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THE PROFESSOR:
A CONDUIT FOR INTEGRITY
IN THE DISSERTATION PROCESS

Michelle Bergadaà and Martine Peters

Abstract

Plagiaristic behaviour by students is still considered a deviance that needs to be prevented or cured. Prevention is achieved through training and communication and repression through manual or computerised controls. The qualitative study presented in this article shows that the practice of plagiarism by students is a behaviour that has become normalised. By understanding the logic expressed by the respondents, we argue that every teacher can be a conduit for integrity by adjusting to the challenges of the six stages of dissertation production and by knowing how to respond appropriately. Considering creacollage as a learning option opens up new perspectives here.[*]

1. Introduction

When universities define mechanisms to curb student plagiarism, it is generally from the perspective of identifying fraudulent students; for example, through the use of text-matching detection software. However, this type of software, although useful for curbing massive fraud, has little impact at the individual level. More often than not, it caters to the myth of external control for students and professors alike. It cannot stop sharp practice by people who clearly wish to defraud by their extensive usage of paraphrasing and machine translation software, or their willingness to pay for the services of a ghostwriter.[606] Furthermore, when researchers address the issue of student fraud and plagiarism, it is generally seen as a form of deviance. In contrast, Stoesz and Yudintseva demonstrate that prevention is preferable to *a posteriori* control and punishment.[607] Prevention strategies fall into two broad categories. A first type of strategy is to eliminate, or at least reduce, contextual factors that contribute to the propensity to plagiarize.[608] A second type of action is to require students to undergo academic integrity training, in the form of workshops delivered by professors with expertise in this field or tutorials.[609]

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[606] M. Bergadaà, *Le plagiat académique: comprendre pour agir* (Paris: L'Harmattan, 2015).

[607] B. M. Stoesz and A. Yudintseva, 'Effectiveness of Tutorials for Promoting Educational Integrity: A Synthesis Paper', *International Journal for Educational Integrity*, 14(1) (2018), 1-22.

[608] F. M. Husain, G. K. S. Al-Shaibani, and O. H. A. Mahfoodh, 'Perceptions of and Attitudes Toward Plagiarism and Factors Contributing to Plagiarism: A Review of Studies', *Journal of Academic Ethics*, 15(2) (2017), 167-95.

[609] M. Bergadaà and others, *La relation éthique-plagiat dans la réalisation des travaux personnels par les étudiants* (Geneva: University of Geneva, Commission on Ethics and Plagiarism, 2008); M. Peters, T. Boies, and S. Morin, 'Teaching Academic Integrity in Quebec Universities: Roles Professors Adopt', *Frontiers in Education*, 4(99) (2019), 1-13.

However, the premise of transgression prevention mechanisms implies *de facto* that this social norm exists, and that it is known by all. Thus, offenders know that their behavior is forbidden. In fact, these explanations are all based on the same cornerstone: delinquency is behavior that deviates from the system approved by society.[610] It is to be feared that this starting point tends to lead to a search for stricter standards, while the ways of circumventing them multiply.

What if transgression has become commonplace because of 'digital natives' and the omnipresence of technology in our personal and professional lives? What if we accepted that digital 'scrapbooking' is now a fact? We should then agree with the final proposal of Peters and others: that it is up to every professor, not just designated specialists, to take responsibility for teaching integrity.[611] As integrity ambassadors, professors will reclaim their key role of embedding the promotion of academic integrity in their own courses. The empowerment of professors will result in greater enjoyment for learning for students in all scholarly disciplines, since they will be accompanied throughout their journey.

Therefore, our proposal is that a sense of integrity must be incorporated in all courses. Only then will it be possible to develop a culture of integrity in our universities. Addressing integrity issues with our students is only possible if we examine how 'normal' students work and do not just focus on the occasional faults of 'deviants.' Our research question is lucid because it has a pragmatic pedagogical purpose: How can we help our students and their professors to avoid the temptations of plagiarism when completing their thesis and dissertation work?

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[610] H. S. Becker, *Outsiders: Studies in the Sociology of Deviance* (New York: The Free Press, 1963).

[611] Peters, Boies, and Morin, 'Teaching Academic Integrity in Quebec Universities'.

The objective of our exploratory research, presented in this chapter, is to examine the forces influencing the free will and integrity of graduate students, while they are completing academic work, with a view to assisting both students and professors.

2. Student interaction issues

Lang reviewed decades of research on student cheating and focused on five external causes that create an environment conducive to cheating: (1) a strong focus on performance; (2) high stakes; (3) extrinsic motivation; (4) low chances of success; and (5) a peer culture that accepts or supports cheating.[612] Another external reason cited by students relates to the perception that an assessment system is unfair and the chances of success are low.[613] Individual cheating behaviors are then reinforced based on students' knowledge of standards. Thus, the weakening of social regulation influences the rate at which a deviant character is acquired, since it promotes an increase in the frequency and visibility of deviant behavior.[614] Scholars have long been moving away from the psychological causes of deviance by asserting that there is no deviant motivation at the outset, but that delinquent behavior can lead to deviant motivation.[615] Cusson identifies intrinsic factors driving delinquents to act: (1) 'Need for action' to overcome boredom, when transgressions are perceived as distractions; (2) 'Appropriation' to fulfill needs for survival or simple consumerism; (3) 'Aggression', as a last

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[612] J. M. Lang, *Cheating Lessons: Learning from Academic Dishonesty* (Cambridge, MA: Harvard University Press, 2013).

[613] E. Brent and C. Atkisson, 'Accounting for Cheating: An Evolving Theory and Emergent Themes', *Research in Higher Education*, 52(6) (2011), 640-58.

[614] V. Pillon, *Normes et déviances* (Paris: Editions Bréal, 2003).

[615] Becker, *Outsiders.*

resort, to retaliate against society in general; and (4) 'Dominance' to assuage a desire for power.[616]

All of these studies share a common premise, namely that deviance from our academic norms and values results from interactions between individuals displaying behaviors considered to be poorly adjusted to their social environment. Yet Adams and Pimple suggest that there are two essential elements in any case of misconduct: the individual's propensity to engage in deviant behavior and the opportunity to do so.[617] It is this dual confrontation that we analyze in our research. However, analyzing the interaction between the individual and the work environment involves not merely assessing assignments submitted by students but rather examining the work accomplished throughout the process.

Our intention is to develop a better understanding and interpretation of the meaning that students attribute to plagiarism in their everyday context of writing a thesis or dissertation, and to establish the relational and interpretive significance of their actions.[618] It is based on this understanding that we will make recommendations for professors who deal with cases of plagiarism on a daily basis.

3. Research methodology

This research relies on a methodology rooted in facts. For eighteen months, we conducted two field studies, in Switzerland and in France, to understand the interpretation of different plagiarism temptations on the

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[616] M. Cusson, *Délinquants pourquoi?* (Montreal: Bibliothèque québécoise, 1981).

[617] D. Adams and K. D. Pimple, 'Research Misconduct and Crime Lessons from Criminal Science on Preventing Misconduct and Promoting Integrity', *Accountability in Research*, 12(3) (2005), 225-40.

[618] P. Charaudeau, 'Dis-moi quel est ton corpus, je te dirai quelle est ta problématique', *Corpus,* 8 (2009), 37-66.

Internet. We asked two neutral investigators to conduct 'snowball sampling'. The number of participants interviewed in qualitative studies is necessarily small, because interviews are meant to probe the deeper meaning that individuals attribute to the topic of interest or to their lived experiences. Nevertheless, the sample must be large enough to allow for content comparison and to achieve satisfactory internal validity.[619] We interviewed twenty-five students (sixteen master's and nine doctoral students) from different faculties and departments. The semistructured interviews were conducted using a structured interview guide. When conducting research on such a sensitive topic, it is important to ensure that the participants are in a safe space where they can freely express the sociopsychological content related to the topic of the study. The two interviewers, who were also students, reassured participants that their names or any potential identifying information would not be released. The recorded interviews were transcribed in their entirety for content analysis. This content analysis allowed for the identification of six stages in the production of a master's thesis or doctoral dissertation. Figure 1 shows not only the six stages, but also the forces influencing students' behaviors during the entire academic writing process.

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[619] B. Glaser and A. Strauss, *The Discovery of Grounded Theory: Strategies for Qualitative Research* (Chicago: Aldine Publishing Company, 1967).

Figure 1: Academic writing stages and forces influencing students' behaviors.
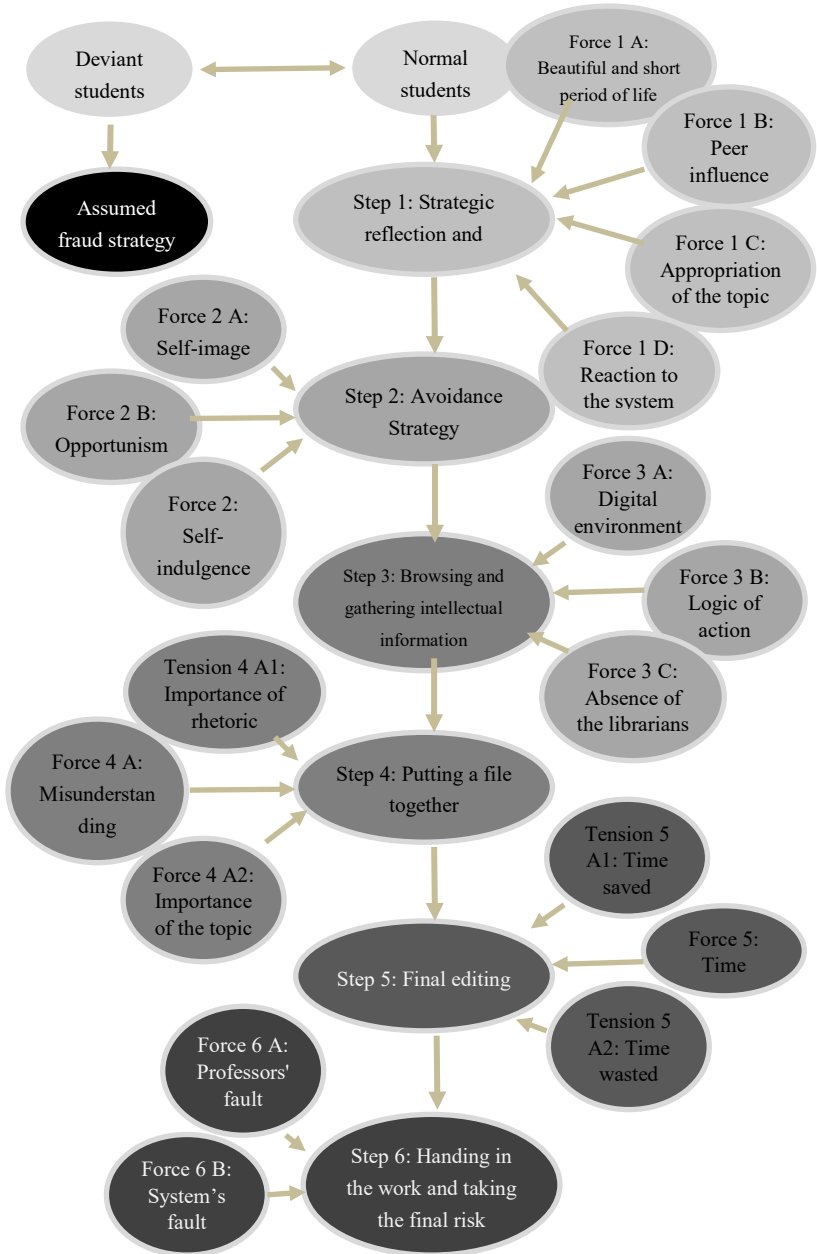
4. The trajectory of students writing theses

4.1 Students assumed to be deviant

> *Whoever has never had this happen to them should come and see me. They're liars. There's always at least one time when you're caught off guard, or for various reasons you haven't had time to study, and so you try to get out of it by any means necessary.* Master's student

Two students in our sample plagiarized without remorse when writing their thesis. They explained that there are three well-known options available to students. First, they considered that using a professional ghostwriter is a good idea to avoid the risk of straying from the subject. There is a plethora of young PhD graduates offering this type of service to earn some money while looking for a permanent job. It always starts with the provision of writing assistance, leading to offers of reviewing or even drafting the entire document. One of the two fraudsters did not waste time opting for this strategy. Before the end of his PhD program, he established a website for the sale of assignments, which has since become a lucrative venture. The other interviewee felt that this practice lacked imagination and preferred to ensure quality by doing his own research to define the main elements to be included in the dissertation. Only then did he ask a ghostwriter to do the work based on this 'theoretical' foundation. Our sample did not include students who had purchased written work from online platforms on which such documents are made available.

Teaching Recommendations

The temptation to purchase an assignment can be strong for a student, since these services are readily available and can be obtained quickly.[620] In order to avoid this type of behavior, it seems crucial that students understand why they need to do the work and that any ambiguity about its intellectual value be removed. The importance of the intellectual process must be emphasized, not just the final product.[621] It is also important to ensure that students understand the competencies to be developed before they begin the work: information retrieval, problem solving, critical thinking, argumentation, etc. In sum, professors must clearly explain the reasons for completing the work.

4.2 Work completion process for 'normal' students

Let us now examine students who are not deviant—or, more accurately, refuse to consider themselves as deviant—as they go through the six key stages of producing a thesis or a dissertation.

Stage 1. Strategic reflection and management in context

> *If you do everything that is asked of you, then you don't have much fun. You spend your time working or reading and that's not very cool. So, we do what we can, but it's nothing bad in my opinion.* PhD student

According to our participants, when students receive instructions to complete a thesis or a dissertation, they will always assess the time

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[620] Tertiary Education Quality and Standards Agency (TEQSA), *Good Practice Note: Addressing Contract Cheating to Safeguard Academic Integrity* (Melbourne: TEQSA, 2017).

[621] R. Harris, T*he Plagiarism Handbook: Strategies for Preventing, Detecting, and Dealing with Plagiarism* (New York: Routledge, 2001); F. D. Giezendanner, *Le plagiat dans les systèmes éducatifs* (Geneva: Département de l'instruction publique de la République et Canton de Genève, 2007).

available and their interest in the research topic. Our analysis of transcripts leads to the identification of four forces influencing students' assessment of the time allocated to the work: the importance of social life, peer influence, difficulties experienced with task requirements, and rebellion against society.

- Force 1—*The importance of social life*: The first constraint influencing students' motivation is the overwhelming feeling that they are experiencing the best, and shortest, days of their lives. They want to enjoy them. Therefore, unexpected circumstances can be used as excuses for compromising. As such, students justify their behavior in relation to opportunities that are not to be missed, such as love or sports, to name but two.

- Force 2—*Peer influence*: Students want to be like others and with others. They may succumb to temptation considering that 'everyone else is doing it'. In some instances (master's students), they follow suit if a team member gets hold of an assignment that had previously been marked and the other members of the group look no further if their name is added to the assignment before it is submitted to the professor.

- Force 3—*Difficulties experienced with task requirements*: Some students decide to plagiarize as early as stage 1, because they encounter various difficulties, either with language or with the subject matter. Thus, they want to hide their shortcomings by plagiarizing, although they are conscious of cheating. Sometimes, they do not understand the instructions, but they are afraid to ask for clarifications and expose their weaknesses.

- Force 4—*Rebellion against society*: Some students plagiarize from the outset, but 'in small doses', in reaction

to the system ('capitalist', 'uncreative', 'human machine', etc.), in which they cannot recognize themselves.

Teaching Recommendations

Students' interest in academic work should be professors' constant concern. The busier the students are (part-time job, volunteer work, or personal life), the more they will prioritize more interesting projects and put the others on hold. University is also a period of fundamental personal and social development. To take this reality into account and possibly encourage integrity, it is important to ensure that assignment submission dates are spaced throughout the semester. Consultation among professors regarding the nature of assignments and their submission dates in each course will reduce the pressure these forces exert on students' integrity.[622] Moreover, dividing assignments into several small sections, to be submitted at different times, can alleviate pressure on students and make it easier to support them.

Stage 2. Avoidance strategy

> *I'm not proud of it at all, but I'm still happy, because in a way it got me where I needed to be. It allowed me to get good grades and contributed to my overall success.* Master's student

Faced with the work required, all the students in the sample first wondered how to 'avoid' the associated intellectual effort. They analyzed the terms of the assignment and asked for clarification regarding the number of pages, the font size, and the number of bibliographic references expected. Students who had to write a thesis or dissertation often started by searching for existing ones to model it on.

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[622] D. Sauvé, 'Stratégies de prévention du plagiat', paper presented at the *Atelier CEFES sur les Stratégies pédagogiques de prévention du plagiat*, Montreal, 2007.

Luckily for them, several universities publish these documents online. By perusing these theses or dissertations, students can develop a table of contents. The omnipresence of the Web at this stage serves as a digital motivation to justify the logic of their actions.

- Students deconstruct their research topics into keywords. Then, based on these keywords, they read, perhaps even copy, material found on the Web. Our analysis reveals that three forces drive them toward this strategy of avoidance: their self-image, opportunism, and self-indulgence.

  - Force 1—*Self-image*: University students are proud of their academic status and they want to be seen as good students. If they are unable to achieve good grades, it has a negative impact on their self-image, which can be unsettling. To 'forget' this stressful situation, they plagiarize.

  - Force 2—*Opportunism*: By seizing an opportunity, students can still offer quality performance but at a lower cost in terms of time and effort. Often, they find an assignment on the Web with a title similar to the topic they are working on. If they use the document, in whole or in part, without citing it, they manage to get the grade they want without facing up to the reality of their own competencies.

  - Force 3—*Self-indulgence*: This avoidance strategy results in students absolving their own actions. They forgive and tolerate their involvement in a 'certain degree of fraud'. In this case, the common practice consists in paraphrasing a few paragraphs, here and there, from already written work. The fact that they did not download a complete paper gives them the impression that 'it is not a big deal'.

Teaching Recommendations

Wikipedia is a key source of information for students long before they begin their university studies. They often believe that the free information found on that site can be used without citation. This belief sometimes extends to other sources, if the credibility of the author can be established.[623] It is important that every professor remind students in their class of copyright and citation requirements, as well as the reliability and validity of information available on the Web. Professors should also encourage their students to seek assistance from librarians, who are underutilized experts in the field.[624] It is not just a matter of teaching students not to plagiarize, as is often observed at institutions involved in our study. The goal is rather to ensure that students are critical when surfing websites and utilizing digital resources and guide them toward the rigorous incorporation of sources in their assignments.

Stage 3. Browsing and gathering intellectual information

> *The Internet…it's like having a collaborator you don't pay, who's efficient and fast as well! You just type a few words, and the computer does the work for you.* Master's student

Researchers consider technology as a research avenue for their own studies and a means to enrich their reasoning. As for the students we interviewed, they see the Web as a 'self-service' store where they can find fragments of reasoning to assemble. They focus on the expected results, based on tables of contents of written work posted online. They

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[623] J. P. Biddix, C. J. Chung, and H. W. Park, 'Convenience or Credibility? A Study of College Student Online Research Behaviors', *The Internet and Higher Education*, 14(3) (2011), 175-82.

[624] S. Thomas, E. Tewell, and G. Willson, 'Where Students Start and What They Do When They Get Stuck: A Qualitative Inquiry into Academic Information-Seeking and Help-Seeking Practices', *The Journal of Academic Librarianship,* 43(3) (2017), 224-31.

skip the steps of critiquing papers and articles, analyzing their significant trends, and then synthesizing their findings. Students simply gather excerpts from ready-made texts to form their own. Thus, they may use one or more different texts, like a Lego set, to construct their work. This tendency is impacted by three forces: the digital environment, the logic of action, and the absence of librarians.

- Force 1—*The digital environment*: All the interviewees had at least one computer at home. The increasing speed of domestic connections, usability and accessibility, and high-performance search engines contribute to a greater use of online resources.

- Force 2—*The logic of action*: While the professor uses the Internet to look for strategies and ideas and gather references to draft a text, digital natives use the Internet to discover texts on their topic of interest that have already been written and formatted. They learn from is the information posted online, as much as from the professor, and have been doing so for years. In their view, what is on the Internet belongs to everyone, and therefore it belongs to them.

- Force 3—*The absence of librarians*: If librarians at their educational institutions do not have the opportunity to guide students toward valuable documentary sources and online journals, it is improbable that students will reach out to them, even though librarians could assist them with the development of their competencies related to effective information searches and the critical use of information.

Teaching Recommendations

All students need to learn how to conduct searches on the Web and in various databases. However, finding information is not sufficient. According to Biddix, Chung, and Park, students need to recognize what an empirical web search is and how to find additional sources. It seems practical to assist students with identifying relevant keywords from their research topics, from their lecture notes, or even by using mind mapping.[625] The professor can also support students during this crucial stage, by modeling the use of search engines with keywords, authors, phenomena, examples cited in class or related to the doctoral student's research topic, etc. In a master's program, the professor can ask students to log on and search, for example, for a date, a publisher, the first name of an author, or the names of the originators of a concept.

Stage 4. Putting a file together

> *The other student [the original author] doesn't know that you're plagiarizing him and we'd rather copy the text of someone who succeeded and got a pretty good grade.* PhD student

Once this stage has been reached, students have established the structure of their thesis or dissertation and are navigating the Web freely, copying sentences and paragraphs here and there to 'bolster their table of contents'. Gradually, the number of pages of written work grows beyond the requirements. By juxtaposing excerpts on a thesis or dissertation topic, without being familiar with the term 'research subject', students limit themselves to the importance of form instead of substance. The related forces are rooted in a pedagogical misunderstanding.

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[625] Biddix, Chung, and Park, 'Convenience or Credibility?'; Thomas, Tewell, and Willson, 'Where Students Start'.

- Force 1—*The importance of rhetoric*: Even though the professor assigns a topic to students with a view to developing their basic rhetorical competencies, students think that the important thing is… the topic. In fact, the professor assigning a research topic or approving the topic of a thesis or dissertation wants students to learn how to construct an argument using classical rhetorical processes: persuasion, comparison, opposition, amplification, and recapitulation. The professor's expectation is misunderstood by students, and therein lies the source of misunderstanding.

- Force 2—*The importance of topic*: Students believe that they must present a topic but that the articulation of ideas is a separate process. They are unaware that a lack of clarity regarding their analysis of information and an inconsistent use of knowledge associated with the research topic are immediately noticeable to an evaluator. They may limit their work to juxtaposed arguments, producing an incoherent patchwork.

Teaching Recommendations

Professors must teach students to integrate information into their own written work, not to develop a text based on the information. This can be done by teaching students how to construct a textually coherent argument by using rhetorical processes.[626] Instructors and professors must educate students in digital scrapbooking strategies, starting in high school and undergraduate programs and raise their awareness about the value and legitimacy of the copy-paste-quote process.[627] It is also important that students learn how to incorporate other authors' work into their own.[628] When evaluating draft copies, professors should focus their feedback on textual coherence to develop students' ability to produce work that is logical, adequately argued, and properly referenced.

Stage 5. Final editing

> *I was running out of time and still missing two to three paragraphs on a topic. While surfing the Internet, I came across a paper that had been turned in by a student in another country that was on exactly the same topic as mine, so I took what I needed from the existing document.* Master's student

For some time now, students have focused on the form of documents instead of the substance to give their work a flawless appearance. Generally, students present their work as a text designed with evenly sized paragraphs. The size is often that of a screen page, equivalent to

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[626] O. Gagnon and A.-É. Chamberland, 'Cohérence textuelle: l'arrimage informatif', *Québec français,* 156 (2010), 78-81.

[627] M. Peters, 'Enseigner les stratégies de créacollage numérique pour éviter le plagiat au secondaire', *Revue canadienne de l'éducation,* 38(3) (2015), 1-28.

[628] C. Zimitat, 'A Student Perspective of Plagiarism', in *Student Plagiarism in an Online World: Problems and Solutions,* ed. by T. S. Roberts (Hershey, PA: IGI Global, 2007), pp. 10-22.

twelve to fifteen centimeters in height. Students will often shorten long paragraphs and expand those that seem too short to get a 'polished' document. They may be convinced that the professor, impressed by the form, will not do any kind of authenticity check or even read the whole document. In this case, the student will standardize the font size and the general presentation, in addition to including transitional sentences between paragraphs, and rewriting some sections for a better fit. Students will also include acknowledgements and a complete list of references prior to submitting the document, convinced that they are competent at synthesizing work. At this point, a temporal force stretched between two opposing tensions is exerted.

- Force 1—*Time saved*: Some students are proud of adopting time-saving practices by borrowing from uncited sources.
- Force 2—*Time wasted*: In contrast, some students consider that the process of copying information and then changing its form to avoid being accused of plagiarism is time-consuming, and thus represents a waste of time.

Teaching Recommendations

The copy-paste practice can be a creative force and not necessarily deviant.[629] Asserting this completely changes the 'cops and robbers' relationship between professors and students. Professors need to teach students that copying and pasting are completely legitimate if they cite the appropriate reference and critically select their sources. It is therefore relevant to discuss plagiarism, in its various forms, with students in relation to their work progress. For example, it is more appropriate and useful, at the end of a writing process, to reason in terms of the consequences ensuing from plagiarism, such as lower grades,

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[629] F. Rinck and L. Mansour, 'Littératie à l'ère du numérique: le copier-coller chez les étudiants', *Linguagem em (Dis)curso,* 13(3) (2014), 613-37.

unfair rankings, or degree devaluation, than to focus on formal institutional standards and the threat of sanctions.

Stage 6. Handing in the work and taking the final risk

> *I'm proud that I didn't get caught, but it's still not very glorious. And happy, more or less, let's say that I avoided a lot of boring work, in my opinion, and, with practice, it is less time-consuming to rework a document [than to create it from scratch].* Master's student

When submitting their papers, students must decide: turn in a document that contains plagiarism or not. Whenever possible, students will submit their work in hard copy, because they know that it is easier to check an electronic submission. However, it is almost impossible for the final document to be devoid of any visible trace of plagiarism, considering how students complete their work. This results in students feeling uneasy and pressured by two final forces, for which the culprits are the professors and the system.

- Force 1—*It is the professors' fault:* According to students, professors do not read their submitted work completely and carefully. Some students are also convinced that professors will not check for plagiarism, mainly because plagiarism detection software is time-consuming. Therefore, professors should not be able to curb fraud. Furthermore, students adhere to the maxim, 'Others are worse than me'.

- Force 2—*It is the system's fault:* The lack of punishment was also mentioned, since students believed that professors would rather cover up plagiarism cases than deal with long and tedious processes. All the students considered that the implementation of improved grading

and checking systems would allow for the confirmation that the individual submitting the work is the actual author of the document.

Teaching Recommendations

In order to engage students, professors must convince them that they are interested in them. This would imply a real interest in pedagogy, which is not guaranteed with professors recruited on the basis of their research program who have no formal education in pedagogy. At the very least, the novice professor should mention how writing projects will be evaluated and provide a grading scale. Other pedagogical strategies may indicate the importance the professor attributes to plagiarism prevention: (1) requesting an annotated bibliography to ensure that students have read the articles being cited; (2) asking students to deliver an oral presentation to assess their level of understanding of the project; (3) meeting with students to discuss their work immediately after its submission; and (4) requiring students to submit a statement of non-plagiarism with their work.[630]

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5. Final discussion

We found that the words 'ethics', 'integrity', and 'accountability' were not part of the students' linguistic corpus. It appeared that they did not recognize their role in the plagiarism phenomenon. This lack of awareness results in students considering 'unconscious plagiarism' to be common, although this is because they do not grasp the consequences of the act for the equity and fairness in the evaluation of learning that is essential for obtaining a degree.

The first observation emerging from our analysis pertains to the rarity of 'deviant'' students, since the practice of writing theses and

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[630] Rinck and Mansour, 'Littératie à l'ère du numérique'.

dissertations has changed over the last few years and digital 'scrapbooking' has become the norm. We propose considering that students are subjected to tensions, throughout the process of writing a thesis or dissertation, that naturally lead them to contemplate plagiarizing.[631] Any response to plagiarism must be tailored to these specific tensions. It is no longer a matter of simply aiming to prevent plagiarism through warnings or awareness training *prior* to the completion of theses or dissertations, nor is it a matter of controlling plagiarism after the work has been completed and submitted. We propose infiltrating the 'black box' of students to discover how and when we should intervene.

When we refute the dominant paradigm of deviance and no longer consider students as 'deviants', it becomes possible to support them. The avenues outlined throughout the aforementioned six stages of the writing process are invitations to develop new solutions tailored to the students' universe. At each of the six stages, we raised conceptual and pragmatic issues that must be further explored and addressed.

Indeed, professors must understand the concepts and practices underlying the world and reality that students live in. They should never consider themselves as opponents to their students, even if the latter are plagiarists, because they remain partners in their education. These students live in a digital universe and are permanently engaged with their peers via social networks. It is therefore with them and informed by an understanding of this digital experience that we must develop solutions to a problem that creates discomfort for everyone involved. There is every reason to believe that the integration of younger professors in academia, who have already acquired digital habits, will alter the perspective that both students and professors have of

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[631] P.-J. Benghozi, and M. Bergadaà, 'Métier de chercheur en gestion et web: Risques et questionnements éthiques', *Revue française de gestion* (1) (2012), 51-69.

plagiarism. It is these younger professors who should now be interviewed to determine whether there is a generation gap between professors with respect to copy-paste practices.

A paradigm shift seems vital. It is a matter of getting away from the perspective of plagiarism perceived as delinquent behavior that must be combatted and opening the door to increased knowledge of the prevailing practices of digital scrapbooking. Then, students will be able to produce quality academic work with integrity.

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