.	2.71	1.63	1-8	0.809	-0.110	-19.91***	-1.404
4. Plagiarism requires intent - you can't do it by mistake.	3.76	2.24	1-9	0.478	-0.762	-7.87***	-0.555
5. People who plagiarize should have consequences.	6.39	1.60	1-9	-0.492	0.228	12.37***	0.872
6. There is no excuse for plagiarism.	5.06	1.99	1-9	0.013	-0.676	0.43	0.030
7. It is not plagiarism if the information comes from an open source.	2.45	1.57	1-9	1.429	2.415	-22.98***	-1.621
8. You can't plagiarize yourself.	4.28	2.47	1-9	0.336	-0.961	-4.11***	-0.290
9. You can re-use your work exactly if it's not plagiarism.	2.80	2.01	1-8	1.090	0.311	-15.51***	-1.094
10. It is only plagiarism if the assignment is graded.	1.69	1.09	1-8	2.519	8.999	-42.92***	-3.027
11. It is not plagiarism if the assignment is not for marks.	1.62	0.98	1-8	2.579	10.515	-49.02***	-3.457

Note: * $p < .05$, ** $p < .01$, *** $p < .001$. For the one-sample t-test, the alternative hypothesis specifies that the mean is different from 5.

Controllability and Plagiarism

Example Scenario: Using a Friend's Assignment



1

No Information

A student used a friend's assignment to help them write their paper.

2

Controllable

A student took their friend's old assignment and submitted it as their own.

3

Uncontrollable

A student used ideas from their friend's paper without realizing that is where they came from.

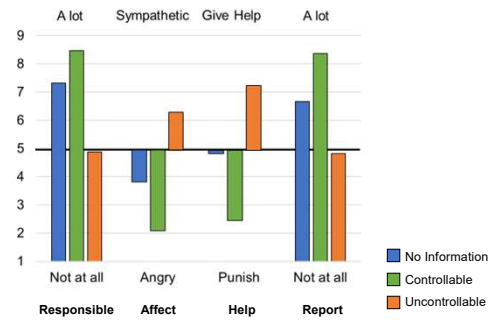
Controllability and Plagiarism

Follow-up Questions



<https://www.freepik.com/free-photos-vectors/stock-illustration>

1. How **responsible** is the student in the scenario for their actions?
2. "How do you **feel** about this student?"
3. What **action** might you take?
4. How much do you consider this as an example of plagiarism that should be **reported**?



When it comes to Plagiarism, Controllability Matters

Take Home Message!

- The results show a clear attributional pattern in terms of the effect of perceived controllability of the plagiarism.
- Perceived control impacts how we think, feel and act in cases of plagiarism.

Potential Next Steps

Examine other Attributional Dimensions. (e.g., Stability, Locus)

Investigate where the "line" for academic dishonesty / plagiarism is?

Look at Academic Dishonesty with more specific groups. (e.g., EDI lens)

Examine more Technological Spaces. (e.g., ChatGPT)



THANK YOU

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