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**Akademik Etik
Uygulama ve
Araştırma
Merkezi**

**Avrupa Akademik Dürüstlük Haftası
Lisansüstü Öğrenci Semineri
21 Ekim 2021**

ÇOMÜ Kurumsal Akademik Dürüstlük Kültürü

Doç. Dr. Salim Razi

İçerik

ÇOMÜ Akademik Etik Uygulama ve Araştırma Merkezi

Akademik dürüstlüğün temel değerleri

Akademik dürüstlük ihlalleri

İntihalin tanımı

İntihalle ilgili söylentiler

İntihal türleri

Kazara intihalden kaçınma

Metin-eşleşme yazılımları

Örnek benzerlik raporları

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Son söz



ÇOMÜ Akademik Etik Uygulama ve Araştırma Merkezi



“Akademik dürüstlük” nedir?



Akademik Dürüstlük Nedir?

- Bireylerin değerleri ve eylemleri üzerine inşa edilen ve kurumların desteği ile varlığını sürdüren kapsayıcı bir kavramdır.
- Her türlü eğitim öğretim faaliyeti ve eğitim öğretim sürecinin her paydaşı bu kavramının kapsamına dahildir.
- Belirli bir bölüme ya da programa ait bir kavram değildir.
- Eğitim kurumlarının her türlü faaliyeti ile doğrudan ilişkilidir.



Akademik dürüstlüğün altı temel değeri

6

(Fishman, 2014)

(International Center for Academic Integrity - ICAI)



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Ne yaparsam akademik dürüstlüğü ihlal etmiş olurum?



Akademik Dürüstlük İhlalleri

- **İntihal** (Plagiarism)
- **Kopya desteği** (Contract cheating)
- **Hileli iş birliği** (Collusion)
- **Sınavda kopya çekme** (Cheating by copiny on test)

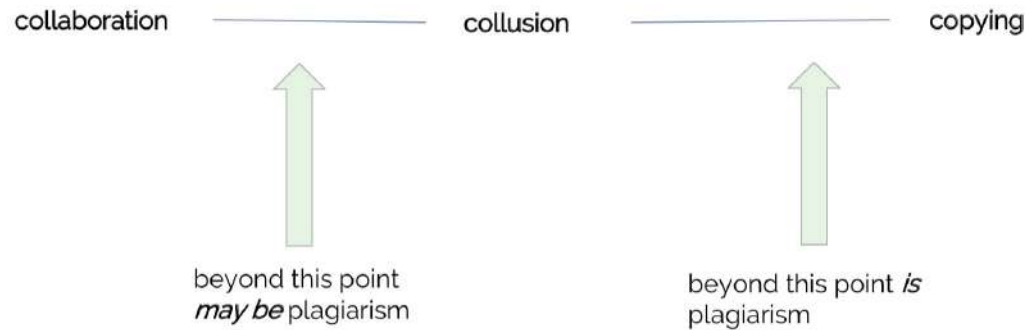
Diğer ihlaller için ENAI tanımlarına bakınız:

http://www.academicintegrity.eu/wp/wp-content/uploads/2019/08/Translated_Glossary.pdf



İş Birliği mi yoksa Kopya mı?

Collaboration – Collusion – Copying (İş birliği) (Gizli anlaşma) (Kopya)



(Lancaster, 2020, s. 12)

Culwin, F. and Naylor, J. (1995). Pragmatic Anti-Plagiarism, 3rd Annual Conference on the Teaching of Computing, Dublin, Ireland, pp. 61-66

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Yolsuzluğun kaynağında ne var?





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olduğunu varsayalım.
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Fotoğraf linki: <https://www.aa.com.tr/tr/gundem/1915-cankale-koprusunun-tabliye-montajlari-tamamlanma-asamasina-geldi/2369557>



“İNTİHAL” nedir?



Avrupa Akademik Dürüstlük Ağı'nın intihal tanımı

- “Diğer kaynaklardan alınan çalışmaları / fikirleri doğru bir şekilde bildirmeksizin sunmak.” (Tauginiene' et al., 2018, s. 34)
- İntihal bir akademik dürüstlük ihlalidir.
- Avrupa Akademik Dürüstlük Ağı

European Network for Academic Integrity – ENAI

<http://academicintegrity.eu>



Akademik dürüstlüğü yanlışlıkla ihlal edebilir miyim?



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Kazara intihal - Kasıtlı intihal

► Akademik dürüstlük ihlalleri

bazen kasıtlı olarak bazense kazara gerçekleşmektedir.

► İntihal

► Kopya desteği

► Gizli anlaşma

► Sınavda kopya çekme



İntihalle ilgili söylentiler doğru mu, nasıl anlarım?



İntihal söylentileri

► Kafeteryada geçen gün: İntihal söylentileri

- Öğrencileri (ve akademisyenleri) bilgilendirmek ve eğitim vermek amacıyla yaygın söylentileri, mitleri ve soruları bir araya getirdik ve bunlara uygun olabilecek cevaplar hazırladık.
- http://www.academicintegrity.eu/wp/wp-content/uploads/2019/04/ENAI_FAQ_rumours_tr-1.docx



Kazara intihalden nasıl kaçınabilirim?



Kazara intihalden kaçınma

- Yazdığınız her bir cümlede sonunda kendinize şu soruyu sorun:
- **“Bu cümlede kendime ait olmayan bir fikir ya da ifade kullandım mı?”**
- Eğer cevabınız “evet” ise ve kullandığınız bu fikir genel bilgi kapsamında değilse mutlaka atıfta bulunmalısınız.



Metin içi atıf ve kaynakça

- ▶ **Metin-içi atıf (In-text citation)**
 - ▶ **Doğrudan alıntı** (Direct quotation)
 - ▶ **Yeniden yazma** (Paraphrase)
 - ▶ **Özet çıkarma** (Summarize)
- ▶ **Kaynakça/Bibliyografya**



İntihal nasıl tespit edilir?



Metin-eşleşme yazılımları

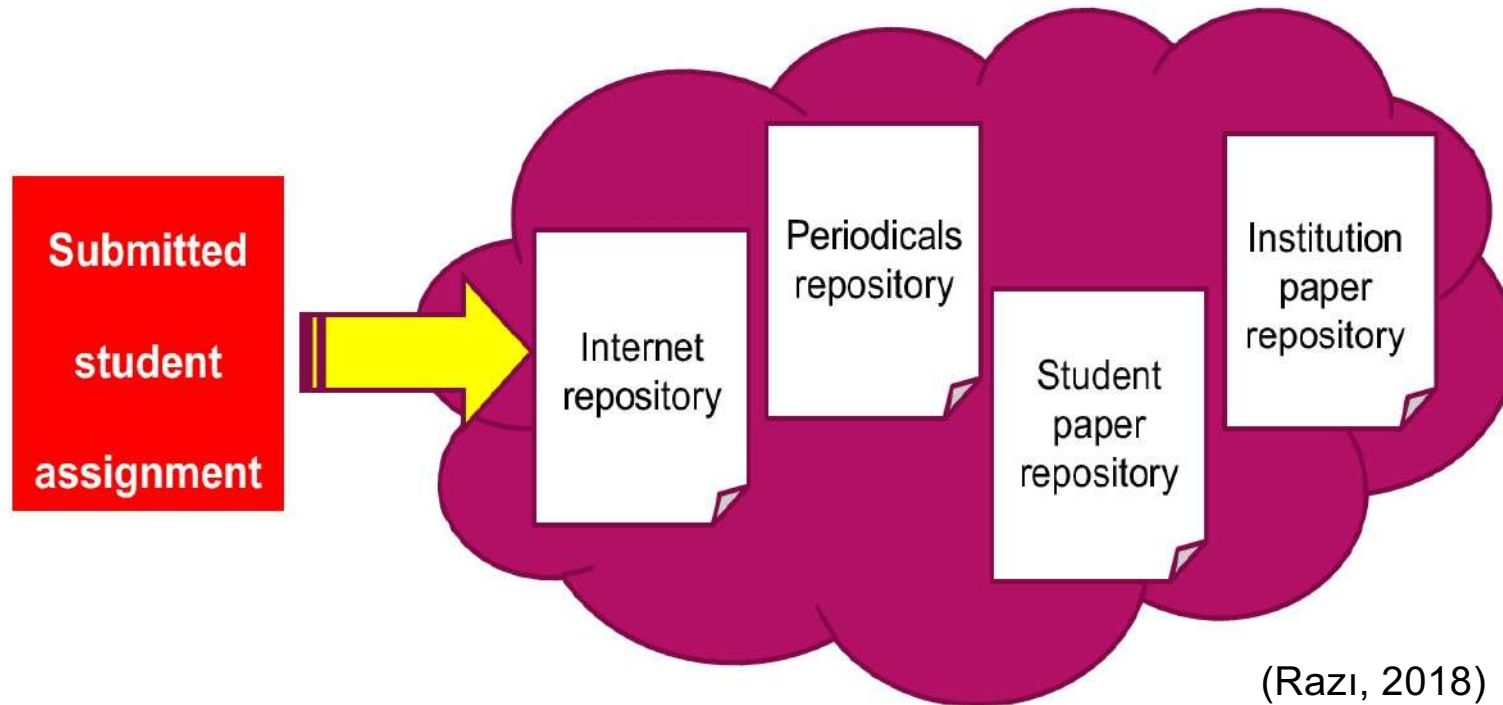
- İntihalin belirlenmesinde Turnitin gibi
metin-eşleşme yazılımlarından yararlanılır.



Metin-eşleşme yazılımları nasıl çalışır?



Metin eşleşme yazılımları



(Razı, 2018)

Benzerlik raporları

- Benzerlik $\neq$ İntihal
- Oransal benzerliğe dayalı yargılama yapılamaz!
- Benzerliklerin neyden kaynaklandığı incelenmeli.
- “0” benzerlik intihali işaret ediyor olabilir.
- Metin-eşleşme yazılımlarının performanslarıyla ilgili daha detaylı bilgi için bakınız (Foltýnek et al., 2020):

► <https://doi.org/10.1186/s41239-020-00192-4>



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Submission	80% 

(Turnitin, n.d.)



PLAGIARISM
**CANNOT BE
TOLERATED,**
BUT THESE DODGY
NUMBERS ARE
**NOT THE
SOLUTION.**

27

Nature dergisinden bir makale (Weber-Wulff, 2019, p. 435)



Plagiarism detectors are a crutch, and a problem

Academics and editors need to stop pretending that software always catches recycled text and start reading more carefully, says Debora Weber-Wulff.



Farklı metin eşleşme yazılımlarının Türkçenin de dahil olduğu 8 dilde test edilmesi

Foltýnek et al. *International Journal of Educational Technology in Higher Education*
(2020) 17:46
<https://doi.org/10.1186/s41239-020-00192-4>

*International Journal of Educational
Technology in Higher Education*

RESEARCH ARTICLE

Open Access

Testing of support tools for plagiarism detection



Tomáš Foltýnek^{1,2*}, Dita Dlabolová¹, Alla Anohina-Naumeca³, Salim Razi⁴, Július Kravjar⁵, Laima Kamzola³, Jean Guerrero-Dib⁶, Özgür Çelik⁷ and Debora Weber-Wulff⁸

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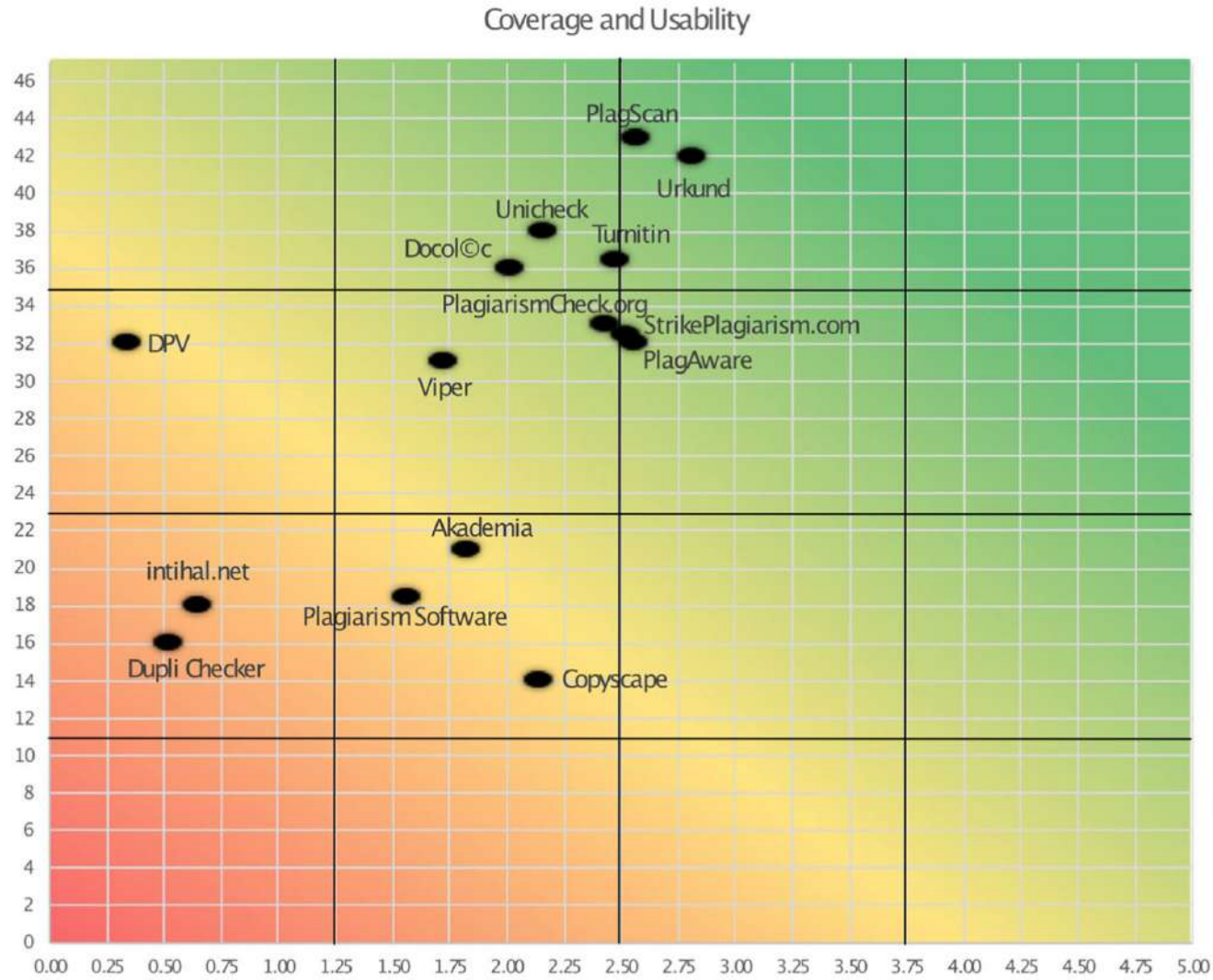
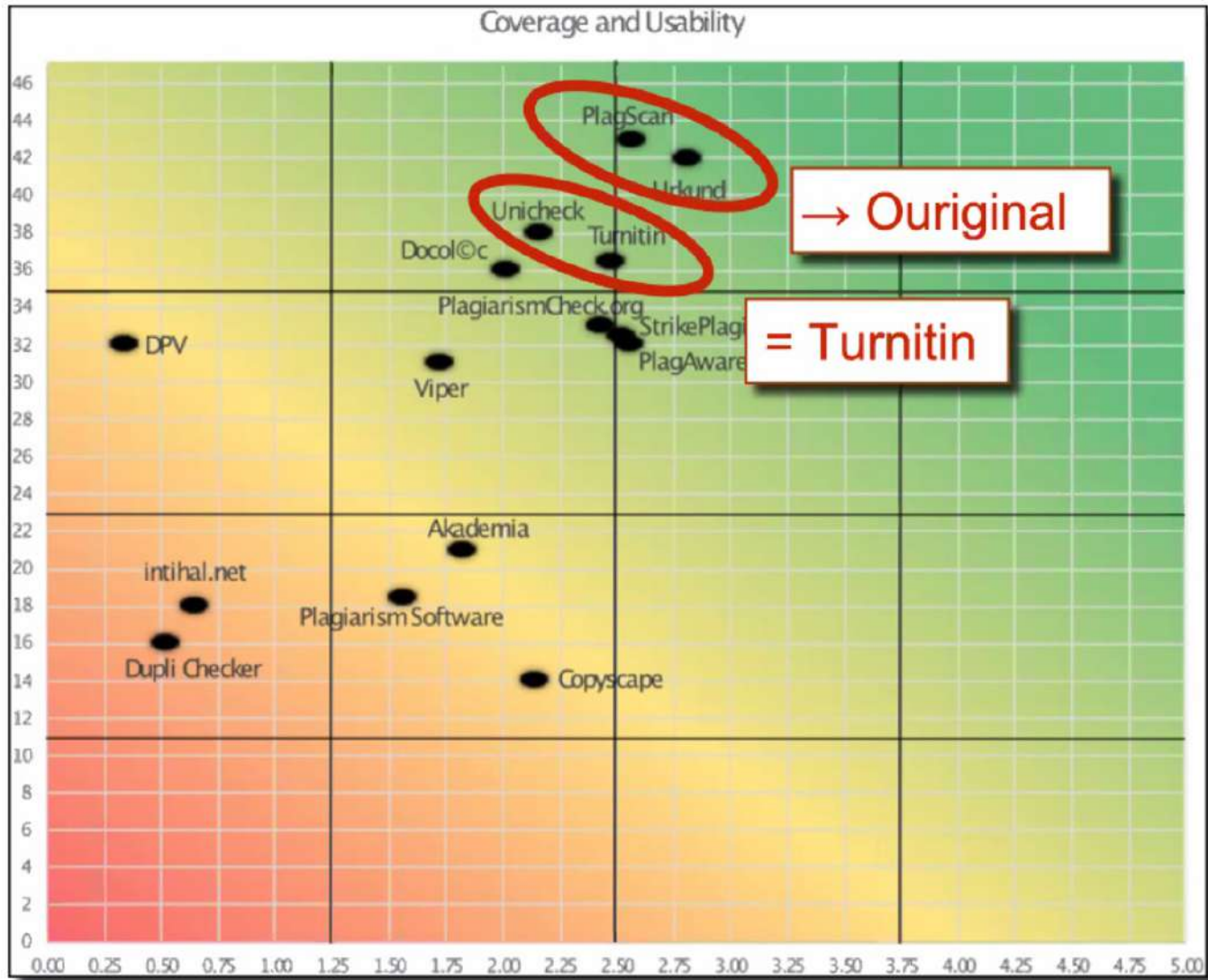


Fig. 1 Coverage and Usability combined. X-axis: Total score for coverage; Y-axis: Total weighted score for usability

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According to Fyodorova (2005) "The students who have naturalist intelligence have a skill for recognizing and classifying plants, minerals and animals, containing rocks and grass and all kinds of flora and fauna, they can also recognize cultural artifacts" (pp. 48-49). People who have this type of

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Language is a complex phenomenon. Many factors play significant roles towards the success or failure of the individual language learner. One of the most important one is student's confidence in his ability to succeed in his task. Teachers often undermine this confidence by emphasising the difficulties that the student faces. Probably, teacher's over-zealous correction of errors is among the most important factors undermining student's confidence.

It is believed that language learning requires making of mistakes and errors. Although some of the English teachers ignore students' errors, effective teachers of English must exactly know the differences between errors and mistakes, attach great importance to the effects of error correction on students and find the best way to correct errors without making their students feel stressed. The fact that mistakes and errors are inevitable truth and natural parts of the learning process is very important for the teacher to understand. While the student who is afraid of making mistakes and prefer remaining silent is learning comparatively little, the student who understands that learning process requires making mistakes is more likely to make progress. So transmitting this attitude to students is important for the teacher.

In order to have a good relationship with their students, teachers of English should know the characteristics of their students. Although each individual is different in some ways from every other individual, the majority of the students have certain common characteristics. Brooks (1964, pp. 56-57) and Kostenbauer (2001) emphasize the characteristics of young

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Örnek 2

Speaking and the Other Language Skills

There are lots of definitions of the term “speaking” in the literature. According to Rodríguez Chapetón (2018, p. 19), “²speaking is the ability to use the language in oral form and it only has meaning if it is put into communicative practice¹”. Additionally, in Phuong’s (2018) view, speaking can be defined as the means that enable learners to communicate with others for different goals. Thus, in other words, speaking can be described as the meaning that is transmitted to others. Likewise, Phuong maintains that in some ⁹definitions speaking is “regarded as a process in which the roles of speakers and listeners are of the same significance” (p. 36). Therefore, it could be concluded that the term “speaking” refers to the oral ability to share meanings that allow learners to communicate for certain goals.



Örnek 3

Technology in Foreign Language Teaching

Abstract

Technology provides convenience in any fields of life. Apart from the other fields, this paper aims to point out the benefits of technology in foreign language teaching. In order to do this; firstly, technological developments are investigated and its effects on teaching are analyzed. It is irrefusable that technology, as any other advancements, comes with many disadvantages as well as it has many advantages. For this reason, the advantages and disadvantages of employing technology in foreign language teaching classrooms are explained and consequences of employing technology recklessly in classrooms are investigated. Moreover, designing classrooms according to developing technology is explained and it is pointed out that what a technologically well-constructed foreign language teaching classrooms require in order to be successful. Furthermore, it is aimed in this article to investigate the technological knowledge of teachers and it is pointed out that how today's prospective foreign language teachers are taught in terms of employing technology in a good way. Finally, primary concern of this article is pointed out and the article is concluded.

Keywords: technology, educational usage of technology, foreign language teaching, advantages and disadvantages.

Technological Developments in Education and Its Advantages

It is a known fact that technology is developed rapidly day after day. It is developed in many fields including education and this paper is interested in educational technology. There is a relation between education and technology; the more people are educated, the more technology is developed because technology is a man-made thing and you cannot separate technology from people. People provide necessary advancements of technology and technology for educational purposes keep growing. Contrary to traditional foreign language strategies, innovational approaches in foreign language teaching field require and employ technology in any aspects of foreign language teaching. Singhal (1997) points out that educational usage of internet tremendously changes the habitual educational challenges and it assists not only foreign language teachers, but also the foreign language learners by providing communicational opportunities and enabling everyone to create their own contents in educational field. Moreover, integrative linguistic activities, different studies and beneficial exercises are provided by the internet in foreign language learners' and teachers' service. In addition to that, Topkaya (2010) states that employing computer technology for educational

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Örnek 4

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Keshavarz, M.H. (1999). *Contrastive analysis & error analysis*. Tehran: Rahnama Publications.

Örnek 5

36

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Lisansüstü Yayın Şartı

(Moradi, 2019, p. 1025)

nature human behaviour

SPRINGER NATURE

Publication should not be a prerequisite to obtaining a PhD

Mandating publications for graduation places a poor metric on PhD students' skills and has detrimental effects on PhD training, argues Sharif Moradi, an Assistant Professor at the Royan Institute in Tehran; committees and future employers should focus on the many other skills that PhD students master.



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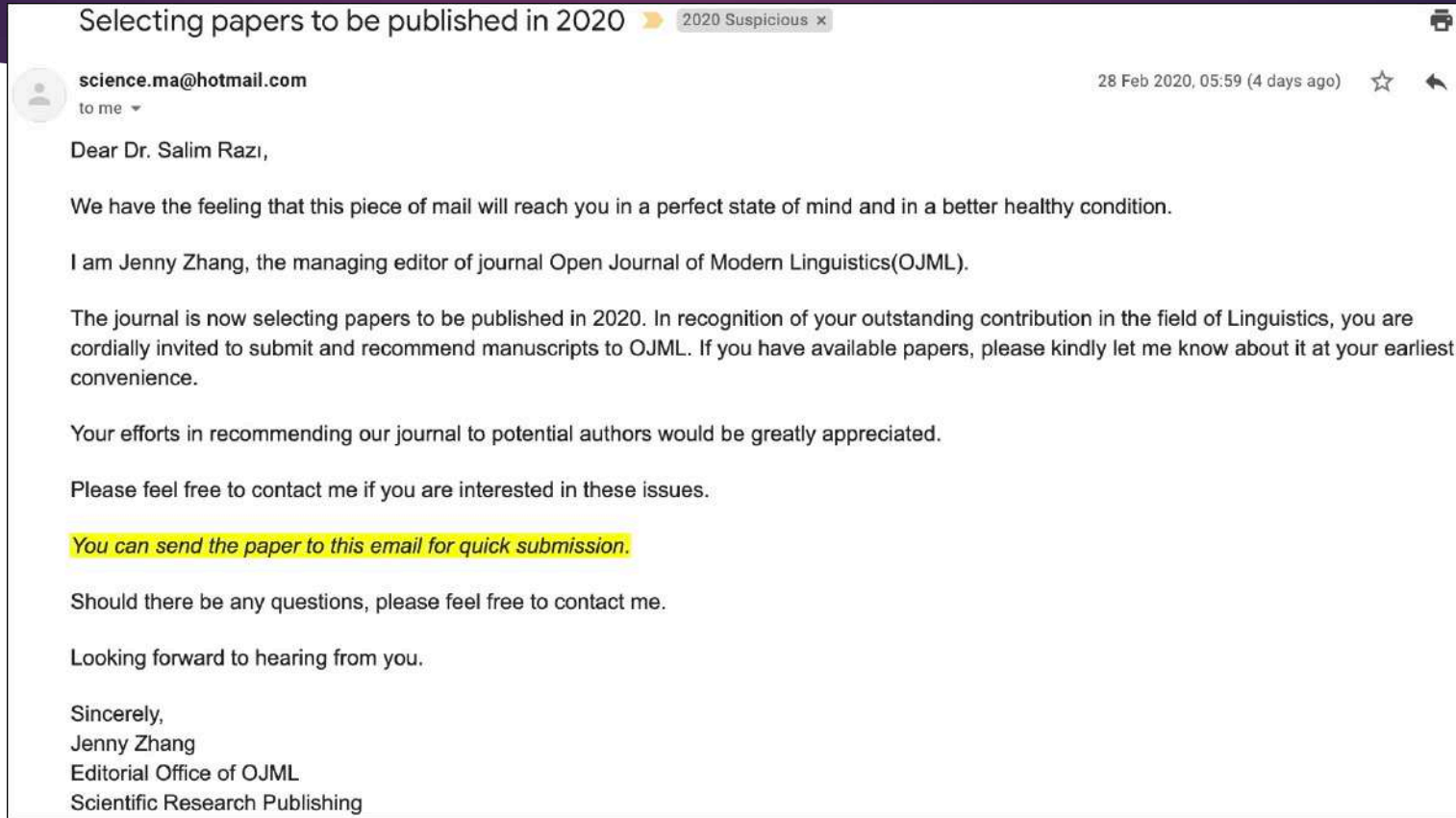
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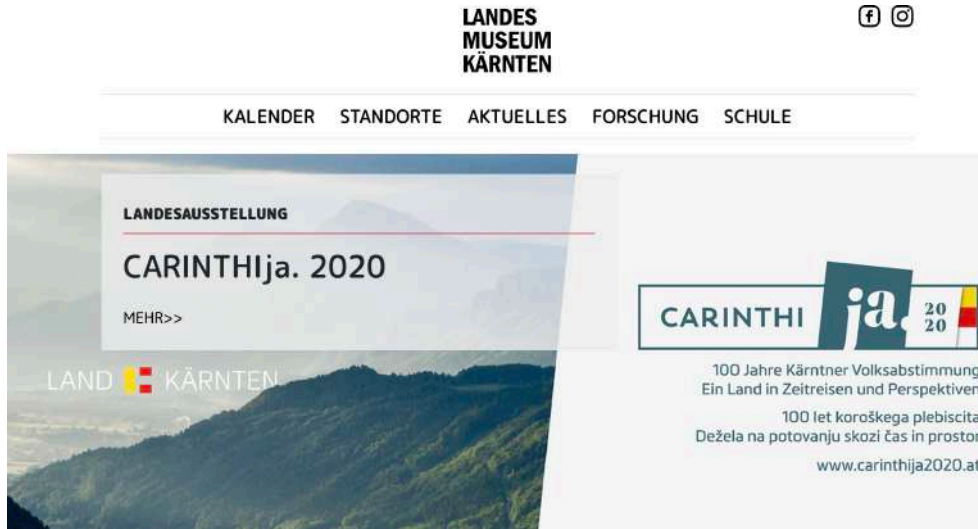
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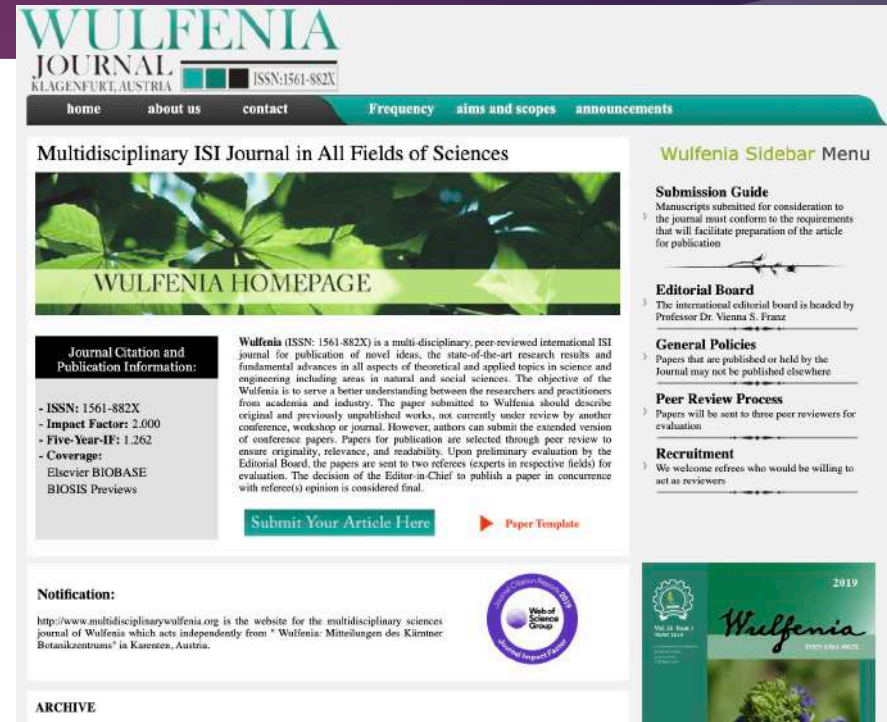
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42

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Yararsız (Vanity) Yayıncılar

43

Publishing inquiry for Dr Salim Razi's work - Phone Call Appointment

Academic x

Shay Roopun <a.roopun@lap-publishing.com>

9 Nis 2017 Paz 10:03

Alıcı: ben

İngilizce > Türkçe İletiyi çevir

İngilizce için kapat x

Dear Dr Salim Razi,

I hope you are doing well!

I wanted to ask if you had a look at our brochure? If you have some questions (and I am sure you do because publishing your work is a major achievement), let me know if we can arrange a phone call to discuss further.

If publishing your work is not interesting for you, just drop me a short reply.



Sincere regards,

Shay Roopun

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Bu davetlere icabet eder miydiniz?

Sayın Arařtırmacılar,

Fen,Sosyal ve Saėlık Bilimlerinden tüm alanlardan gönderilecek olan alıřmalara aık olan ve 16 Ekim 2021 tarihinde 12 farklı lkeden katılım ile gerekleřtireceėimiz "[5. Uluslararası \(Fen, Sosyal ve Saėlık Bilimlerinde\) COVID-19 ve Güncel Sorunlar Kongresi](#)" uluslararası partnerlerimizden gelen talep üzerine **son özet gönderim (başvuru) tarihi 13 Ekim arřamba (yarın) 23.59'a kadar uzatılmıştır.**

Türkiye ve Almanya katılımcı ortaklıėında ZOOM üzerinden online olarak gerekleřtirilecek olan ve %52 yabancı katılımcı oranı ile YÖK Üniversiteler Arası Kurul (ÜAK) Doentlik ve Akademik Teřvik kriterlerini karřılayan kongremizde sunumlar Türke ve İngilizce yapılabilir.

*Mazeret bildirimi yapan arařtırmacılar sunumlarını video kaydı yoluyla gönderebilirler



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İlgili Linkler

- **ÇOMÜ Akademik Etik Uygulama ve Araştırma Merkezi:**

- <https://cai.comu.edu.tr/>

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- https://youtube.com/playlist?list=PL-ddDyV3EcJIYRKDZunZ9tu5_COMye3bt



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Doç. Dr. Salim Razi