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щодо дотримання академічної доброчесності
при написанні академічних робіт

для студентів-магістрантів і аспірантів спеціальності «073 Менеджмент»

GUIDELINES

for Ensuring Academic Integrity in Academic Writing

for students pursuing a master's or PhD degree in "073 Management"

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INTRODUCTION

Academic integrity is fundamental to both education and research, because it directly impacts the educational outcomes and the advancement of science and technology.

Academic integrity is a multidimensional concept, encompassing many aspects. In this manual, however, without attempting to cover all grounds, we will focus on the guidelines for ethical writing and proper citation and will briefly address the ethical use of AI in academic writing.

This manual is designed for master's and PhD students because advanced academic writing and publication activities are indispensable components of master's and especially PhD programs.

This manual complements the Code of Ethics of Academic Relations and Integrity of National Technical University «Kharkiv Polytechnic Institute» and the lecture notes for the course “Methodology of scientific research”, a mandatory course in master's programs in “073 Management” .

The material in the manual is organized as follows.

In the first chapter, we introduce the concept of academic integrity, define the most important terms, and explain the role of academic integrity in contemporary education and science.

In the second chapter, we briefly explain the structure and main issues covered in the Code of Ethics of Academic Relations and Integrity of National Technical University «Kharkiv Polytechnic Institute» without delving deeply into the definitions, declared values, procedures, and penalties outlined in the Code. It is the students' responsibility to read the Code carefully and familiarize themselves with the university's ethical policies.

In the third chapter, we examine the concept of plagiarism and its forms, including both overt and more subtle variations.

In the fourth chapter, we provide recommendations for ethical writing and proper citation to avoid various forms of plagiarism described in the third chapter.

In the fifth chapter, we discuss the use of AI in academic writing as it relates to both educational and research activities.

1 ACADEMIC INTEGRITY: DEFINITION, DIMENSIONS, AND SIGNIFICANCE

Academic integrity is one of the most important concepts in the academic sphere. It primarily relates to educational and research activities but is not limited to them.

What is integrity? A popular definition describes integrity as doing the right thing even when no one is watching. The “right thing” is defined by the existing moral values, and doing it no matter what reflects honesty and consistency.

As applied to the academic environment, integrity means adhering to ethical principles developed by the scientific community and doing that wholeheartedly and unflinchingly.

A more rigorous and comprehensive definition of the term is provided by the European Network for Academic Integrity (ENAI), an association that brings together educational institutions and individuals committed to maintaining and promoting academic integrity [1]. It is the largest academic integrity network in Europe and one of the key players in the academic integrity field worldwide.

The ENAI’s definition of academic integrity sounds as follows:

“Academic integrity is compliance with ethical and professional principles, standards, practices and consistent system of values, that serves as guidance for making decisions and taking actions in education, research and scholarship“ [2].

The International Center for Academic Integrity (ICAI) [3] defines academic integrity *“as a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage”*. These values are explored in more detail on the ICAI website [4].

In fact, among these six values, trust is more of an outcome or byproduct of adhering to the other five. Blind trust, without critical thinking or questioning what seems dubious or unjustified, can be detrimental to the academic community. True trust can only be built on a solid foundation that rests on a commitment to the other values.

As was mentioned above, academic integrity pertains to education and research activities, and here are its main aspects that are relevant for students pursuing master’s or PhD degrees:

- integrity in coursework and exams (completing academic tasks without unauthorized assistance);
- proper citation (avoiding plagiarism and acknowledging all sources accurately);

- respect for intellectual property (using and sharing textbooks, articles, and other academic materials ethically and legally);
- ethical participation in academic activities (engaging in discussions, projects, and classroom activities meaningfully without free-riding on others' contribution, maintaining polite and constructive discussions);
- accuracy in data collection and presentation (ensuring that research data are collected honestly and accurately and presented objectively);
- transparency in research methods (providing clear descriptions of methodologies used for data collection, processing, and analysis);
- responsible authorship (giving proper credit to all contributors to research in publications);
- disclosure of conflicts of interest (being transparent about any personal or financial interest that could potentially influence research results);
- fairness in funding and grant applications (representing research proposals honestly without exaggeration or deception to gain undeserved advantages in the project competition).

We stated above that integrity is about doing the right thing even when no one can observe your behavior. Given the dramatic shift in communication channels through which education is delivered, i.e., moving from offline to online modes - essentially creating a situation when an instructor cannot directly observe students' actions - the issue of academic integrity becomes even more acute. Adding to this is the practically unlimited access to a wide variety of materials on the Internet (academic publications, blogs, analytical reports, and other sources) that students can use when writing papers, articles, or theses, combined with the possibilities of quick online translation from different languages and the use of generative AI. As a result, the problem of preserving academic integrity becomes paramount.

As with any other professional community, the academic community develops principles and declares values that its members are supposed to share, internalize, and adhere to. It is common for universities to have their codes of academic integrity (academic honor codes, academic honesty codes, codes of academic ethics, etc. - names may vary). Such codes are important for aligning the understanding of academic standards and defining types of behavior considered inadmissible in the academic environment.

Academic integrity implies that a person internalizes ethical values and uses them as moral guides. However, simply encouraging good behavior is not enough to

ensure integrity. It is equally important to discourage wrongdoings. The potential negative consequences of academic misconduct play a crucial role in enforcing ethical principles within the academic community, especially when those principles are not internalized at the individual level. That is why codes of academic integrity include the definitions of academic misconduct and stipulate the procedures for exposing and penalizing it.

Among the most important types of academic misconduct, we would like to highlight plagiarism, data fabrication, and data falsification.

We discuss plagiarism in depth in Chapter 3, but here, let us define data fabrication and data falsification.

Data fabrication is the act of making up data and presenting them as genuine. The motivation behind data fabrication can be a desire to save time and effort on data collection or the expectation that real-world data would hardly provide convincing evidence for the researcher's hypothesis.

Data falsification involves altering and misrepresenting data. The difference between data fabrication and data falsification is as follows. In the case of fabrication, no data are collected, so they are entirely invented. In the case of falsification, the data had been previously gathered, but then manipulated to support a particular idea. Manipulation may involve changing data or dropping certain data points if they do not support the hypothesis being tested in the research. Both data fabrication and falsification misguide the scientific community, mislead researchers working in the same area, and thus can impede scientific development. In addition, such misconduct can create undeserved advantages for those who engage in it when they apply for project funding, publish academic articles, and gain recognition.

The terms related to academic integrity are abundant. You can learn more about the academic integrity terminology on these websites [2, 5].

Academic integrity helps build a healthy and cooperative atmosphere in education and science. Any breaches of academic integrity lead to degradation in education and create barriers to scientific development. These barriers can be a lack of trust, reluctance to share results or ideas, decreased motivation, the declining prestige of science. The lack of integrity can also lead to the waste of financial and other resources if funding is granted to projects that gain unfair advantages through fraud or if resources are channeled into testing ideas based on fabricated data.

Thus, ethical academic practices are essential for both effective education and scientific progress.

2 CODE OF ETHICS OF ACADEMIC RELATIONS AND INTEGRITY OF NATIONAL TECHNICAL UNIVERSITY «KHARKIV POLYTECHNIC INSTITUTE»

The Code of Ethics of Academic Relations and Integrity of National Technical University “Kharkiv Polytechnic Institute”, hereinafter referred to as 'the Code', covers all major aspects of academic integrity [6]. All members of NTU “KhPI’s” academic community are required to familiarize themselves with the Code and adhere to its principles. Here we provide only a brief overview of the structure and contents of the Code to facilitate navigation when exploring it.

The Code begins with general provisions, outlining its goals and defining key terms. In particular, academic integrity is defined as “ *a set of ethical principles and legally defined rules that participants in the educational process must follow during learning, teaching, and conducting scientific (creative) activities to ensure trust in the results of education and/or scientific (creative) achievements*”.

The second section of the Code states the mission and fundamental values of the university. These values include (i) academic integrity; (ii) collegiality and respect for human dignity; (iii) academic freedom; (iv) responsibility for the use of the University’s property and resources.

For each of these values, the Code outlines the specific practices expected from faculty members, researchers, and students; lists behaviors regarded as academic misconduct; and specifies penalties for violations of academic integrity.

In particular, the Code defines the following forms of academic misconduct:

- academic plagiarism;
- self-plagiarism;
- data fabrication;
- data falsification;
- cheating (completing written assignments using unauthorized external sources, particularly during the assessment of learning outcomes);
- deception (providing knowingly false information regarding one's own educational, scientific, or creative activities or the organization of the educational process);
- bribery.

The Code specifies that this list is not exhaustive and does not cover all actions that may constitute violations of academic integrity and ethics in academic relations.

The consequences of violating the principles of academic integrity relevant for master's and PhD students include:

- retaking the assessment (e.g., test, exam);
- repeating the corresponding educational component of the academic program;
- expulsion from the university;
- revocation of academic scholarship (stipend);
- withdrawal of tuition fee benefits provided by the university;
- denial of the awarding of an academic degree.

The third section of the Code describes the procedures to be followed in cases of academic integrity violations. The procedures are used to expose and substantiate acts of academic misconduct. The Code also specifies the bodies responsible for investigating academic misconduct and making corresponding decisions.

The fourth section specifies the rights and the appeal procedure for students held responsible for violating academic integrity.

The fifth section addresses conflicts of interests.

The sixth section describes the procedure for resolving conflicts associated with violations of the Code.

The seventh, eighth, and ninth sections address specific issues related to the non-discrimination policy, the gender policy, and the university rules regarding sexual harassment, respectively.

The Code concludes with a formal statement that reading it is mandatory for students, researchers, and faculty members.

The Code is the primary but not the only normative document regulating academic integrity issues. Among other documents relevant to students, we would like to highlight “Regulations on the System for Preventing and Detecting Academic Plagiarism in Graduation Qualification Papers of NTU “KhPI” Higher Education Applicants” [7]. Additionally, you can explore the collection of versatile materials on academic integrity (normative documents, articles, video recordings of seminars, etc.) on the website of the Scientific and Technical Library of NTU “KhPI [8].

Academic integrity at NTU “KhPI” is enforced through the use of plagiarism-detection software for all qualification works.

3 PLAGIARISM AND ITS TYPES

Plagiarism is one of the major forms of academic misconduct, which must be prevented in the academic environment. As ethical academic writing is the focus of this manual, understanding the meaning of plagiarism and distinguishing its forms is essential.

Plagiarism is “*the reproduction or appropriation of someone else's work without proper attribution; passing off as one's own the work of someone else*” [9].

Other definitions provide more context in which plagiarism occurs and include some specifics. For example, the ENAI defines plagiarism as “*the use of ideas, content, or structures without appropriately acknowledging the source in a setting where originality is expected, leading to unfair advantage*” [2].

Another definition worth citing is that of Oxford university: plagiarism is “*presenting work or ideas from another source as your own, with or without consent of the original author, by incorporating it into your work without full acknowledgment*” [10]. Thus, even with the consent of the original author, reproducing their work without proper attribution is regarded as plagiarism.

Plagiarism can be categorized in a number of ways, for example, based on *what* kind of intellectual contribution is reproduced by a plagiarist. Here, we can distinguish four main forms of plagiarism:

- plagiarism of ideas;
- plagiarism of data;
- plagiarism of images;
- plagiarism of text.

Let us start with the *plagiarism of ideas*. What is meant by an idea? It can be anything non-trivial, which is not common knowledge and cannot be attributed to a specific original source.

According to [9], common knowledge is “*information that is readily available from a number of sources or so well-known that its sources do not have to be cited*”.

The following guide to ethical writing [11] defines plagiarism of ideas as “*appropriating someone else's idea (e.g., an explanation, a theory, a conclusion, a hypothesis, a metaphor) in whole or in part, or with superficial modifications without giving credit to its originator*”. We can certainly extend the list of examples of ideas. It can be a classification or typology (e.g., the classification of national cultures by G. Hofstede), a model (e.g., the pyramidal model of CSR proposed by A. Carroll), a

definition of a term (e.g., the definition of stakeholders proposed by R.E. Freeman), a method (e.g., the Analytic Hierarchy Process, a method of multicriteria decision making developed by T. Saaty), a non-trivial statement about a cause-and-effect relationship and so on.

Even if a writer puts everything in their own words, but borrows the idea's substance from someone else, it should be acknowledged.

In the case of *plagiarism of data*, the plagiarist claims that they obtained certain data themselves through observations, measurements, experiments, surveys, or other means of data collection, whereas in fact, the data were copied partially or entirely from other sources without acknowledgment. According to [12], “considered one of the most severe forms of academic misconduct, data plagiarism undermines the integrity of academic findings and the trust placed in them”.

Image plagiarism, as defined in [13] is the “*use of images without receiving proper permission or providing acknowledgment of the source*”. Examples of images are photos, graphics, videos.

Plagiarism of text occurs when the plagiarist copies a text from the original source word-for-word while passing it as their own. Plagiarism of text does not necessarily imply plagiarism of ideas. The text may be stolen because the plagiarist likes someone else’s wording and does not want to work on their own. Producing a good text, even if it represents common knowledge, requires time and effort and reflects a certain level of writing skills, competence, and the ability to present things logically and consistently. Someone who copies the text does not spend that time and effort and fraudulently claims a higher level of writing skills than they actually possess.

Now let us consider the forms of plagiarism in terms of *how* it occurs and *to what extent* the plagiarist’s text is similar to the unacknowledged source.

In this manual, we draw on several plagiarism classifications described on the Turnitin, Grammarly, ENAI, BrandWell, and Springer websites¹ [2, 14-17].

The most severe and overt form of plagiarism is “*clone*”, which is defined as “submitting another's work, word-for-word, as one's own” [14]. Another name for this form is “*complete plagiarism*”.

A similar form is “*CTRL+C*”, where the text “contains significant portions of text from a single source without alterations” [14]. Another name for this form is “*direct plagiarism*”. The difference between *clone* and *CTRL+C* is quantitative rather

¹ In fact, the same classifications can be found in a large number of sources, and it difficult to locate their originators.

than qualitative. In the case of *CTRL+C*, the writer copies not the entire work but specific fragments. Both *clone* and *CTRL+C* represent *literal* or *verbatim* plagiarism.

The “*Find–Replace*” form of plagiarism involves “changing keywords and phrases but retaining the essential content of the source” [14]. The text alterations can be software-based or manual.

“*Mashup*” is a form of plagiarism in which the writer combines material from different sources without modification (copy-paste) and without proper attribution.

“*Remix*” is similar to *mashup*, but the writer paraphrases fragments from multiple sources, making them fit together.

Between *mashup* and *remix*, one can additionally identify “*patchwork*” or “*mosaic*” plagiarism. The difference is that *patchwork*, unlike *mashup*, assumes some minor modifications in the original text; however, these changes are generally less substantial than in the case of *remix*.

Another form of plagiarism is called “*hybrid*” because it “combines perfectly cited sources with copied passages without citation” [14].

When a writer “borrows generously from the writer’s previous work without citation” [14], it is considered a special form of plagiarism called “*recycling*”. Other names for this form of plagiarism are “*self-plagiarism*” and “*auto-plagiarism*”. Students often struggle to understand why it is regarded as plagiarism if the writer is using their own texts, ideas, or results. Stealing from oneself sounds paradoxical. However, there are several reasons for qualifying it as academic misconduct.

In science, a researcher’s performance is evaluated, among other criteria, based on the number of their publications. The duplication of publications leads to a wrong impression of a researcher’s productivity and may create unfair advantages in career promotion or research funding. Additionally, duplicating the same information in multiple articles without citing the original publication may be misleading for readers who expect new results but are instead presented the previously published ones.

Submitting the same manuscript to several journals is absolutely unacceptable. During the submission process, editorial offices typically require confirmation that the manuscript has not been submitted elsewhere simultaneously or earlier.

The next form of plagiarism, which prevents the reader from determining exactly what has been borrowed from a source and whether it is a verbatim text, is the so-called “*404 Error*”. In this case, the writer either provides inaccurate information about sources or blatantly includes references to non-existent ones. The goal is to create the illusion of honest citation while, in fact, intentionally including fake references or non-

working links. Dead links can also indicate copying from an old source where the original authors had provided functional links, which expired by the time the plagiarist copied their work. Other names for this type of plagiarism are “*ghost citation*” and “*source-based plagiarism*”.

A more subtle form of plagiarism is “*aggregator*”. Here, the author properly cites all sources, but the work contains little to no original contribution, even in the form of systematization.

“*Re-Tweet*” is another subtle form of plagiarism, where all sources are properly cited, but the author closely reproduces the wording and structure of the original text.

The least discernable form of plagiarism has been dubbed “*the perfect crime*”. The writer cites all sources used in the work, clearly indicating ideas, data, and results they refer to in some parts of the text, while in other parts, they paraphrase material from the same sources without any citation, making it appear as though those ideas were their own.

Finally, plagiarism can be *accidental* or *inadvertent*, occurring when a writer unintentionally fails to include a citation or to use quotation marks around the directly quoted text.

A concise summary of different forms of plagiarism is provided in Appendix A.

The common signs of plagiarism in academic papers include:

- different writing styles across phrases and paragraphs;
- varying densities of grammar and style mistakes in different parts of the paper;
- repetition of the same ideas expressed in different words across different parts of the text, indicating that fragments were taken from different sources without realizing that the original authors conveyed the same idea;
- an inconsistent use of British and American English variants. The only exception is when one cites some source verbatim and needs to preserve the original variant of English. However, using quotation marks eliminates any potential confusion;
- non-existent sources, non-functional links;
- the access date for the links does not correspond to the timeframe in which the paper was written.

Engaging in plagiarism during academic studies can have severe consequences for students, as was described in Chapter 2. However, plagiarism in publications can have an even greater impact on a young researcher’s career. If plagiarism is detected during the manuscript submission process, the manuscript will be rejected, and the authors may not be able to submit to this journal again. Some journals have blacklists

of undesirable authors. If plagiarism is detected after the publication, the article will be retracted, and the misconduct will be publicly exposed, which is damaging to the academic reputation and reduces the chances of receiving grants and using other funding opportunities in the future.

4 GUIDELINES FOR ETHICAL ACADEMIC WRITING

The guidelines provided in this chapter can help you avoid plagiarism in its various forms, as described in the previous chapter.

Guideline 1: Acknowledging every source used in writing

The first and foremost principle of ethical writing is to acknowledge every source used in a paper or publication, whether it is quoted directly (verbatim), paraphrased, or summarized.

Guideline 2: Enclosing verbatim text from the original source in quotation marks

Any word-for-word text from the original source should be indicated using quotation marks around it, with a complete reference to the source provided.

Sometimes, students mistakenly believe that citing the source alone is sufficient and that quotation marks are unnecessary. However, in the absence of explicit quotation marks, this practice is regarded as plagiarism of text. The writer must clearly distinguish between their own words and the exact wording from the original source.

Guideline 3: Appropriate paraphrasing

There are two aspects to consider here. First, paraphrasing should be genuine - not just a superficial modification of the original text by changing a few keywords and adding transitions (e.g., moreover, certainly, in fact), which merely creates an illusion of paraphrasing. Second, the paraphrased text must accurately convey the exact meaning from the original source without distorting the original author's idea. Useful recommendations on paraphrasing can be found in [18].

Guideline 4: Clearly distinguishing the author's own text and ideas from those of other sources

Readers should always be able to differentiate between the author's original ideas and those borrowed from other sources. References should not be provided occasionally but consistently whenever the author repeats someone else's ideas. It is important for two reasons. First, it allows the readers to see the author's net intellectual

contribution to the field. Second, it ensures that when readers cite the paper or article, they are able to correctly attribute ideas to their original sources.

Guideline 5: Ensuring that credit for ideas is given to the primary sources, not to the secondary ones

By *primary sources* we mean those who first reported a result or introduced a theory, model or other idea. Since then, these ideas may have been mentioned and cited by other writers in numerous articles and books. A common mistake students make is citing the secondary sources from which they learned about a result or idea rather than citing the original author. For example, suppose you read a textbook on corporate social responsibility written by a professor from your university and learn about Carroll's pyramid of social responsibility. Later, when writing a term paper or article, in which you also want to mention this model of social responsibility, you need to provide a reference. As this model is not common knowledge but an original idea, you must cite the primary source. That means referring not to the textbook in which you read about the model, but to A. Carroll's original work in which this model was first described.

Giving credit to the right authors is very important. It is not just the matter of fairness. Today, researchers' performance is often evaluated based on the impact their research produced on scientific development. This impact is measured in part by the number of citations their publications received.

Unfortunately, current pressures from publishers, who prioritize references to the most recent sources, can conflict with this guideline and push the authors to cite secondary (more recent) sources instead of the original ones.

Guideline 6: Looking up original sources rather than relying on their description in secondary ones

This recommendation may seem similar to the previous one, but the focus here is different. You might cite an original source without actually finding it and reading it yourself. Instead, you might rely on how a secondary source describes it. But what if the secondary source misrepresents the idea? Additionally, the reference provided in a secondary source may be incomplete or incorrect. To be on the safe side, one should always try to find the original, unless it is very difficult to access, expensive, or unavailable in electronic form. In such cases, relying on a secondary source's description is justified. However, it is always advisable to check several secondary sources citing the same idea to ensure that there are no discrepancies in interpretation.

There are rare situations when certain materials cited in a secondary source are simply inaccessible. They may include old printed works with no online version,

documents that were available for a limited time, or sources that are prohibitively expensive. The reasons may vary. In such cases, when citing the original source, you should add: “as cited in (the name of the secondary source)”. This explicitly indicates that you did not work with the primary (original) source yourself and allows the reader to decide whether to trust the secondary source. It also shifts the responsibility for accurately conveying the idea to the authors of the secondary source. However, such practice should be used only occasionally in academic writing.

Guideline 7: Providing a citation when in doubt about whether a statement is common knowledge or an original idea

In some cases, it can be difficult to say whether an idea qualifies as common knowledge or if it requires citation. It also may not be possible to locate the original source within a reasonable timeframe. Experience helps in deciding when to provide a reference and when it is unnecessary. Still, even for experienced academic writers, it is sometimes unclear whether they need to cite some source or if an idea is too well-known to require one.

Consider the following examples. Do you need to cite the original sources for the 4P marketing mix model or SWOT analysis? It depends on how you are using them in your article. A citation is needed if

- you are discussing the origins of the model or method;
- you are providing a detailed explanation, especially with historical context or theoretical foundations of the model/method;
- you are using a specific adaptation or modification of the model that comes from a particular source.

However, a citation is not needed or is optional if:

- you are just mentioning the concept in passing (e.g., “companies often use the 4P marketing mix to develop their strategies”);
- you are applying the model/method in a standard way without claiming new insights (e.g., conducting a simple SWOT analysis for a case study).
- the method is widely recognized in your field and included in textbooks or general business/management education.

In addition, original attribution can sometimes be debatable, as in the case of SWOT analysis. Researching its origins may take a considerable amount of time with no guaranteed result, and can divert your attention from the main research.

Certainly, these are rules of thumb rather than strict rules. As you gain experience in academic writing, you will develop an intuitive sense of when a citation

is necessary. If you are unsure whether an idea you want to mention is common knowledge or not, it is better to err on the side of caution and provide a reference to the source where this idea was described.

Guideline 8: Avoiding self-plagiarism

It is just natural to build your research on your previous work. However, it does not mean that you can present or publish the same results multiple times. Always provide a reference to your earlier work if it forms the foundation for new ideas, and present new results. Reproducing the same findings in multiple publications and featuring them each time as new original results constitute self-plagiarism.

There is a nuance, however. Sometimes, the same material may appear in several sources, first as a preprint, then as a full-fledged article, and later as a postprint. In such cases, the status of the publication should be clear. A preprint or working paper serves to introduce the research findings to the scientific community, receive feedback, and refine the work before submitting it to a journal. Once published, the article may later appear in other editions, such as collective volumes. However, it should always be transparent that the material has already been published elsewhere, and is not original.

Publishing the same article in multiple editions can increase exposure and make it accessible to a broader audience. However, it is counted as *a single publication* and should never be misrepresented as a new material.

Guideline 9: Accurately citing all sources

It may seem like we have already covered this point, but here we are focusing on the technical rather than purely ethical aspects of citing sources. If an author is sloppy and fails to double-check their references, there is a risk that the citations in the text will not match those in the list of references. This can cause confusion and prevent readers from correctly locating the sources.

To ensure accuracy, one should always check

- whether the reference notations appearing in the text correspond to those in the reference list;

- whether each source in the list of references at the end of the paper is actually cited in the text.

Although such mismatches may be considered technical errors, they reflect the author's negligence, which can be seen as unethical behavior, because it wastes readers' valuable time when they try to resolve inconsistencies and find correct sources. Providing a DOI (Digital Object Identifier) is especially helpful, as it allows readers to quickly locate sources and verify the correctness of citations.

Guideline 10: Working with sources in an organized and systematic fashion

To avoid accidental plagiarism, you should take a systematic and disciplined approach to working with sources. First, you need to keep your sources well-organized so that you can easily find them when you need a reference. Using a reference manager such as Mendeley, Zotero, EndNote, or another tool can be very helpful. You can also develop your own system for keeping your sources in order.

Taking notes and writing short summaries of sources for yourself can improve organization. In addition, it is important that you insert references while drafting your text rather than adding them during final editing. By that time, you can forget where and what exactly you cited. It also makes sense to mark direct quotations in your draft to ensure you do not accidentally present the borrowed verbatim text as your own.

5 REMARKS ON THE USE OF AI IN ACADEMIC WRITING

The rapid advancement of AI technology, particularly, generative AI tools, has opened new horizons and opportunities in education and research while also introducing new challenges and novel forms of academic misconduct.

Using AI in academic work can enhance its efficiency. For example, if you need to review numerous sources but lack time to scrutinize each one, you can ask AI to summarize their content for you. This allows you to quickly assess whether a source is worth reading in detail.

You can use AI to improve the quality of your texts. However, AI **cannot** substitute for the development of your own writing skills. Otherwise, you will

1) remain helpless in the absence of AI, like people who cannot make even simple calculations without a calculator;

2) be unable to critically assess in terms of the correct use of concepts and style.

Sometimes, students who submit AI-generated work are not even capable of recognizing AI-generated instructions and prompts left in the texts, exposing themselves as cheaters (if the use of AI is not allowed by the teacher or the editorial policies of journals).

Thus, students should first develop their writing skills to be self-sufficient and then use AI to refine their texts. Even when AI is used for polishing a text, students should analyze the changes made by AI, learn from them, and enhance their knowledge of grammar, vocabulary, and sentence structures for future use.

AI is a great tool for generating ideas when you have little to no prior knowledge in a particular area. It allows you to rapidly grasp basic terminology and get an overview of the field.

AI can also help clarify specific questions. For example, if the sources available to you define certain concepts vaguely, AI can provide clearer explanations. You can ask about the differences between concepts, theories, or models. You can also verify whether you correctly understand a theory or method by formulating your own interpretation and asking AI to confirm or refine it.

Engaging in a dialogue with AI can deepen your understanding of concepts and ideas. You can challenge what AI says, argue your perspective, and request further refinements. Often, through such dialogues, clarifying questions, and multiple refinements, you arrive at a much more precise and well-rounded answer than the initial one provided by AI. These are all legitimate and productive ways of using AI.

Now, let us consider the typical manifestations of AI use in academic texts.

1 The style and vocabulary of a text can often signal the use of AI rather unambiguously, especially when they do not match the writer's qualification level.

2 Text structure and formatting are also indicators of AI use. AI-generated texts tend to be overly structured and formatted in a predictable manner.

3 Another feature of AI-generated writing is the unjustified use of the imperative mood. In academic papers, the imperative mood rarely appropriate and should be used only in very limited cases, if at all.

4 Paraphrasing a single (and simple) idea multiple times, which inflates the text without adding substance, is another common sign of AI-generated content.

5 A particularly clear indication of AI-generated work is the presence of fake references and non-working links in the bibliography, as well as the absence of in-text citations. While other signs of unauthorized AI use can lend themselves to different interpretations, fabricating references leaves no room for doubt and constitutes a direct violation of academic integrity.

6 Finally, AI-generated papers tend to lack quantitative data and are often superficial and non-specific. This becomes especially evident in assignments that require the analysis of a specific company or brand.

Usually, these signs indicate a sloppy and inexperienced use of AI, however even more skillful AI-generated text rarely leaves the experienced reader in doubt regarding the use of AI.

Relying on AI instead of developing one's own literature reviewing skills, writing abilities, analytical thinking, logical reasoning, critical thinking, creativity, and subject knowledge leads to poor learning outcomes at the end of a study program. It also negatively affects future job prospects. During face-to-face job interviews, candidates must rely on their genuine skills and competence, including their ability to use professional vocabulary, express their thoughts clearly, and demonstrate creativity.

In the absence of a universal policy on AI use, let alone hard and fast rules, students should adhere to the specific requirements set by course instructors, editorial policies of academic journals, and institutional guidelines. An example of such requirement may be disclosing how AI was used in the submitted paper or manuscript and what prompts were used for AI.

That said, you can explore the following sources [19, 20, 21] to familiarize yourself with the ongoing attempts to formulate some general principles of the ethical use of AI in education and research.

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APPENDIX A

Forms of plagiarism (based on [2, 14-17])

Form of plagiarism (alternative names)	Description
<i>Clone / Complete plagiarism / Literal plagiarism/ Verbatim plagiarism</i>	“submitting another's work, word-for-word, as one's own” [14]
<i>CTRL+C / Direct plagiarism / Literal plagiarism/ Verbatim plagiarism</i>	“the text “contains significant portions of text from a single source without alterations” [14].
<i>Find–Replace</i>	involves “changing keywords and phrases but retaining the essential content of the source” [14]
<i>Mashup</i>	a writer combines material from different sources without modification and without proper attribution
<i>Remix</i>	a writer paraphrases fragments from multiple sources, making them fit together
<i>Patchwork / Mosaic</i>	assumes some minor modifications in the original text; however, these changes are generally less substantial than in the case of <i>remix</i>
<i>Hybrid</i>	“combines perfectly cited sources with copied passages without citation” [14]
<i>Recycling / Self-plagiarism / Auto-plagiarism</i>	a writer “borrows generously from the writer’s previous work without citation” [14]
<i>404 Error / Ghost citation / Source-based plagiarism</i>	a writer either provides inaccurate information about sources or blatantly includes references to non-existent ones
<i>Aggregator</i>	a writer properly cites all sources, but the work contains little to no original contribution, even in the form of systematization.
<i>Re-Tweet</i>	all sources are properly cited, but the author closely reproduces the wording and structure of the original text
<i>The perfect crime</i>	a writer properly cites sources, clearly indicating ideas and results they refer to in some parts of the text, while in other parts, they paraphrase material from the same sources without citation, making it appear that those ideas were their own.
<i>Accidental plagiarism / Inadvertent plagiarism</i>	a writer unintentionally fails to include a citation or to use quotation marks around the directly quoted text.

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