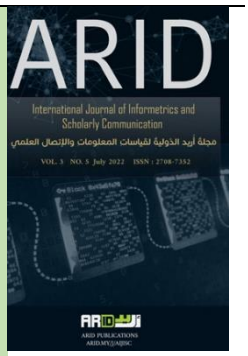
ARID Journals

ARID International Journal of Informetrics and Scholarly Communication (AIJISC)
ISSN: 2708-7352

Journal home page: http://arid.my/j/aijisc



مَجلةُ أُريد الدَّوليةُ لقياسات المعلومات و الإتصال العلمي

العدد 5، المجلد 3، تموز 2022 م

Academic Libraries as a Platform for Detecting Plagiarism in Research Output

Dr. Mohammed A. Abdulla[1*], Dr. Maisa Abdellatif Abbas Ali[2]

1- Faculty Member - Deanship of Graduate Studies & Research - Prince Mohammad Bin Fahd University- Al Khobar - Saudi Arabian

2- Lecturer - Deanship of Libraries Affairs- Imam Abdulrahman Bin Faisal University- Al Khobar - Saudi Arabian

المكتبات الأكاديمية كمنصة للكشف عن الانتحال في مخرجات البحوث العلمية

د. محمد عبد الله محمد[1*]، د. ميساء عبد اللطيف عباس[2]

1- مدير مركز مصادر التعلم ومدير مركز التطوير المهني-جامعة الأمير محمد بن فهد- الخبر- المملكة العربية السعودية

2 محاضر -قسم علوم المعلومات والمكتبات -جامعة الإمام محمد بن عبد الرحمن-الخبر-المملكة العربية السعودية

mabdulla@pmu.edu.sa

arid.my/0001-2471

https://doi.org/10.36772/arid.aijisc. 2022.351

ARTICLE INFO
Article history:
Received 23/03/2022
Received in revised form 26/04/2022
Accepted 21/05/2022
Available online 15/07/2022

Abstract

This study aims to identify the available services in academic libraries that reduce plagiarism and to learn about the academic databases and tools for the identification of Plagiarism. It also aims to study and analyze the policies and procedures followed by the academic libraries to reduce plagiarism using some of these tools. The study was based on the descriptive-analytical approach and deliberate sample of academic library websites in the Arab world and Semi-structured interviews with users (students/librarians/faculty members and researchers) to identify how academic libraries detect plagiarism. The study reached a set of conclusions, the most important of which is that the activation of the information awareness program in academic libraries through training courses and workshops on intellectual property rights and reasonable use will help in reducing plagiarism. Also, providing plagiarism detection software and citation tools will support the preservation of copyrights and intellectual property.

Keywords:
Plagiarism, academic libraries; academic database, citation software, research output

المستخلص

هدفت الدراسة إلى التعرف على الخدمات المتاحة في المكتبات الأكاديمية التي تقلل من الانتحال العلمي والتعرف على قواعد البيانات الأكاديمية وأدوات التعرف على الانتحال. كما هدفت الدراسة إلى تحليل السياسات والإجراءات التي تتبعها المكتبات الأكاديمية للحد من الانتحال العلمي باستخدام بعض هذه الأدوات. استندت الدراسة إلى المنهج الوصفي التحليلي والمنهج التحليلي واستخدمت مجموعة من القياسات ضمن الأساليب الإحصائية. وتوصلت الدراسة إلى مجموعة من الاستنتاجات أهمها أن تفعيل برنامج التوعية المعلوماتية في المكتبات الأكاديمية من خلال الدورات التدريبية وورش العمل حول حقوق الملكية الفكرية والاستخدام العادل سيساعد في الحد من الانتحال العلمي. أيضا، فإن توفير برامج الكشف عن الانتحال العلمي وأدوات الاقتباس سيدعم في الحفاظ على حقوق الطبع والنشر والملكية الفكرية.

الكلمات المفتاحية:

الانتحال العلمي، المكتبات الأكاديمية، قواعد البيانات، الاقتباس، نتائج البحث

Objectives:

The study seeks to achieve the following objectives:

1. To identify the databases in academic libraries that provide a service for detecting plagiarism, information evaluation, critical thinking, intellectual property, and copyright for research output. And the kind of these services
2. To study and analyze the available policies and procedures used in academic libraries to protect the intellectual rights of authors and related rights.
3. To endorse the information literacy programs digital in academic libraries used to combat plagiarism.

Methodology:

The study used the descriptive analytical-based method of research to achieve its goals of the study, academic libraries as platforms with tools and software to support detecting plagiarism in research outputs, to analyze the causes of the problem and their impacts in order to come up with the necessary solutions. The author used descriptive analysis to determine the types of services available for users of the academic library that help to detect plagiarism, Through opportunities and challenges academic libraries, to reduce scientific plagiarism as the platforms on which researchers and graduate students rely on information and data help them conduct their studies and research, as well as to assess the impact of using academic libraries tools in information awareness program and fair use in detecting and reducing plagiarism in research output, by used a deliberate sample of academic library websites in the Arab world and Semi-structured interviews.

Literature review:

Plagiarism practices are increasing day by day due to the increase in collecting, processing, and producing data in a digital form, as information technology has imposed tremendous development and transition to the knowledge age and information society. Digital information can easily be copied and transmitted fastly, causing inconveniences to original authors and distributors. One of the most important problems facing academic libraries is to find appropriate legislation to protect intellectual property, digital entanglement, knowledge sharing, and free access to information with the complexity of computer-based systems and networks, resulting in the creation of gray areas. In some cases, the strict application of the Copyright Protection Act in its current form can lead to

extreme restrictions that eliminate the advantages brought about by technology (Uzelac, A. 2008,p. 61).

Organizations and institutions often lack intellectual property rights and permissions for the material they hold. The request for permission for published material begins immediately after selection. One of the serious problems in creating digital libraries is copyright acquisition (Sahoo, B. B., & Rao, I. K. R., 2003, p.6). A WIPO study shows that libraries operate within a range of provisions and laws that vary in scope and impact from country to country, while digital transformation has allowed a much greater degree of control over what libraries and their users can and cannot do with the materials they can access. This may threaten their traditional roles in providing access to knowledge in the future (WIPO, 2017, p. 90). Therefore, the academic library has an important role in developing and supporting learning and research platforms such as learning management systems, digital assessment tools, and plagiarism identification tools. Moreover, academic libraries as electronic platforms also play a key role in raising awareness about intellectual property rights, licensing, copyright and open-source educational resources to ensure that learners have the extensive possible resources to support their learning and development (Anne Llewellyn, 2019, p. 136).

Thus, academic libraries provide basic services to support learning, education, and research activities. They also manage resources, digital and physical spaces and invest in its services to ensure that those resources are used well. As academic institutions move towards a more digital approach, it is necessary to review the ways in which academic libraries increase the availability/ accessibility/ use of digital resources, and make sure they are in line with library mission (CostelloL, 2018). Information literacy program offered in many academic libraries can also contribute to reducing plagiarism in research output, because one of the most important objectives of these programs is to provide the university community with information handling skills. Also, they provide knowledge on how to use information resources, introduce the ethics of dealing with information and scientific honesty, as well as teaching how to acquire the skill of how to document information and cite information from its traditional and electronic (Michalak, R., et al., 2018).

Academic libraries offer initiatives and services that support the reduction of phenomenon, which negatively affects research outcomes. Due to the important role of academic libraries in the authenticity of scientific research, they represent one of the basic elements in the ranking of academic institutions, through their contribution to the achievement of the objectives of higher

education institutions (Oakleaf, M., 2010, p. 44). Therefore, academic libraries have to be actively involved in supporting educational and research activities to reduce plagiarism and to help in discovery through the provision of services and necessary software for scientific research and researchers, for example, some Saudi universities provide SafeAssign service within the Blackboard. This service helps faculty members to easily and quickly identify plagiarism, by students who have uploaded their research projects on Blackboard, without resorting to any of the plagiarism software. Also some academic databases such as Ebsco, Ebrary, … ect have specified limited number of pages that a user can print or copy from E-books or E -references, as well as they have protected text where citation is added automatically upon cut and paste. All these services in academic libraries are used in order to reduce plagiarism.

In recent decades, plagiarism has spread as a result of the expansion of electronic publishing, institutional digital repositories, and open access journals in the full text of research output on the Internet, where numerous researchers and authors faced plagiarism of their research and ideas (Cullen, R., & Chawner, B. , 2011,p. 467). During digital transformation and knowledge age the value and support of academic libraries have become more important than ever, especially in the presence of significant development of interest in scientific research that has imposed an increasingly complex information landscape. The significant increase in electronic information sources, the ease of information transmission over the Internet, as well as the availability of content editing software, has greatly facilitated the process of plagiarism (Tait, E., Martzoukou, K., & Reid, P., 2016, p. 4).

Accordingly, plagiarism is one of the most common phenomena in literary and scientific communities, with significant effect on scientific honesty which is an essential element of scientific research (Masic I. , 2012, p. 1). Plagiarism is a moral crime before it is a scientific one, but its importance varies from society to society. There are countries that do not such a crime" as "plagiarism", and they impose serious penalties on violators including the destruction of scientific work, disqualification of privileges resulting from stolen scientific work, as well as compensation of the affected original author. However, the legislation on intellectual property rights and their implementation is still weak in some countries, and some countries consider plagiarism neither a tort nor a crime. Plagiarism is a social wrong and is defined as extra-legal by different social groups (Brian L. Frye, 2016, p. 141). The most prominent issues of plagiarism in our societies were the copy and paste of texts from other languages that have been translated into Arabic and modified

to create some changes of the title and content., Incidents of plagiarism in direct translation or redrafting of the original work, or misleading references and citations, reflect the important role of the academic libraries in the authentication of scientific research output of researchers, students, or faculty members Michalak, R., et al., 2018).

Researchers Emad Issa and Amani Sayed stated that there are two trends for the role of academic libraries in plagiarism. First, preventing plagiarism by raising Information literacy program among library users and methods of avoiding plagiarism, through holding of training courses and workshops within the Information literacy program on plagiarism and intellectual property rights and how to use the information sources, in addition to providing the necessary tools to formulate reference citations such as (Refworks, Endnote Application, Endnote Web, Citation machine, … ect). Second discovering plagiarism especially, the Internet plagiarism or digital plagiarism. (Saleh, E. I., & Al Sayed, A. M. , 2013, p.9).

In a study presented by Margaret on the new role of the librarian in plagiarism detection, the experience of The Hofstra University library in detecting the plagiarism of students using Turnitin software, where 29 faculty members participated in this study. by the end of the two-months test Margaret pointed out that the role of the library was not limited to providing the trial version of Turnitin software, but it extended to include the provision of awareness programs through the library to the faculty members, and presenting them the available databases in the library, and how to access and use them, also transaction with the available digital content so that they can share these experiences with their students. (Burke, M. (2005, July 13).

Another experience presented by Dhiab Beni, Sasali Bassem and Behi Hassan from Algeria to measure the role of the university library in the development of scientific research in the digital environment from the students view of social sciences at The University of Mohamed Lemin Dabagen Setif 2. The results of this experiment concluded that the university library in the electronic environment for students affected the documentary and citation positively on the research process, and contributed to the support of scientific research in the electronic environment. (Dhiab Beni et. al.2016., p. 153)

Another experiment presented by Hechler and Forde on exploring how plagiarism in higher education is affected by cultural values. They conducted an exploratory online survey of five hundred thirty-seven undergraduate students from a public state university in the southern region of the United States to learn perceptions of plagiarism by students in an introductory sociology

course. Open questions explored perceptions of U.S. reach justifications and values that influence scientific plagiarism. The most important results of this study were that most students who participated in this study were able to justify behavior and identify American values that contribute to or deter plagiarism, and the study shows that 100 % of the students can define plagiarism and Internet plagiarism. Forty-six percent of libraries have developed an objective focus on preventing and detecting plagiarism within its training program or consider it in their future programs. (Hechler and Forde, 2015, p.66)

Academic library services for detecting plagiarism in research output:

Academic libraries aim to create a conducive learning environment that enriches the teaching-learning process, its objectives, and purposes of the universities whether related to the process of teaching or conducting scientific research. Therefore, academic libraries are obliged to implement the university curriculum the scientific research. They help universities develop their collections, control the information sources of the necessary knowledge, publish information resources and exchange publications such as professors' research, theses, and dissertations. This study analyzes a number of programs and available software in academic libraries which provide services to detect and reduce plagiarism in research output. The following are examples of those services:

1. **Turnitin Software**: Turnitin is one of the databases that academic libraries provide to identify research output plagiarism. It is an American commercial, Internet-based plagiarism detection service, which is a subsidiary of Advance. It was founded in 1997 and is used by more than 30 million undergraduate students at 15,000 institutions in 140 countries. Universities and high schools typically buy licenses to use the software as a service (SaaS) website, which checks submitted documents against its database and other websites content to identify plagiarism. Results can identify similarities with existing sources (M. El Bachir Menai and M. Bagais, 2011.p.1380)

   Such as classroom integration service, the software allows students to typically upload their papers directly to the service for teachers and faculties to access. Teachers and faculties may also submit a student's papers to Turnitin.com as individual files, bulk uploads, or a ZIP file. Teachers can also set assignment-analysis options so that undergraduate students can review the system's "originality reports" before finalizing their submission. A peer-review option is also available. Some virtual learning environments can be configured to support Turnitin so that student assignments can be automatically

submitted for analysis. Blackboard, Moodle, ANGEL, in structure, Desire2Learn, Pearson Learning Studio, Sakai, and Study wiz integrate in some way with the software (Mustapha, B., 2020, p. 64)

The software stores the essays submitted by students in a database used to check for plagiarism. It prevents one student from using another student's paper by identifying matching text between papers. In addition to student papers, the database contains a copy of the publicly accessible Internet, with the company using a web crawler to continually add content to Turnitin's archive. It also contains commercial and/or copyrighted pages from books, newspapers, and journals.

Turnitin respects privacy and vigorously protects personal data. It complies with the relevant security standards of the US, EU, and Switzerland. The Privacy Policy of Turnitin is reviewed regularly in line with changes in global legislation. this policy describes how Turnitin collects, uses, shares, and secures the personal data you provide. (Turnitin, LLC. 2021). Turnitin creates a culture of academic integrity, eliminates plagiarism, encourages original work, investigates authorship, saves instructors' time, builds students' critical thinking skills, safeguards institutional research, and ensures the originality of written work before publication (LC., T. 2021).

2. **E-Marefa Database:** is a digital Arabic database that contains scientific and statistical periodicals and theses in full text, in addition to book presentations, Arabic reviews of scientific theses, and research abstracts from 340 institutions and destinations in 19 Arab countries. E-Marefa Database is accessible in most academic libraries in the Arab world, because it provides approximately 225000 records in the Arabic language, including scientific research, Articles, dissertations, and theses. Also, also its provides a variety of services as well as the scientific plagiarism detection service for Arab research, which allows academic libraries to detect plagiarism for Arabic contents. The service of plagiarism detection in E-MAREFA Database benefits academic libraries to detect plagiarism with statistical reports showing the percentage of the full or partial conformity of the scientific production provided to the publisher. In addition E-MAREFA supports the protection of the intellectual property rights of the authors and publishers, and contributed significantly to plagiarism reduction in Arab academic libraries (E- Marefa, 2022).

3. **SafeAssign:** This feature encourages graduate students to succeed by providing a powerful and effective tool to enhance academic integrity and assess the scientific authenticity of students' projects submitted via The Blackboard. SafeAssign compares students' assignments and research projects with a thousand academic papers to identify areas of joint and scientific plagiarism between student work and existing work in the digital academic databases. This service provides authenticity reports with detailed information about the matches found between the research projects or works provided by the student and the contents of the academic database. Both faculty members and students can use the report to review their assignments and research projects and create tasks to determine how their data sources are correctly identified. This service has also significantly helped academic libraries in reducing plagiarism. (SafeAssign, 2022)
4. **EBSCO research databases:** The EBSCO database offers outstanding content, including e-books, scientific journals, and conference papers, and is also a multi-use office discovery tool for academic library users, researchers, faculty members, and students. The publishers in the EBSCO database have full right to control the content, even to withdraw full-text coverage from full-text databases. Some full-text database vendors (not EBSCO) were calling for the cancellation of printing to reduce plagiarism. These vendors have experienced an enormous degree of disruption in their products, and this trend will continue. Academic librarians who take the advice of other full-text database vendors are likely to end up in disarray with an electronic collection. Full-text databases offer many advantages, but they are not long-term alternatives to subscriptions to printed journals or online. (Sam Brooks, 2003) The return to publishers to participate in full-text databases is a fraction of what they earn from subscriptions. As a result, other possible limitations to full databases are exclusions and embargoes. Some publishers do not allow images to be part of full-text databases; others exclude articles by freelance authors because of rights issues. To protect subscription income, some publishers impose embargo periods on their journals when they are made available through full-text databases. Embargoes usually range from one week to one year (according to the journal). Even if a journal does not currently have an embargo period in a database, an embargo period could be applied in the future (Sam Brooks, 2003).

5. **Al Manhal database**: Al Manhal, the world's first Arabic full-text database provider, is the result of 20 years' electronic publishing experience of Mohamad Al-Baghdadi who founded Al Manhal in 2010 to provide the Arab world with an Arabized, reliable, transparent, and efficient research platform. Al Manhal has policies and procedures to protect the intellectual rights of authors and related rights such as limitation of download and print services, it allows users to download and print only 10% for each resource. The allowed percentage of downloads and prints increase to 40% if the institution subscribes to the platform. These policies and procedures followed by Al Manhal helped reduce plagiarism and supported the preservation of copyrights and intellectual property (Al Manhal, 2022).

Best practices in academic libraries for deducting plagiarism:

The academic library is the central place of providing reliable information for universities to conduct scientific research. It has the responsibilities as liaison with academic departments and faculty members to provide information about websites and software (Margaret Burke, 2005). Academic libraries are challenged to provide tools for preventing scientific theft and avoiding plagiarism not only by establishing legal procedures and technical measures, but also by tackling with faculty members and researchers the scientific theft as a moral phenomenon. Library experience has shown that neither legal texts alone nor technological alone can eliminate this phenomenon, especially in the digital environment. Thus, numerous academic libraries have sought to rely, in addition to the legal and technical protection mechanisms, on preventive protection by focusing on indoctrination of excellence academic practices and ethical awareness They also rely on training of students and researchers on how to avoid scientific theft, how to perform documentation or citation from the main information sources, and how to access information sources for the service of scientific research (Miguel Roig, 2015).

To examine the contribution of academic libraries in reducing plagiarism, we used the following table which explains the availability of plagiarism software, procedures, copyrights policies, intellectual property issues which are linked to detecting plagiarism in research output.

Table 1: Availability of different tools important for the detection of research output plagiarism in some universities in the Middle East.

Library Name	Plagiarism software	Copyright policy	Thesis and Dissertation	Repository	IL Program
Saudi University Libraries-SDL	No	Yes	Yes	Yes	Yes
Egyptian University Libraries EULC	Yes	Yes	Yes	No	No
Lebanese Academic Library LALC	No	Ye	Yes	No	No
Sudanese University Libraries SUVL	No	Yes	No	No	No
Algeria University libraries CERIST	No	Yes	Yes	No	Yes
University of Jordan Library	No	No	Yes	No	No
Kuwait University Libraries	No	No	Yes	No	No
Sultan Qaboos University Libraries	No	Yes	Yes	N0	Yes
University of Bahrain Libraries	Yes	Yes	Yes	No	Yes
Iraq University Libraries	No	Yes	No	No	No
Yemen University Libraries	No	Yes	No	No	No

We used QS World University Ranking for selection of academic libraries in the Middle East and North Africa, as the most common measure of the universities ranking in the MELA region. Accordingly, 10 academic libraries were selected based on cluster sample we chose this method because of the large number of academic libraries in the region, which are difficult to be covered in the current study.

Awareness services in academic libraries for deducting plagiarism: Information literacy programs can promote information awareness-raising and capacity enhancement in fair use of information to reduce plagiarism because they train the university community (faculty members, researchers and students) on the Ethics of academic writing and the best and most honest way in which stored documents may be utilized (Debbi & Sue, 2004). One of the Deanship of Library's objectives in academic libraries is to promote information literacy skills and assist the academic community in making effective use of information in numerous formats. The academic libraries adopted several Strategic Objectives to provide information literacy programs, and to understand the needs of the community. To implement IL programs most academic libraries established the Information literacy unit, which help the university community with its information, learning, and research needs in an innovative way. Through information literacy programs librarians can play a key role in reducing plagiarism by guiding students on how to use and cite proper sources of information. Also, effective teaching can illustrate how new technologies can be used to help students avoid accidental plagiarism, and to enhance their work. Various of syllabi (or syllabuses)

in information literacy programs in academic libraries can help the university community and increase their understanding plagiarism by providing some workshops and lectures such as: -

- How to avoid plagiarism and how to understand and make quotations, summarize, and paraphrase.
- Managing literature and references with citation management software such as EndNote, RefWorks, Easy Bib, and Mendeley, and training with users/university community on how to use this software efficiently.
- Writing strong research proposals is very important information literacy programs (ILP) because you're listing lectures and workshops
- How to select the proper citation style for each field of science (eg. APA for social science and IEEE for engineering, etc …).
- Plagiarism detection software training.
- Building researcher's connections for research visibility and advancement
- Raising awareness and providing guidance towards establishing mechanisms to raise the quality of the scientific publication, to avoid common mistakes for scientific publication, and to improve the correct scientific writing and methods of scientific martyrdom that would eliminate the phenomenon of scientific plagiarism.

Data analysis:

To examine the contribution of academic libraries for preventing plagiarism, A deliberate sample of academic library websites in the Arab world were used to generate the following table which explains the availability of plagiarism services, which linked to detecting plagiarism in research output.

Table 2: Best practice in academic libraries in the Arabic world for preventing plagiarism

Library name	Plagiarism software	Copyright policy	Plagiarism Tutorial	Citations Tools	Plagiarism awareness (IL)
King Abdulaziz University Libraries **KAU**	Yes	Yes	Yes	No	No
American University of Beirut -AUB	Yes	Yes	Yes	Yes	Yes
King Fahd University libraries - **KFUPM**	Yes	No	Yes	No	Yes
Qatar University Library -QU	No	Yes	No	Yes	Yes

United Arab Emirates University -**UAEU**	Yes	Yes	Yes	Yes	Yes
King Saud University Libraries - **KSU**	Yes	No	Yes		Yes
American University of Sharjah -**AUS**	No	Yes	No	No	Yes
Sultan Qaboos University Libraries -**SQU**	No	Yes	Yes	Yes	Yes
American University in Cairo -**AUC**	No	Yes	Yes	Yes	Yes
University of Jordan Libraries - **UJ**	No	Yes	No	No	No

The table shows that most academic libraries in this study, which were selected based on the universities ranking in QS, provide plagiarism service programs, Number of three academic libraries the plagiarism software available on their website Some universities attach plagiarism detection software to the Deanship of research and graduate studies and not to the library affairs. Also, by visiting the websites of the selected academic libraries, it was found that all of them have copyright regulations, and information literacy programs. Plagiarism Tutorial was not available in the American University of Sharjah Libraries and University of Jordan Libraries. Citation Tools were provided by 6 out of 10 libraries. Overall, this confirms that academic libraries provide tools that reduce the plagiarism in research output for the university community whether they are undergraduate students, graduate students, researchers, or faculty members.

Conclusion

Academic libraries are an important source of information resources and accessibility of research production in accordance with policies and regulations. Plagiarism detection services for scientific research, articles, theses, and dissertations are important to academic institutions to implement the highest standards of research practice and to reflect the integrity and reliability of the researchers and their results. Plagiarism detection services in academic libraries helps researchers, faculty members, and graduate students to avoid exposing copyright and intellectual properties in their research articles, scientific reports, study work, or theses.

The current study has found that providing a plagiarism detection service in academic libraries is an ideal approach for identifying research misconduct, dealing more effectively with researchers and students who fail to fulfill the guidelines of research output. Research Integrity Ethics at the academic institutions will benefit from making coordination among academic

libraries with plagiarism detection services provided by academic libraries in achieving compliance. One potential weakness is that providing plagiarism services through the platform in academic libraries may not have the desired impact unless there is sufficient publicity and promotion of these services.

Ethical considerations:

A deliberate sample of academic library websites in the Arab world and Semi-structured interviews were anonymous, and confidential. Data was collected strictly only for the research purpose and use of data conforming to confidentiality standards. Participation in this project was voluntary. All references cited in this proposal were appropriately referenced.

Conflict of interests

None declared under financial, general, and institutional competing interests.

References:

Naik, R. R., Landge, M. B., & Mahender, C. N. (2015). A review on plagiarism detection tools. *International Journal of Computer Applications*, 125(11).

Burke, Margaret (Spring 2004). Deterring Plagiarism: A New Role for Librarians. *Library Philosophy and Practice*, 6, 2. Retrieved june. 2020 from: https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1009&context=libphilprac

Mahesh, G. and Mittal, R. (2009). Digital content creation and copyright issues, *The Electronic Library*, Vol. 27 No. 4, pp. 676-683. https://doi.org/10.1108/02640470910979615

Kenneth D. Crews, J.D (2017). Study on copyright limitations and exceptions for libraries and archives, World Intellectual Property Organization, Standing Committee on Copyright and Related Rights, Seventeenth Session (Geneva, Switzerland: 13 to 2013), available at https://www.wipo.int/edocs/mdocs/copyright/en/sccr_35/sccr_35_6.pdf

Masic I. (2012). Plagiarism in scientific publishing. Acta informatica medica: *AIM: journal of the Society for Medical Informatics of Bosnia & Herzegovina*: casopis Drustva za medicinsku informatiku BiH, 20(4), 208–213. https://doi.org/10.5455/aim.2012.20.208-213

Frye, Brian L., (2016). Plagiarism is Not a Crime, Law Faculty Scholarly Articles. 532. https://uknowledge.uky.edu/cgi/viewcontent.cgi?article=1531&context=law_facpub

Tait, E., Martzoukou, K., & Reid, P. (2016). Libraries for the future: the role of IT utilities in the transformation of academic libraries. *Palgrave Communications*, *2*(1), 1-9. https://doi.org/10.1057/palcomms.2016.70

Uzelac, A. (2008). How to understand digital culture: Digital culture-a resource for a knowledge society. *Digital Culture: The Changing Dynamics. Zagreb: Institute for International Relations. Pág*, 7-21.

CostelloL. (2018). A Survey of Provosts Indicates that Academic Libraries Should Connect Outcomes to University Goals. *Evidence Based Library and Information Practice*, 13(3), 81-84. https://doi.org/10.18438/eblip29484

Michalak, R., Rysavy, M., Hunt, K., Smith, B., Worden, J., (2018). Faculty Perceptions of Plagiarism: Insight for Librarians' Information Literacy Programs. *College & Research Libraries*. doi:10.5860/crl.79.6.747

Michalak, R., Rysavy, M., Hunt, K., Smith, B., & Worden, J. (2018). Faculty perceptions of plagiarism: Insight for librarians' information literacy programs. *College & Research Libraries*, *79*(6), 747.

Association of College and Research Libraries (2010). Value of Academic Libraries: A Comprehensive Research Review and Report. Researched by Megan Oakleaf. Chicago: Association of College and Research Libraries. Retrieved June. 2020 from: http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/val_report.pdf

Oakleaf, M. (2010). Value of Academic Libraries: A Comprehensive Research Review and Report. Chicago, *Association of College and Research Libraries*.

Cullen, R., & Chawner, B. (2011). Institutional repositories, open access, and scholarly communication: A study of conflicting paradigms. *The Journal of Academic Librarianship*, *37*(6), 460-470. https://doi.org/10.1016/j.acalib.2011.07.002

Michalak, R., Rysavy, M., Hunt, K., Smith, B., & Worden, J. (2018). Faculty Perceptions of Plagiarism: Insight for Librarians' Information Literacy Programs. *College & Research Libraries*, *79*(6), 747. doi: https://doi.org/10.5860/crl.79.6.747

Llewellyn, A. (2019). Innovations in learning and teaching in academic libraries: A literature review. New Review of Academic Librarianship, 25(2-4), 129–149. https://doi.org/10.1080/13614533.2019.1678494

Heckler, N. C., & Forde, D. R. (2015). The role of cultural values in plagiarism in higher education. *Journal of Academic Ethics*, *13*(1), 61-75. https://doi.org/10.1007/s10805-014-9221-3

Tait, E., Martzoukou, K., & Reid, P. (2016). Libraries for the future: the role of IT utilities in the transformation of academic libraries. *Palgrave Communications*, *2*(1), 1-9.

Saleh, E. I., & Al Sayed, A. M. (2012). The role of academic libraries in preventing and discovering scientific thefts: an exploratory study of library services and plagiarism detection software. Academia .

Burke, M. (2004). Deterring plagiarism: A new role for librarians. *Library Philosophy and Practice*, *6*(2).

Turnitin, LLC. (2021). *Privacy and Security of Turnitin.* Privacy and security. Retrieved May 29, 2022, from https://help.turnitin.com/Privacy_and_Security/Privacy_and_Security.htm?Highlight=privacy%2Bstatement

Sahoo, B. B., & Rao, . I. K. R. (2003, March 1). Copyright and Digital Libraries. Retrieved May 4, 2022, from: http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.926.4460&rep=rep1&type=pdf

Menai, M. E. B., & Bagais, M. (2011, August). APlag: A plagiarism checker for Arabic texts. In 2011 *6th International Conference on Computer Science & Education (ICCSE)* (pp. 1379-1383). IEEE.

Hussein, A. S. (2015, May). Arabic document similarity analysis using n-grams and singular value decomposition. In 2015 IEEE *9th international conference on research challenges in information science (RCIS)* (pp. 445-455). IEEE.

J.D., K. D. C. (2017, November 13). Standing Committee on Copyright and Related Rights. Geneva; World Intellectual property.

Mustapha, B. (2020, February 4). Software Mechanisms for Detection of Plagiarism: With Reference to Some Arab Initiatives. JiL. Center, Vol 59, P 85.. Retrieved May 7, 2022, from http://jilrc.com