Ethics of Scientific Writing: Plagiarism & Authorship

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Outline

• Plagiarism
  ◦ What is it?
  ◦ Tips for avoiding plagiarism

• Authorship
  ◦ Who gets to be an author?
  ◦ Tips for avoiding authorship disputes

• Get help
Plagiarism is...

“...the unacknowledged use of someone else’s work...from a Latin word for ‘kidnapping,’ and plagiarism is indeed the stealing of something engendered by someone else.”

Plagiarism is...

“ORI considers plagiarism to include both the theft or misappropriation of intellectual property and the substantial textual copying of another’s work.”

Plagiarism is...

“Taking someone else’s ideas or language and passing it off as your own, either deliberately or by accident.”

What’s Wrong with Plagiarizing?

Retraction Watch

Archive for the ‘dentistry’ Category

Peer reviewer stole text for her own dentistry paper, says journal investigation

with 3 comments

Following a “thorough investigation,” the Journal of Conservative Dentistry (JCD) has retracted a paper after concluding that the first author stole the text from another paper when peer reviewing it for a different journal.

The JCD decided that the 2013 paper about white spot lesions and inhibiting the growth of the bacteria Streptococcus mutans in the mouth is a “verbatim copy” of a paper that was rejected by the International Journal of Paediatric Dentistry in 2012 but published by The Journal of Clinical Pediatric Dentistry in 2014.

The first author denied the charges, saying she had finished the paper before reviewing the other, which she suggested rejecting.

Let’s take a look at the retraction note, which tells us more about the journal’s investigation: Read the rest of this entry »
What’s Wrong with Plagiarizing?

[PubMed search results]

1. Retraction: Role of casein phosphopeptide amorphous calcium phosphate in remineralization of white spot lesions and inhibition of Streptococcus mutans?
   - [No authors listed]
   - PMID: 27099432 Free PMC Article

2. Role of casein phosphopeptide amorphous calcium phosphate in remineralization of white spot lesions and inhibition of Streptococcus mutans?
   - Vashisht R, Indira R, Ramachandran S, Kumar A, Srinivasan MR.
   - PMID: 23956538 Free PMC Article
Tips for Avoiding Plagiarism

• Give yourself enough time to do the work
• Read carefully & take good notes
• Summarize, paraphrase, quote
• Cite your sources
• Use a citation manager
• Have someone read your work
Give Yourself Enough Time

Public domain image from Pixabay: https://pixabay.com/photo-95720/
Read Carefully, Take Good Notes

• Read the source in its’ entirety
• Take handwritten notes or use a template
• Note the source on each page
• Explain what you have read in your own words
• If you note something word for word:
  ◦ Put it in quotes
  ◦ Include page #
### Evidence Analysis Log

<table>
<thead>
<tr>
<th>Reference</th>
<th>Sample</th>
<th>Purpose</th>
<th>Methods (Design)</th>
<th>Results</th>
<th>Limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparative effectiveness of exercise, acupuncture, and spinal manipulation for low back pain. Standert CJ, Friedly J, et al. Spine. 2011 Oct 1;36(21 Suppl):S120-80.</td>
<td>&lt;18 years old</td>
<td>To determine effectiveness of three types of treatment.</td>
<td>systematic review</td>
<td>There is insufficient evidence regarding the relative benefits of the acupuncture compared with either structured exercise or SMT in the treatment of chronic LBP. (et al.)</td>
<td>Few studies available.</td>
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<tr>
<td>Definition of PLE</td>
<td>Not a piece of software but new approach in using technologies (social software) for learning</td>
<td>PLE - a concept adopting Web 2.0 technology to promote lifelong learning, informal learning and self-directed learning Learning environment - an approach not an application for identity management, social participation &amp; community of inquiry PLE allows learner to take control of his/her own learning environment</td>
<td>Networked learning - learning in which information communication technology is used to promote connections between learners, tutors, learning community and learning resources Personal learning - learner autonomy and increased self regulation</td>
<td>Integration of social software into LMS creates new way of web-based teaching &amp; learning - PLE</td>
</tr>
<tr>
<td>Pedagogy or principles</td>
<td>PLE supports different learning style and learners should be able to use different learning style in different contexts/domains in satisfying different learning goals</td>
<td>Self regulated learning - take control of own learning &amp; maintain high level of motivation Learning experience - active, process based, driven by learners’ interests, independent learning, cultivate self-regulation Social &amp; participatory pedagogy Scaffolding</td>
<td>Constructivism &amp; connectivism influence the instructional design Networked learning is manifested in PLE - help take control of and manage own learning Networked student model - constructivist approach to learning</td>
<td>Learning network - learn by connecting Lifelong independent learning User-centered learning approach</td>
</tr>
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<td>Rationale for PLE</td>
<td>PLE is an extension to accessing educational technology to be responsible to organize one’s own learning, both formal and informal</td>
<td>Learners able to make educational decisions and take ownership over learning experiences Opportunities for authentic learning that is personalized and meaningful to the learners</td>
<td>Promote knowledge construction, information vehicle for exploring knowledge, active learning tool, social medium to promote convincing, intellectual partner to facilitate reflection</td>
<td>Enlarge community and networking across closed course boundaries Increase interaction and participation</td>
</tr>
<tr>
<td>Skills/processes required</td>
<td>Develop own judgment and literacy skill to use new technologies</td>
<td>Ability to select appropriate learning tools in own learning environment to match own learning goals and needs Communication and participation Educator - scaffolding skill Learner - digital literacies</td>
<td>Teacher professional development -ongoing mentoring &amp; support Personal learning management</td>
<td>Browse, network, collect, create, communicate, share. Creator of contents - active learner</td>
</tr>
</tbody>
</table>
Summarize, Paraphrase, Quote

- **Summarize**
  - Take something substantial, shrink it down
  - Use your own words

- **Paraphrase**
  - Take something small, put it in your own words
  - Capture the idea or meaning

- **Quote**
  - Exact reproduction of someone else’s language
Cite Your Sources...Why?

Public domain images from Noun Project: https://thenounproject.com/
You Need to Cite When You...

• Summarize
• Paraphrase
• Quote
• Otherwise make reference to someone else’s work
You Do Not Have to Cite...

- Common knowledge
  - Is the same information in several sources?
  - Is the information in a general reference source?
  - Is it likely that many people know the information?

- Your own ideas expressed elsewhere in the same paper

When in doubt, cite
What Do I Cite?

Image from Quintessence International Publishing Group:
http://www.5dentalminutes.com/provider/international-quintessence-publishing-group
What Information Do I Include?

• Author/editor names
• Article/chapter title
• Author/editor names
• Volume & issue (Journal articles)
• Pages
• Year of publication
• Place of publication & publisher (Books)
How Do I Format a Citation?
Use a Citation Manager

- ENDNOTE
- RefWorks
- Mendeley
- Zotero
Have Someone Read Your Work
Authorship


Is dental caries a multifactorial disease? Likely not!

Paglia L.

PMID: 27249847 [PubMed - in process]
Anisotropic Flow of Charged Particles in Pb-Pb Collisions at $\sqrt{s_{(NN)}}=5.02$ TeV.
Who Gets to Be an Author?

• Substantial contributions to the design of the work; or the acquisition, analysis, or interpretation of data for the work AND

• Drafting the work or revising it critically for important intellectual content AND
Who Gets to Be an Author?

• Final approval of the version to be published AND

• Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved
Who Gets to Be an Author?

- Those who made an intellectual contribution to the manuscript
- Each author must provide statement of responsibility
- Editor has right to ask for justification of each author’s inclusion
Who Gets to Be an Author?

Author Contributions: Drs Bekelman and Emanuel had full access to all of the data in the study and take responsibility for the integrity of the data and the accuracy of the data analysis.

Study concept and design: Bekelman, Halpern, Blankart, Bynum, Fowler, Kaasa, Melberg, Onwuteaka-Philipsen, Oosterveld-Vlug, Schreyögg, Ulrich, Wunsch, Emanuel.

Acquisition, analysis, or interpretation of data: Bekelman, Blankart, Bynum, Cohen, Fowler, Kwietniewski, Melberg, Onwuteaka-Philipsen, Oosterveld-Vlug, Pring, Schreyögg, Ulrich, Verne, Wunsch, Emanuel.

Drafting of the manuscript: Bekelman, Blankart, Cohen, Fowler, Kwietniewski, Ulrich, Emanuel.

Critical revision of the manuscript for important intellectual content: Bekelman, Halpern, Blankart, Bynum, Cohen, Fowler, Kaasa, Melberg, Onwuteaka-Philipsen, Oosterveld-Vlug, Pring, Schreyögg, Ulrich, Verne, Wunsch, Emanuel.


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Study supervision: Halpern, Cohen, Onwuteaka-Philipsen, Schreyögg, Emanuel.
Who Gets to Be an Author?
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L. Robberecht, F. Chai, JC. Hornez, M. Dehurtevent, T. Bécavin and E. Deveaux have a patent: Simulateur canalaire endodontique artificiel à base d’hydroxyapatite. BFF140597DBBCDG. P. Marchandise declares no potential conflict of interest.


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Tips for Avoiding Disputes

• Discuss authorship early

• Consult relevant guidelines
  ◦ ICMJE
  ◦ Funder
  ◦ Journal
  ◦ School/department

• All authors should have opportunity to review & approve manuscript
Get Help!
References


Questions?