https://doi.org/10.52642/susbed.1854933

Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 2026; (59): 284-300
- Araştırma Makalesi / Research Article -

Plagiarism as a Form of Academic Dishonesty: A Study on PhD Dissertations in the Department of Communication Sciences

Erkam TEMİR*

ABSTRACT

This study examines plagiarism trends in PhD dissertations completed in the Department of Communication Sciences at universities in Turkey between 2020 and 2024. Despite the central role of academic integrity in the process of scientific production, plagiarism persists as a critical ethical issue. In this research, PhD dissertations (n=125) were screened using similarity detection software (iThenticate) and subsequently evaluated through academic reasoning and contextual analysis. The findings reveal that plagiarism was detected in 47.20% (n=59) of the examined dissertations. Regarding the distribution by year, the incidence of plagiarism was observed in 2020 at 62.50% (n=10), while this rate was recorded as 38.46% (n=15) in 2024. The most striking finding of the study is that 86.44% (n=51) of the detected violations were classified as "citation manipulation." This indicates that candidates cited primary sources directly, despite effectively utilizing the sentence structures and intellectual labor of secondary sources. Consequently, plagiarism has evolved into a pervasive phenomenon involving the invisible exploitation of intellectual labor. In light of these findings, it is concluded that plagiarism is exacerbated by supervisory deficiencies and that the solution lies in merit based structural reforms.

Keywords: Plagiarism, Academic Integrity, Citation Manipulation, Plagiarism Detection, Plagiarism Rate, Similarity Rate, PhD Dissertations, Communication Sciences.

Bir Akademik Sahtekarlık Biçimi Olarak İntihal: İletişim Bilimleri Ana Bilim Dalı Doktora Tezleri Üzerine Bir Çalışma

ÖZ

Bu çalışma, Türkiye'deki üniversitelerde 2020-2024 yılları arasında İletişim Bilimleri Ana Bilim Dalı'nda tamamlanan doktora tezlerinde intihal eğilimlerini incelemeyi amaçlamaktadır. Akademik dürüstlük ilkesi, bilimsel üretim sürecinde merkezi bir rol oynamasına rağmen intihal, ciddi bir etik sorun olmaya devam etmektedir. Araştırmada, İletişim Bilimleri Ana Bilim Dalı'nda tamamlanan doktora tezleri (n=125) benzerlik yazılımı (iThenticate) ile taranmış, ardından akademik muhakeme ve bağlamsal okuma yoluyla değerlendirilmeye tabi tutulmuştur. Elde edilen bulgulara göre, incelenen tezlerin %47,20'sinde (n=59) intihal tespit edilmiştir. Yıllara göre dağılım incelendiğinde, en yüksek intihal oranı %62,50 (n=10) ile 2020 yılında görülmüş, 2024 yılında ise bu oran %38,46 (n=15) olarak kaydedilmiştir. Çalışmanın en çarpıcı bulgusu, tespit edilen ihlallerin %86,44'ünün (n=51) "kaynak manipülasyonu" türünde olmasıdır. Bu durum, adayların ikincil kaynaklara (aktaran) ait cümle yapılarını ve entelektüel emeği kullanmalarına rağmen atıfları doğrudan birincil kaynağa yaptıklarını göstermektedir. İntihal, görünmez bir emek sömürüsü içeren yaygın bir duruma dönüşmüştür. Bulgular ışığında intihalin denetim zafiyetleriyle derinleştiği ve çözümün liyakat temelli yapısal reformlarda yattığı sonucuna varılmıştır.

Anahtar Kelimeler: İntihal, Akademik Dürüstlük, Kaynak Manipülasyonu, İntihal Tespiti, İntihal Oranı, Benzerlik Oranı, Doktora Tezleri, İletişim Bilimleri

1. Introduction

Academic integrity, one of the fundamental principles of scientific research, constitutes a cornerstone ensuring the reliability and validity of knowledge production. The originality of academic texts is not merely an individual ethical obligation. It is also a collective responsibility toward scientific communities and society at large. However, there are serious indications that this principle has not been sufficiently internalized in academic studies conducted in Turkey, particularly within the social sciences. Although plagiarism is often defined superficially, it is, in reality, a multi-layered ethical issue. Manifesting in various forms such as the reformulation of theoretical texts, the unauthorized transfer of structured knowledge,

* **Corresponding Author/Sorumlu Yazar,** Assoc. Prof. Dr, Kastamonu University, Kastamonu, Türkiye, erkamtemir@gmail.com
Makale Gönderim ve Kabul Tarihleri/Article Submission and Acceptance Dates: 02.01.2026-26.02.2026

Citation/Atıf: Temir, E. (2026). Plagiarism as a form of academic dishonesty: a study on phd dissertations in the department of communication sciences. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 59*, 284-300. https://doi.org/10.52642/susbed.1854933

the theft of ideas, and even methodological mimicry. This problem arises sometimes as a deliberate violation and other times as a consequence of methodological inadequacies and a lack of ethical training.

Academic integrity serves as the fundamental ethical foundation that enables the reliability of scientific knowledge and the "cumulative progress" capacity of the scientific community. This foundation alongside elements such as data accuracy, methodological transparency, citation traceability, and the claim of original contribution upholds the social legitimacy of science. Conversely, plagiarism is becoming increasingly visible not merely as a culmination of individual ethical lapses, but as a systemic problem closely linked to instructional processes, evaluation mechanisms, and institutional auditing capacity. As is the case globally, current regulations in Turkey classify plagiarism among fundamental violations, defining it as presenting another person's ideas, methods, data, or works as "one's own" without appropriate scientific citation (CoHE, 2025, p. 1).

"Research misconduct," frequently mischaracterized in Turkey under the general umbrella of "plagiarism," is strictly defined in international literature through the FFP triad (Fabrication, Falsification, and Plagiarism). Within this framework, plagiarism constitutes only one component of misconduct ("ORI," n.d.). For instance, regarding the distinction between "plagiarism" and "text recycling" (or self-plagiarism), the guidelines provided by the Committee on Publication Ethics (COPE) define text recycling as the reuse of an author's own previous work without appropriate citation. Conceptually, COPE distinguishes this from classical plagiarism, which is characterized as the misappropriation of another person's work. In editorial assessments, criteria such as context, the genre of the text, the extent of the repetition, and the potential to mislead the reader are prioritized ("COPE," 2016). Therefore, discussions on plagiarism must be grounded not merely in "textual matching," but in criteria regarding intellectual property, transparency, and the potential for reader deception.

In the literature on plagiarism and academic dishonesty, the classical distinction establishes a dichotomy between "individual characteristics" (moral reasoning, performance pressure, self-efficacy, time management, etc.) and "contextual/institutional factors" (supervision, sanctions, peer norms, educational policies, and assessment culture). One of the most potent examples of this second approach is the multi-institutional study by McCabe and Treviño. Comparing universities with and without honor codes, their research demonstrates that the perception of peer behavior is the strongest predictor of academic dishonesty, whereas the influence of honor codes remains limited yet significant (McCabe & Trevino, 1993). The fundamental conclusion drawn here is that plagiarism is closely related not merely to the "probability of detection" or the "text of the rules," but to the normative acceptance generated within the campus/institutional climate. Literature expanding on this line of inquiry points to the dynamics of "social learning" and "normalization" as much as "deterrence" mechanisms: the trivialization of copying among peer circles, the motivation to "keep up," and competitive assessment regimes can rationalize ethical violations. The contemporary resonance of the McCabe-Treviño tradition suggests that the determinant factor may be the understanding and internalization of academic integrity policies by students and faculty, rather than their mere existence as text (McCabe & Trevino, 1993).

Risks to academic integrity are not limited solely to student behaviors. The massification of higher education and the increasing reliance of academic promotion and reward criteria on quantitative outputs (publication count, citations, indices, etc.) are frequently discussed in the literature through the lens of the "publish or perish" culture. The relationship between this culture and research ethics has been addressed both theoretically and empirically in various contexts. For instance, studies identifying a correlation between publication pressure and the tendency for unethical behavior indicate that "performance pressure" can exacerbate risks, particularly in precarious areas (early career stages, low security positions, intense competition) (Paruzel-Czachura, Baran, & Spendel, 2021). Similarly, the research misconduct literature emphasizes that incentive structures and career competition can facilitate ethical deviations. Therefore, the solution lies in rethinking institutional incentives and the auditing architecture, rather than merely "blaming the individual" (Al-Adawi, Ali, & Al-Zakwani, 2016). This perspective holds direct significance for studies examining PhD dissertations: The doctoral stage represents a period in which the academic habitus is internalized and the pressure to publish or complete the degree intensifies. Dissertation production is shaped by the quality of supervision, writing instruction, research design

training, and, most crucially, ethical literacy. Consequently, the prevalence of plagiarism in dissertations should be interpreted not merely as a reflection of student "intent," but as an indicator of the quality of academic writing pedagogy, supervisory practices, and institutional control mechanisms.

In recent years, the literature has drawn attention to two expanding areas beyond classic "copy-paste" plagiarism: contract cheating and generative artificial intelligence. Contract cheating is defined as the student outsourcing assessable work to third parties or services. Since this practice can bypass similarity detection software, it poses a more complex problem regarding detection and sanctioning (Lancaster & Clarke, 2016). Moreover, to the extent that contract cheating renders the logic of measurement based on "textual matching" ineffective, it compels academic integrity regimes to adopt methods such as authentic assessment, process monitoring, and oral defense.

Generative artificial intelligence has triggered a discussion on a "new post-plagiarism" era. This body of literature argues that plagiarism extends beyond merely copying another's text to encompass broader ethical domains such as transparency in text production, citation practices, intellectual responsibility, and assessment equity (Eaton, 2023). The increasingly dominant approach in the literature is to avoid confining academic integrity solely to a "catch and punish" paradigm. Instead, it advocates for establishing a multi component model based on education, policy, assessment design, and community norms.

Plagiarism becomes even more intricate in fields such as Communication Sciences, which are characterized by heavy discourse and expansive theoretical frameworks. Serious uncertainties arise regarding where the boundaries of originality begin and end. This ambiguity sometimes leads to the legitimization of unethical copying, while at other times it results in students being directed to dissertation writing without fully grasping the concept of plagiarism.

As indicated in Şentürk's (2020) qualitative analysis, responses to plagiarism and academic dishonesty in Turkey are highly inadequate at both individual and institutional levels. It has been demonstrated that these violations pose a direct threat to academic reputation, devalue the labor of genuine scholars, and erode public trust in science. Similarly, data obtained from Toprak's (2017) empirical study on graduate theses in the field of educational sciences reveal the severity of the situation. The study reported that the rate of theses containing plagiarism reached 34.5%. These figures clearly indicate that plagiarism has ceased to be a matter of isolated incidents. It has transformed into a systemic problem that necessitates structural solutions.

An examination of Yılmaz's work which analyzed 238 articles published on scientific research and publication ethics in Turkey between 1993 and 2022 using a systematic review method reveals that the structural problem and ethical violations in question are not limited to the dissertation writing phase but extend throughout the undergraduate and graduate education processes. Findings related to graduate students, who are particularly at the stage of entering academia, indicate a serious discrepancy between theory and practice. For instance, although the study by Kasap et al. (2021) demonstrates that students possess knowledge regarding referencing and citation, this awareness is insufficient to prevent unethical behaviors. Indeed, Yoldaş and Kösem (2018), determined that the rate of internet-based plagiarism among graduate students is quite high. Even more striking are the findings of Gürel et al. (2019). It was observed that a vast majority of participants (64.9%) exhibited bias when reporting findings, while 47.4% displayed behavior involving the coercion of individuals to participate. This serves as proof that corruption is not merely limited to plagiarism but has also permeated the stages of data generation and presentation.

Studies conducted on undergraduate students and pre-service teachers provide a clearer demonstration of the quantitative magnitude of the problem. A significant body of literature (Gümüşgül, Üstün, Işık, & Demirel, 2013; Hançer, 2024; Kadı, Beytekin, & Arslan, 2016; Ömür, Aydın, & Argon, 2016; Taşgın, Kıncal, Küçükoğlu, & Ozan, 2019), converges on the consensus that students' tendencies toward academic dishonesty remain at a "moderate level." However, research focusing on the *frequency* of the behavior paints a far grimmer picture. Studies by Özden et al. (2015b, 2015a) reported that 95% to 98% of pre-service teachers engaged in behavior involving academic misconduct at least once during their higher education. As noted by Ünal and Uçak (2017) and Çevik & Barın (2015) students are generally aware that plagiarism or misappropriation is wrong. Despite this, as observed in the work of Ersoy and

Özden (2011) misconceptions that view the modification and use of sources as legitimate, along with widespread practices, serve to normalize ethical violations.

This study aims to address the problem of plagiarism which remains insufficiently visible within the academic culture in Turkey by evaluating it not merely as a technical error but as a structural crisis, and to discuss potential solutions within this context. The subject matter is approached as a manifestation of structural weaknesses affecting the entire academic system, rather than solely as individual errors, with the objective of presenting an evaluation that strengthens ethical consciousness.

In this context, it is evident that instances of plagiarism encountered in PhD dissertations, particularly within the social sciences and specifically in the discipline of Communication Sciences as examined in this study, call into question the ethical foundations of the academic culture. In a system where written scholarship is the primary vehicle for academic advancement, the fact that the quality and originality of writing are so deeply problematic constitutes not merely a methodological issue, but an epistemological and pedagogical crisis.

This article seeks to evaluate the problem of academic ethics and plagiarism in Turkey specifically through the lens of PhD dissertations in the Department of Communication Sciences, intending to contribute to the field at both empirical and theoretical levels. Revealing the systematic nature of unethical practices in academic texts is of critical importance for shedding light on the measures that must be taken at both individual and institutional levels.

2. Plagiarism and Its Types in Brief

Plagiarism manifests in various forms ranging from overt copying to subtle structural manipulations. The most explicit form, Direct Plagiarism, involves the word-for-word copying of a section of another person's work without attribution and without the use of quotation marks ("The Common Types of Plagiarism," n.d.). While direct copying is easily detectable, Mosaic Plagiarism presents a more complex structure where ideas and specific quotes from a source are inserted into the text without any citation (Flanagin, 2020, p. 215). Beyond textual copying, researchers may encounter Idea Plagiarism, which constitutes a violation of intellectual property by presenting another person's original idea, conceptual proposal, or a specific expression as one's own (Weyland, 2007, pp. 375-376).

Figure 1. Classification of Plagiarism

In addition to content theft, ethical violations also occur through the manipulation of references. Citation Manipulation arises when a researcher omits the secondary source they directly utilized and cites only the primary studies found within that source, thereby creating a misleading impression of the literature review's scope (Laxmi, 2018, p. 737). Similarly, Self-Plagiarism involves the reuse of an author's own previously published work without explicit disclosure (Roig, 2009). The scope of academic dishonesty also extends to collaborative and production-based violations. Collusion refers to the presentation of joint work as individual effort (Macdonald & Carroll, 2006), while Ghostwriting involves presenting a work written by someone else as one's own (Lancaster & Clarke, 2016). Finally, a newly emerging threat is AI-Assisted Undisclosed Production, where texts generated by artificial intelligence are presented as the author's own creation without declaring the tool used ("Authorship and AI Tools," 2023).

3. The Distinction Between Similarity and Plagiarism

Similarity detection software developed to control the originality of academic texts relies on text-matching technologies that compare documents uploaded by the user against previously published texts to calculate similarity rates. These tools do not detect plagiarism per se. They merely identify sections that exhibit similarity, leaving the final ethical evaluation to the user. The operational process of these systems generally consists of four fundamental stages ("iThenticate Guides," 2024; "Turnitin Guides," 2024):

Document Submission and Pre-processing: The user uploads the academic text to be audited into the system. The software processes the document into analyzable segments. Platforms such as Turnitin, iThenticate, and İntihal.net offer filtering options to exclude bibliographies, short text matches of a certain length, or quotations from the analysis.

Comparison with Databases: The uploaded document is compared against extensive data pools accessible to the system. The database consists of current and archived websites, professional content from academic publishers and periodicals, and student paper repositories. These software tools compare the text against billions of documents worldwide. However, it should be noted that these databases are not limitless.

Generation of the Similarity Report: Upon completion of the comparison, the system generates a Similarity Report. This report highlights similar sections within the document and indicates the source of each match. Additionally, the total similarity rate of the document is provided as a percentage (%).

User Evaluation and Filtering: These systems do not interpret the context of similarities. For instance, sections properly cited according to quotation rules may still be reflected as similarity by the system. Therefore, reports generated by the software is not directly sufficient for a final ethical verdict. They require contextual evaluation by faculty members, supervisors, or editors. Through filtering options provided by the system, quotations, bibliographies, or short matches can be excluded from the analysis.

3.1. Similarity ≠ Plagiarism

Over the last two decades, following the widespread adoption of similarity detection software (e.g., Turnitin, iThenticate), much of the debate on plagiarism has been increasingly reduced to a matter of "measurement." However, both practitioner guidelines and methodological literature clearly establish that a similarity rate alone does not constitute a verdict of plagiarism. Turnitin's official guides emphasize that the similarity report detects only text matches. It does not generate an automatic "plagiarism judgment" and necessitates a contextual review for a final evaluation ("Turnitin Guides," 2025).

Despite this, a misconception has taken root wherein plagiarism is directly equated with the "similarity rate." The clearest indicator of this is the incorporation of concepts such as "plagiarism rate" which has no basis in scholarly literature into the official directives of universities and established institutions (See "Artium," n.d.; "ATAÜNİ," n.d.; *BTÜ*, n.d.; "İHÜ," n.d.; *İÜ*, n.d.; "KLÜ," n.d.; "KSÜ," n.d.; "NKÜ," n.d.; "TR Dizin," 2022; "YTÜ," n.d.).

Statements such as "the plagiarism rate must not exceed 20%" imply a tacit and dangerous acceptance that plagiarism can be tolerated up to a certain threshold. However, the intended metric in such contexts is, and must be, the similarity rate. Plagiarism is not, generally speaking, a quantitatively gradable indicator,

rather, it is a qualitative academic violation defined by its presence or absence. In this context, the data measurable by digital tools is not "plagiarism," but merely technical intertextual similarity.

What is permitted within a certain percentage in dissertations is the "similarity rate," not the "plagiarism rate." To avoid conceptual confusion, the term "plagiarism rate" should be abandoned in favor of "similarity rate," which defines a technical and limited indicator. From the standpoint of academic ethics, plagiarism is unacceptable in any proportion. The similarity rate serves merely as an auxiliary tool that acquires meaning only when supported by academic reasoning. The persistence of such erroneous terminology clearly demonstrates that the distinction between what similarity reports measure and the conceptual and ethical nature of plagiarism has not been sufficiently internalized.

The overreliance on digital tools in the auditing of academic integrity often causes statistical data to supersede ethical truths. Similarity detection software are, by nature, algorithmic systems that calculate lexical overlaps between texts. Plagiarism, however, is a qualitative problem concerning the ethics of ideas, labor, and citation, extending beyond the mere text. Therefore, it is critical to understand the ontological distinction between "similarity" as a technical output and "plagiarism" as a moral violation. The following examples substantiate that a text bypassing digital networks does not necessarily mean it is original, just as high match rates do not always constitute a violation.

For example, a text may have 0% similarity yet contain 100% plagiarism: An academic text may be copied word-for-word from a source that has never been published in any digital medium and is therefore not included in the similarity detection software's database. In this case, the software may show a 0% similarity rate as it cannot detect a match. However, if the text is a verbatim transfer of another person's work without permission, it is ethically considered 100% plagiarism.

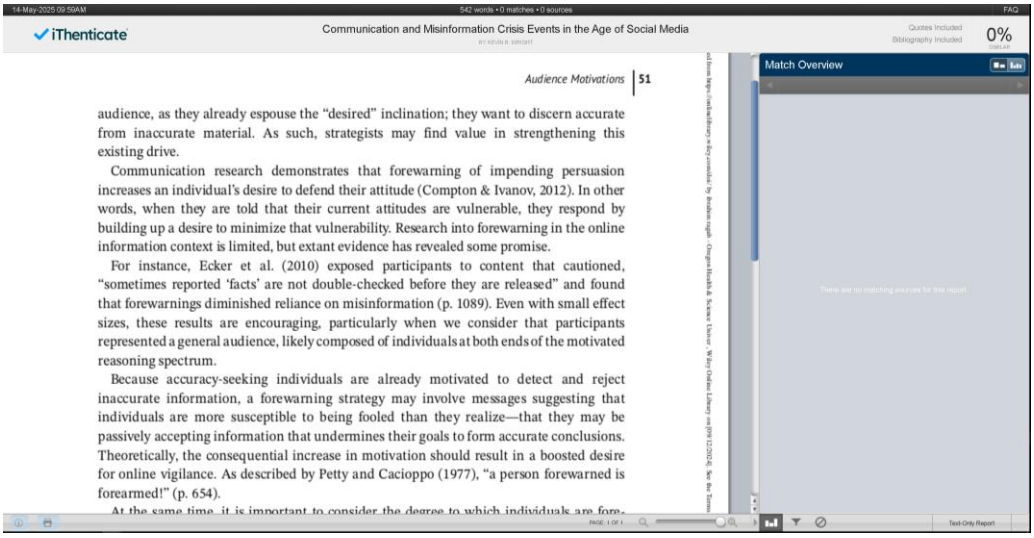


Figure 2. Similarity Result of a Section from the Book Chapter **"**Persuasion, Resistance, and Online Misinformation During Crisis**"**

As illustrated in Figure 2, although a page from the cited book chapter (Geegan, Ivanov, & Parker, 2025, p. 51) was uploaded verbatim to the similarity detection software, the system failed to identify any matches because the source was not indexed in its database. Consequently, while such a text yields a 0% similarity rate, it constitutes a case of complete plagiarism.

In instances where a text appears original but merely rephrases another's ideas and findings using different wording (paraphrasing), the software may not detect technical similarity. Nevertheless, a violation of originality exists at the content level. This situation is particularly prevalent in forms such as idea theft or structural plagiarism. Similarity detection software cannot directly identify such contextual ethical violations, as they are limited to detecting matches at the lexical and sentence levels.

"Medyayı demokratikleştirme" kavramının Amerika Birleşik Devletleri'nde geçerli olan politik söylem çerçevesinde hiçbir gerçek anlamı yoktur. Aslında bu deyiş, paradoksal, hatta belli belirsiz yıkıcı bir çağrışım bile uyandırmaktadır. Yurttaşların katılımı, basın özgürlüğünün ihlal edilmesi olarak görülecek, medyanın korkuya kapılmadan yada hiçbir lütuf beklemeden üstlendiği kamuoyunu bilgilendirme görevini sekteye uğratan ve varolan medyanın bağımsızlığına indirilmiş bir darbe sayılacaktır. Bu tepki, üzerinde düşünülmeyi hakeden bir olgudur ve bu tepkinin arkasında, demokratik sistemimiz içerisinde medyanın nasıl işlediği ve nasıl işlemesi gerektiğiyle ilgili inançlar, ayrıca demokrasinin niteliğiyle ilgili belirli örtük anlayışlar yatmaktadır. Şimdi bu konuları sırayla ele alalım.

Figure 3. A Section from the Book "Media Control: The Spectacular Achievements of Propaganda"

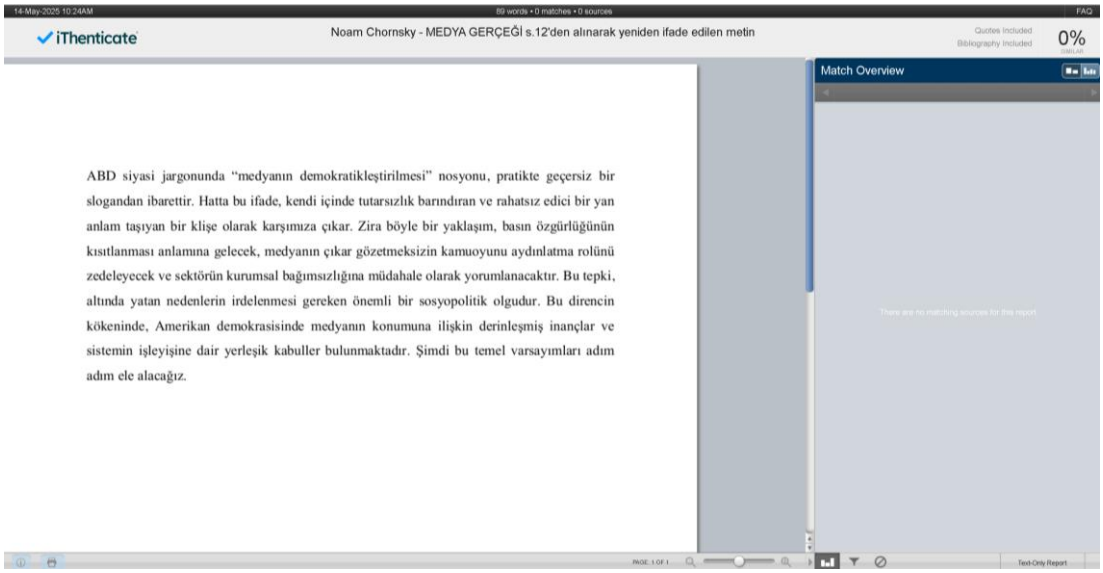
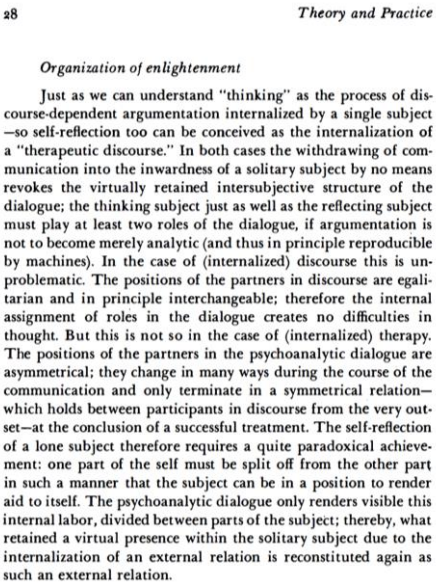


Figure 4. Similarity Result of the Rephrased Version of the Text Presented in Figure 3.

Although Chomsky's work ('Media Truth' in its Turkish edition) (1993, p. 12) is fully indexed in the database, the system fails to detect similarity for the text on page 12 because it has been rephrased while strictly preserving the original meaning. Despite exhibiting a 0% similarity rate, the text constitutes a case of complete plagiarism.

Similarity detection software primarily focuses on verbatim matches at the lexical or sentence level within source texts. However, certain types of plagiarism can be executed in ways that bypass these technical matches. Plagiarism via translation constitutes one of the most striking examples of this phenomenon. When an academic text is translated from a foreign language into Turkish (or vice versa) and utilized without citation, the software will likely identify this content as previously unencountered text, thereby yielding a 0% similarity result. Yet, the content is entirely devoid of originality. It directly appropriates the context of an idea or research belonging to another. In such cases, even though the similarity rate is zero, the resulting ethical violation constitutes 100% plagiarism.



28 *Theory and Practice*

Organization of enlightenment

Just as we can understand "thinking" as the process of discourse-dependent argumentation internalized by a single subject —so self-reflection too can be conceived as the internalization of a "therapeutic discourse." In both cases the withdrawing of communication into the inwardness of a solitary subject by no means revokes the virtually retained intersubjective structure of the dialogue; the thinking subject just as well as the reflecting subject must play at least two roles of the dialogue, if argumentation is not to become merely analytic (and thus in principle reproducible by machines). In the case of (internalized) discourse this is unproblematic. The positions of the partners in discourse are egalitarian and in principle interchangeable; therefore the internal assignment of roles in the dialogue creates no difficulties in thought. But this is not so in the case of (internalized) therapy. The positions of the partners in the psychoanalytic dialogue are asymmetrical; they change in many ways during the course of the communication and only terminate in a symmetrical relation—which holds between participants in discourse from the very outset—at the conclusion of a successful treatment. The self-reflection of a lone subject therefore requires a quite paradoxical achievement: one part of the self must be split off from the other part in such a manner that the subject can be in a position to render aid to itself. The psychoanalytic dialogue only renders visible this internal labor, divided between parts of the subject; thereby, what retained a virtual presence within the solitary subject due to the internalization of an external relation is reconstituted again as such an external relation.

Figure 5. Original Text from the Work Titled "Theory and Practice"

Although the text located on page 28 of Habermas's (1988) work *Theory and Practice* is fully indexed in the database, the system fails to detect similarity because it has been translated into Turkish. Despite exhibiting a 0% similarity rate, the text constitutes a case of complete plagiarism.

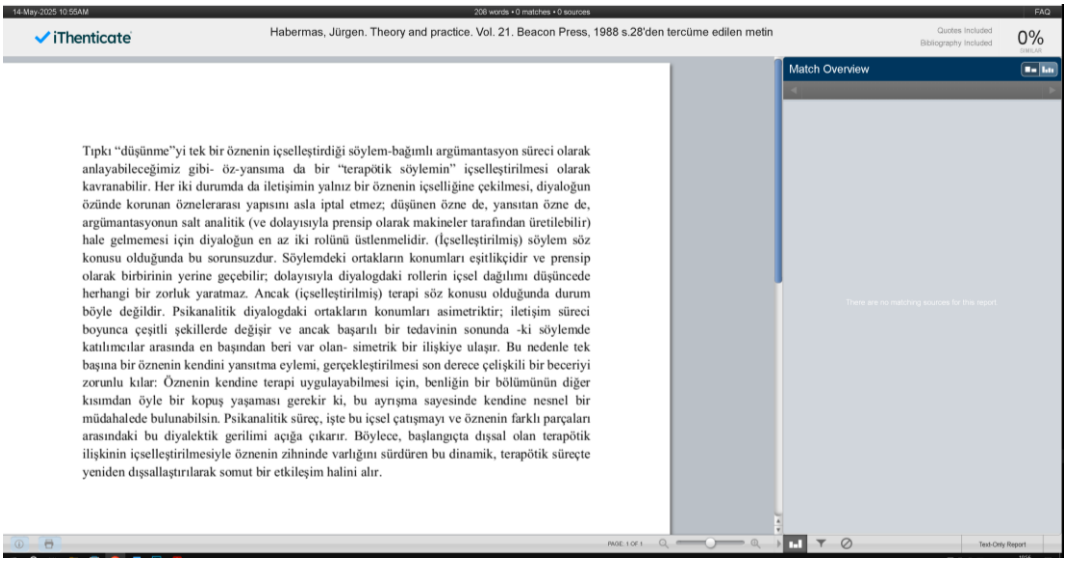


Figure 6. Similarity Result of the Translated Version of the Text Presented in Figure 5

An author may utilize artificial intelligence to alter data or opinions derived from concrete sources, thereby generating a text that appears formally original, yet fails to attribute the source of the borrowed ideas. Since the system has not previously encountered this text, it may yield a zero-similarity rate. However, this text still constitutes a case of complete plagiarism.

In particular, the proliferation of artificial intelligence technologies in text production necessitates a fundamental re-evaluation within the field of academic ethics. Eaton (2023) defines this transformation as the "post-plagiarism era," emphasizing that traditional definitions of plagiarism remain insufficient in the age of AI and that a transdisciplinary ethical restructuring is essential. Similarly, Balalle and Pannilage (2025) demonstrate that AI profoundly influences not only plagiarism detection methods but also the

understanding of academic integrity, assessment criteria, and educational policies. On the other hand, Kovari (2025) states that in the absence of clear ethical boundaries regarding the use of AI tools-especially in educational settings instances of AI-induced plagiarism, whether intentional or inadvertent, may increase, thereby heightening the need for clear policies and practical guidelines. Collectively, these studies strongly suggest that in the age of AI, not only plagiarism detection systems but the very practice of academic writing itself must be redefined.

In direct contrast to the scenarios presented above, a text exhibiting 100% similarity may contain no plagiarism whatsoever. For instance, a student may resubmit a previously written assignment in another course under the supervision of the same advisor and with explicit permission. While this usage appears as 100% similarity in the system, it does not constitute an ethical violation. Another example is an author republishing their own article in a different venue. If permission from the original publisher has been obtained and this situation is transparently declared, the text may show a 100% similarity rate, yet this does not qualify as self-plagiarism.

In summary, similarity detection software are not systems that directly identify ethical violations. These tools merely demonstrate, in a technical sense, the extent to which a text uploaded by a user matches previously published content. By highlighting matching sections within the text, they generate a similarity report. However, their capabilities in this regard are quite limited. More importantly, these reports do not determine whether the matching sections actually constitute plagiarism. Therefore, a text with a high similarity rate may be ethically sound, whereas a text with a low or even zero similarity rate may contain serious plagiarism. In this context, similarity programs serve solely as tools for preliminary screening and analysis. The determination of plagiarism is possible only through expert evaluation conducted within the framework of academic reasoning, contextual reading, and ethical rules. Nevertheless, by making suspicious expressions and potential matches visible, these software tools facilitate a relatively easier detailed examination of the text for researchers or faculty members. Thus, when used correctly, similarity software can act as a supportive tool in the plagiarism detection process. Yet, it is far from being the decisive mechanism.

4. Methodology

This research employs a descriptive mixed-methods design, integrating quantitative data mining with qualitative content analysis to detect violations of originality. The study follows a sequential process where quantitative data (similarity rates obtained from software) serve as the baseline for a deeper qualitative inquiry (contextual ethical analysis). This approach allows for distinguishing between technical similarity and actual plagiarism, a nuance often missed in purely quantitative studies.

Data Collection Procedure: The data collection was conducted through a systematic three-step protocol. First, the identified 125 PhD dissertations were downloaded in PDF format from the National Thesis Center. Second, each document was processed through the iThenticate plagiarism detection software. To ensure consistency, a standardized filter was applied to all documents: bibliographies, direct quotes enclosed in quotation marks, and small matches of fewer than seven words were excluded from the similarity index. Third, the resulting similarity reports were exported for manual qualitative review.

In the qualitative evaluation phase, a strict distinction was applied between "technical citation errors" and "ethical violations" based on the intent to deceive. Discrepancies such as incorrect dates, missing page numbers, or inconsistent formatting were categorized as technical errors and excluded from the plagiarism scope, as they often stem from negligence rather than malicious intent.

However, cases where the author heavily relied on a secondary source's analysis or sentence structure but cited only the primary source-thereby concealing the actual source of intellectual labor-were classified as ethical violations (specifically, citation manipulation). This operational definition assumes that while technical errors affect the form, the concealment of the intermediate source distorts the epistemological validity of the research and constitutes a deliberate act of misleading the reader regarding the scope of the literature review performed.

4.1. Universe and Sample Selection

The universe of the study consists of PhD dissertations in Communication Sciences prepared within the Institutes of Social Sciences at universities in Turkey. In determining the sample, the "criterion sampling" technique, one of the purposive sampling methods, was utilized. The inclusion criteria were established as follows:

Disciplinary Boundary: Must be produced solely within the Department of "Communication Sciences."

Time Frame: Must have been defended and approved between the years 2020 and 2024.

Accessibility: Must be in "Open Access" status on the YÖK National Thesis Center ("Ulusal Tez Merkezi," n.d.)

A total of 125 PhD dissertations meeting these criteria constitute the study group. The sample size was kept at a volume capable of representing general trends in the discipline while allowing for in depth qualitative reading.

4.2. Plagiarism Detection Process and Analytical Framework

The detection process, constituting the most critical phase of the research, was designed as an interpretative text analysis rather than a mechanical data collection procedure. The process consists of three mutually auditing stages:

Phase 1: Automated Similarity Analysis and Technical Filtering: In the first step of the review process, each dissertation was screened using iThenticate software, which is accepted as the standard in academic publishing. To ensure standardization in the software analysis, the following parameters were kept constant:

Exclusions: Bibliography, matches of fewer than 7 words, and direct quotations within quotation marks were excluded from the analysis (thus focusing only on potential areas of violation).

Data Set: The software's "entire pool" option (Crossref, internet, journals, and periodicals) was actively used.

Phase 2: Academic Reasoning and Contextual Reading (Qualitative Analysis): The similarity reports generated by the software were examined line by line within the framework of four fundamental epistemic and ethical criteria that serve as the basis for a "plagiarism" diagnosis:

Citation and Bibliography Relation: In sections where similarity was detected, the presence of in-text citations and their consistency with the bibliography were checked.

Nature of Paraphrasing: When the author conveyed another's idea in their own words (paraphrasing), the extent of adherence to the source text and whether due credit was given to the original owner of the idea were examined.

Textual Originality and Contribution: It was questioned whether the theoretical framework or analyses presented in the text were a passive copy of existing literature or an original synthesis belonging to the author.

Intellectual Ownership and Misrepresentation: It was evaluated whether the reader was manipulated regarding the source of the argument presented and whether secondary sources were presented as if they were primary sources (citation manipulation).

Phase 3: Expert Review and Panel Verification: Each case concluded by the researcher to "contain plagiarism" was subjected to an expert verification (peer debriefing) process to minimize methodological error and bias.

Independent Review: Three independent academics expert in the field of communication sciences re-evaluated the relevant sections through blinded reports.

Consensus (Inter-rater Reliability): Only cases where the researcher and the three experts reached full consensus were coded as "definite plagiarism." This approach aims to eliminate criticisms regarding "subjective interpretation" of the study's findings.

4.3. Limitations of the Study

This study was conducted within certain limitations due to its scope and method. The following points should be considered when interpreting the findings:

Disciplinary Boundary: The research covers only PhD dissertations produced in the Department of Communication Sciences. Since citation habits and writing practices may differ in other sub branches of social sciences, the results cannot be generalized to the entire academia. However, it offers a strong projection specific to the field.

Time and Sample Limitation: The review is limited to a five-year cross-section covering the years 2020-2024. Digitalization and post-pandemic academic production processes during this period may have affected the findings. It may not reflect the trends of previous or subsequent periods.

Exclusion of Hidden Violations: Violations that similarity software cannot technically detect-such as self-plagiarism, translation plagiarism, hidden source usage, and AI-generated texts with an original appearance are not the focus of this study. The exclusion of such "hidden" violations from the analysis may have caused the total rate of identified violations in the study to appear lower than the actual rates of ethical violation.

Evaluation Rigidity (Binary Classification): No distinction was made between minor or major plagiarism. In the event of an ethical violation, the dissertation was directly coded as "containing plagiarism." This binary classification approach may have quantitatively inflated the total violation rate as it does not differentiate between "minor" irregularities and "severe" violations. However, this is a consequence of the research's theoretical stance that "no level of ethical violation is acceptable."

Software Limitations: The analyses are limited to the database and algorithms of the iThenticate software. Printed works not yet indexed by the software or citations from closed databases could not be detected. This may have resulted in cases that are technically undetectable but ethically constitute violations being left out of the report.

Subjectivity and Expert Interpretation: Plagiarism detection inherently requires contextual reading and expert reasoning. Although subjectivity was minimized through expert triangulation, the possibility that different ethical panels or academics might interpret borderline cases differently should be accepted as a natural part of academic discussion.

5. Findings

Within the scope of the research, a total of 125 PhD dissertations completed in the Department of Communication Sciences at Turkish universities between 2020 and 2024 and made available for open access at the YÖK National Thesis Center were analyzed. As a result of this analysis, plagiarism findings of varying levels were reached in 59 dissertations. This corresponds to a violation rate of 47.20% within the general sample. This rate indicates that essentially one out of every two dissertations contains plagiarism, pointing to a serious problem area in the context of academic ethics.

The distribution of identified violations by year is presented in detail in the table below:

Table 1. Number of Dissertations Containing Plagiarism by Year

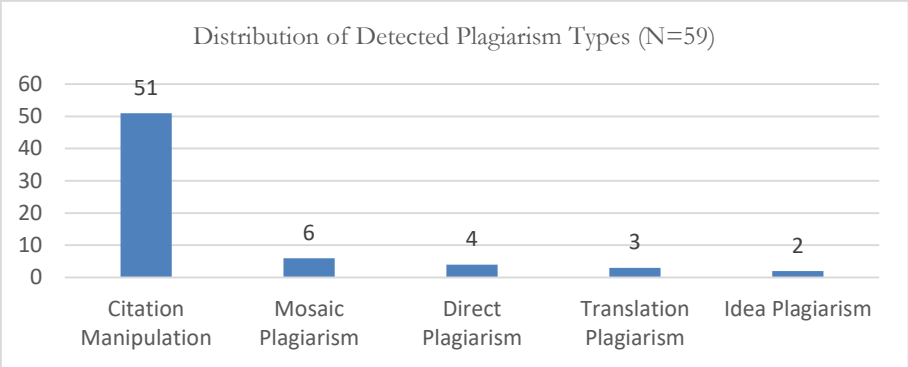
Year	Total Dissertations	Plagiarism Detected	Plagiarism Not Detected	Violation Rate (%)
2020	16	10	6	62,50
2021	26	11	15	42,31
2022	18	9	9	50,00
2023	26	14	12	53,85
2024	39	15	24	38,46

The year 2020 stands out as the period with the highest detection of plagiarism, at a percentage of 62.50%. A distinct decline was observed in 2021, with the rate falling to 42.31%.

In 2022 and 2023, the frequency of plagiarism remained of 50.00% and 53.85%, respectively, indicating a stabilization at a moderate level. This suggests that while academic ethical violations persisted during this period, they did not exhibit a systematic trend of increase or decrease.

Although 2024 was the year with the highest number of defended dissertations (n=39), it recorded the second lowest frequency of plagiarism at 38.46%. While this could be interpreted as a positive development, the fact that the prevalence of rate of dissertations containing plagiarism remains relatively high reveals that the problem is of a structural nature. Furthermore, the widespread adoption of AI based natural language processing systems in Turkey, particularly as of 2023, has begun to transform the nature and visibility of plagiarism. Software such as iThenticate, utilized in this study, cannot directly detect whether texts are generated by AI. It can only identify verbatim matches with existing open-access databases. Consequently, AI-assisted content production in 2023 and 2024 may have paved the way for an increase in what can be termed "hidden plagiarism" texts that appear original and are restructured without citation but are nonetheless unethical. This situation suggests that the apparent decline in detected violations may stem from AI-induced concealment strategies (though this hypothesis has not been tested with data).

Table 2. Detected Plagiarism Types by Category[1]



Analysis of the data presented in Table 2 reveals that detected plagiarism cases are clustered in the "Citation Manipulation" category with a significant rate of 86.44%.

The research focused not on the similarity rate, but on the content and contextual nature of the similarity. A significant portion of the plagiarism in the examined dissertations appeared as extensive quotations in literature review sections, direct transfers without source attribution, and theft of ideas presented through restructuring. However, serious ethical violations were also observed in the methodology or theoretical framework sections of some dissertations. This indicates that plagiarism is prevalent not only in the process of content transfer but also in the processes of thought development.

6. Conclusion

This study aimed to reveal the extent, nature, and transformation of academic ethical violations through PhD dissertations completed in the Department of Communication Sciences at universities in Turkey. The findings demonstrate that the phenomenon of plagiarism cannot be reduced to mere individual negligence, but rather represents a structural crisis fed by weaknesses in academic culture, auditing mechanisms, and educational processes.

The detection of plagiarism in 47.20% (n=59) of the 125 analyzed dissertations indicates that the problem has ceased to be a matter of isolated incidents and has acquired a systematic character. However, the most critical contribution of this research lies not in the quantity of violations, but in their qualitative nature. The fact that 86.44% (n=51) of the detected violations were classified as "citation manipulation" provides empirical evidence that the primary ethical crisis is not "theft of text" (copy-paste), but "theft of intellectual labor" and "epistemological deception." This finding reveals that doctoral candidates

[1] Since multiple types of plagiarism were often detected simultaneously within a single dissertation (e.g., studies containing both citation manipulation and mosaic plagiarism), the total count in the table (n=66) exceeds the number of unique dissertations containing plagiarism (n=59).

frequently simulate a research process they did not perform by citing primary sources they never consulted.

Although the study shows a relative quantitative decline in cases of plagiarism in 2024 (38.46%), this data must be interpreted with caution. As discussed in the findings, the rise of generative AI tools and translation programs has initiated a "post-plagiarism" era. Current software can only capture lexical matches. However, as evidenced by the specific examples in this study (Figures 2, 4, and 6), texts produced by translation or AI restructuring can contain severe ethical violations even with a 0% similarity rate. Therefore, the apparent statistical decline likely points to a shift towards "invisible plagiarism" rather than an increase in ethical standards.

In light of these specific findings, the following structural reforms are proposed to re-establish academic integrity:

- From "Formatting" to "Epistemological" Training: The dominance of citation manipulation (86.44%) proves that current ethics education, which focuses on technical citation rules, is insufficient. Pedagogical interventions must specifically target "epistemological literacy." Graduate workshops should explicitly demonstrate that citing an unread source is not a technical error but a falsification of the research process, directly addressing the "invisible labor exploitation" identified in this study.
- Abandoning Quantitative Thresholds: The qualitative analysis of this study has shown that a dissertation with 0% similarity can be 100% plagiarized (e.g., via translation or AI). Consequently, universities must abandon regulations that rely on "acceptable similarity rates" (e.g., <20%). Administrative processes must be restructured to mandate qualitative expert review for every report, regardless of the score, to detect the "hidden violations" that software algorithms miss.
- Independent Auditing Mechanisms: The fact that nearly one out of every two dissertations (47.20%) containing plagiarism was approved by a jury of at least three to five faculty members empirically demonstrates the dysfunction of the current internal auditing system. The internal hierarchy between student and advisor creates a "culture of overlooking." Therefore, Independent Academic Ethics Audit Boards, free from conflicts of interest and operating blindly, must be established to review dissertations before defense, ensuring merit-based control.
- Transparent AI Policies: Given the potential for AI to generate "original-looking" but unethical texts (as noted in the 2023-2024 findings), banning AI is ineffective. Instead, universities should adopt "AI and Academic Integrity" guidelines that demand transparency. The focus should shift from "did you use AI?" to "did you declare how you used it?" to prevent the deception of authorship observed in recent trends.

In conclusion, academic integrity is not a technical procedure that can be delegated to software. As this study's findings on citation manipulation and hidden plagiarism reveal, the solution lies in a fundamental shift from a "compliance culture" based on percentages to a "merit culture" based on epistemological honesty.

Çıkar Çatışması Beyanı / Conflict of Interest

Çalışmada herhangi bir kurum veya kişi ile çıkar çatışması bulunmamaktadır.
There is no conflict of interest with any institution or person in the study.

İntihal Politikası Beyanı / Plagiarism Policy

Bu makale İntihal programlarında taranmış ve İntihal tespit edilmemiştir.
This article was scanned in Plagiarism programs and Plagiarism was not detected.

Bilimsel Araştırma ve Yayın Etiği Beyanı / Scientific Research and Publication Ethics Statement

Bu çalışmada Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi kapsamında belirtilen kurallara uyulmuştur.
In this study, the rules specified within the scope of the Higher Education Institutions Scientific Research and Publication Ethics Directive were followed.

References

Al-Adawi, S., Ali, B. H., & Al-Zakwani, I. (2016). Research Misconduct: The Peril of Publish or Perish. *Oman Medical Journal*, *31*(1), 5-11. https://doi.org/10.5001/omj.2016.02

Artium. (n.d.). Retrieved December 24, 2025, from İntihal Denetimi website: http://artium.hku.edu.tr/tr/pub/page/12286

ATAÜNİ. (n.d.). Retrieved December 24, 2025, from Genel Kılavuzlar - Kış Sporları ve Spor Bilimleri Enstitüsü website: https://birimler.atauni.edu.tr/kis-sporlari-enstitusu/genel-kilavuzlar/

Authorship and AI tools. (2023, February 13). Retrieved December 24, 2025, from COPE: Committee on Publication Ethics website: https://publicationethics.org/guidance/cope-position/authorship-and-ai-tools

Balalle, H., & Pannilage, S. (2025). Reassessing academic integrity in the age of AI: A systematic literature review on AI and academic integrity. *Social Sciences & Humanities Open*, *11*, 101299. https://doi.org/10.1016/j.ssaho.2025.101299

BTÜ. (n.d.). Bursa Teknik Üniversitesi Lisansüstü Eğitim Enstitüsü İntihal Yazılımı Rehberi. Retrieved from https://depo.btu.edu.tr/img/sayfa//1713718003_4708dd6c7c9f06b73846.pdf

Çevik, Y. D., & Barın, S. (2015). Aşırmacılığı Önleme ve Akademik Dürüstlüğü Sağlamada Turnitin® Kullanımına İlişkin Öğrenci Görüşlerinin İncelenmesi. *Eğitim Teknolojisi Kuram ve Uygulama*, *5*(2), 39-53. https://doi.org/10.17943/etku.88439

Chomsky, N. (1993). *Medya Gerçeği*. İstanbul: Tüm Zamanlar Yayıncılık.

CoHE. (2025). *Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi*. Ankara: Council of Higher Education. Retrieved from Council of Higher Education website: https://www.yok.gov.tr/documents/documents/68fb63b8b2511.pdf

COPE. (2016, July 22). Retrieved December 24, 2025, from Committee on Publication Ethics :Text recycling guidelines for editors website: https://publicationethics.org/guidance/endorsed-guidance/text-recycling-guidelines-editors

Eaton, S. E. (2023). Postplagiarism: Transdisciplinary ethics and integrity in the age of artificial intelligence and neurotechnology. *International Journal for Educational Integrity*, *19*(1), 23. https://doi.org/10.1007/s40979-023-00144-1

Ersoy, A., & Özden, M. (2011). Öğretmen Adaylarının Ödevlerinde İnternetten İntihal Yapmalarında Öğretim Elemanının Rolüne İlişkin Görüşleri. *İlköğretim Online*, *10*(2), 608-619.

Flanagin, A. (2020). Ethical and Legal Considerations. In AMA Manual of Style Committee (Ed.), *AMA Manual of Style: A Guide for Authors and Editors* (p. 0). Oxford University Press. https://doi.org/10.1093/jama/9780190246556.003.0005

Geegan, S. A., Ivanov, B., & Parker, K. A. (2025). Persuasion, Resistance, and Online Misinformation During Crisis. In *Communication and Misinformation* (pp. 47-62). John Wiley & Sons, Ltd. https://doi.org/10.1002/9781394184972.ch4

Gümüşgül, O., Üstün, Ü. D., Işık, U., & Demirel, D. H. (2013). Beden Eğitimi ve Spor Yüksekokulu öğrencilerinin akademik sahtekarlık eğilim düzeylerinin değerlendirilmesi. *SPORMETRE Beden Eğitimi ve Spor Bilimleri Dergisi*, *11*(2), 131-138. https://doi.org/10.1501/Sporm_0000000246

Gürel, T. Y., Barutcu, C. D., & Mert, H. (2019). Hemşirelik Doktora Öğrencilerinin Araştırma Etiği Hakkındaki Görüşlerinin İncelenmesi. *Dokuz Eylül Üniversitesi Hemşirelik Fakültesi Elektronik Dergisi*, *12*(4), 234-242.

Habermas, J. (1988). *Theory and Practice*. Beacon Press.

Hançer, A. H. (2024). Fen Bilgisi Öğretmen Adaylarının Öğretmenlik Mesleğine Yönelik Tutumlarının Akademik Sahtekârlık Eğilimleri Üzerindeki Etkisi. *Journal of Turkish Studies*, *12*(Volume 12 Issue 6), 387-402. https://doi.org/10.7827/TurkishStudies.11418

İHÜ. (n.d.). Retrieved December 24, 2025, from İbn Haldun Çalışmaları Dergisi İntihal Denetimi website: https://journal.ihu.edu.tr/index.php/ihu1/plagiarismDetection

iThenticate Guides. (2024, July 15). Retrieved December 24, 2025, from iThenticate and Crossref Similarity Check guides website: https://guides.ithenticate.com/hc/en-us/articles/27310453778573-Welcome-to-iThenticate-and-Crossref-Similarity-Check-guides

İÜ. (n.d.). İstanbul Üniversitesi Sağlık Bilimleri Enstitüsü Doktora Tez Teslim Kılavuzu. Retrieved from https://cdn.istanbul.edu.tr/statics/saglikbilimleri.istanbul.edu.tr/wp-content/uploads/2016/11/Tez-Teslim-K%C4%B1lavuzu.pdf

Kadı, A., Beytekin, O. F., & Arslan, H. (2016). Academic Dishonesty Tendencies and Values of Teacher Candidates. *Yükseköğretim ve Bilim Dergisi*, (3), 396-401.

Kasap, A. B., Eşkil, K. G., Çetinkaya, K. B., Yeşilyurt, H., İnan, S. A., Vatankhahı, A., & Gökçearslan, Ş. (2021). Lisansüstü öğrencilerinin bilimsel araştırmalarda teknoloji kullanımı ve etik yeterlilikleri üzerine bir inceleme. *Instructional Technology and Lifelong Learning*, *2*(1), 35-52. https://doi.org/10.52911/itall.873802

KLÜ. (n.d.). Retrieved December 24, 2025, from Mevzuat-Fen Bilimleri Enstitüsü website: https://fbe.klu.edu.tr/Sayfalar/13260-mevzuat.klu

Kösem, V. C., & Yoldaş, C. (2018). Lisansüstü Öğrencilerin Ödevlerinde İnternetten İntihal Yapmaya İlişkin Görüşleri. *Dumlupınar Üniversitesi Eğitim Bilimleri Enstitüsü Dergisi*, *2*(1), 1-9.

Kovari, A. (2025). Ethical use of ChatGPT in education-Best practices to combat AI-induced plagiarism. *Frontiers in Education*, *9*. https://doi.org/10.3389/feduc.2024.1465703

KSÜ. (n.d.). Retrieved December 24, 2025, from Kahramanmaraş Sütçü İmam Üniversitesi Üniversitemiz-Sosyal Bilimler Enstitüsü website: https://sbe.ksu.edu.tr/Default.aspx?SId=23154

Lancaster, T., & Clarke, R. (2016). Contract cheating: The outsourcing of assessed student work. In *Handbook of Academic Integrity* (pp. 639-654). Springer Singapore. https://doi.org/10.1007/978-981-287-098-8_17

Laxmi, M. M. (2018). Research plagiarism and its effects. *International Journal of Recent Research Aspects*, *5*(2), 736-738.

Macdonald, R., & Carroll, J. (2006). Plagiarism-A complex issue requiring a holistic institutional approach. *Assessment & Evaluation in Higher Education*, *31*(2), 233-245.

McCabe, D. L., & Trevino, L. K. (1993). Academic Dishonesty: Honor Codes and Other Contextual Influences. *The Journal of Higher Education*, *64*(5), 522-538. https://doi.org/10.2307/2959991

NKÜ. (n.d.). Retrieved December 24, 2025, from Tekirdağ Namık Kemal Üniversitesi Kütüphane ve Dokümantasyon Daire Başkanlığı- URKUND website: https://kutuphane.nku.edu.tr/kutuphane/dosya/Kilavuzlar/Urkund_Duplicate.pdf

Ömür, Y. E., Aydın, R., & Argon, T. (2016). Olumsuz Değerlendirilme Korkusu ve Akademik Sahtekârlık. *Eğitim ve İnsani Bilimler Dergisi: Teori ve Uygulama*, (9), 131-149.

ORI. (n.d.). Retrieved July 24, 2025, from The Office of Research Integrity-Definition of Research Misconduct website: https://ori.hhs.gov/definition-research-misconduct?utm_source

Özden, M., Özden, D. Ö., & Biçer, B. (2015b). Akademik Usulsüzlük: Öğretmen Adaylarının Görüşleri ve Deneyimleri. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, *11*(2), 0. https://doi.org/10.17860/efd.43453

Özden, M., Özden, D. Ö., & Biçer, B. (2015a). Akademik Usulsüzlük: Sınıf Öğretmeni Adaylarının Deneyimleri. *Dumlupınar Üniversitesi Sosyal Bilimler Dergisi*, (45), 130-143.

Paruzel-Czachura, M., Baran, L., & Spendel, Z. (2021). Publish or be ethical? Publishing pressure and scientific misconduct in research. *Research Ethics*, *17*(3), 375-397. https://doi.org/10.1177/1747016120980562

Roig, M. (2009). *Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing*. United States Department of Health & Human Services, The Office of Research Integrity.

Şentürk, S. (2020). Akademik Sahtekârlık ve İntihal Üzerine Bir Araştırma: Türkiye'deki Mevcut Durum. *ISophos: Uluslararası Bilişim, Teknoloji ve Felsefe Dergisi*, *3*(5), 1-14.

Taşgın, A., Kıncal, R. Y., Küçükoğlu, A., & Ozan, C. (2019). Öğretmen Adaylarının Kopya Çekmeye İlişkin Tutumları ile Akademik Sahtekârlık Eğilimleri Arasındaki İlişki. *Anadolu Journal of Educational Sciences International*, *9*(2), 608-639. https://doi.org/10.18039/ajesi.578163

Text recycling guidelines for editors. (2016, July 22). Retrieved December 24, 2025, from COPE: Committee on Publication Ethics website: https://publicationethics.org/guidance/endorsed-guidance/text-recycling-guidelines-editors

The Common Types of Plagiarism. (n.d.). Retrieved December 24, 2025, from Dean of Students website: https://www.bowdoin.edu/dean-of-students/conduct-review-board/academic-honesty-and-plagiarism/common-types-of-plagiarism.html

Toprak, Z. (2017). Türkiye'de Akademik Yazı: İntihal ve Özgünlük. *Bogazici University Journal of Education*, *34*(2), 1-12.

TR Dizin. (2022, April 13). Retrieved December 24, 2025, from İntihal oranı ile ilgili TR Dizin kriteri var mıdır ? website: https://trdizin.gov.tr/ufaq/intihal-orani-ile-ilgili-tr-dizin-kriteri-var-midir/

Turnitin Guides. (2024, July 15). Retrieved December 24, 2025, from Welcome to Turnitin Guides website: https://guides.turnitin.com/hc/en-us/articles/24008452116749-Welcome-to-Turnitin-Guides

Turnitin Guides. (2025, June 23). Retrieved December 24, 2025, from Understanding the similarity score website: https://guides.turnitin.com/hc/en-us/articles/23435833938701-Understanding-the-similarity-score

Ulusal Tez Merkezi. (n.d.). Retrieved December 24, 2025, from https://tez.yok.gov.tr/UlusalTezMerkezi/

Ünal, Y., & Özenç Uçak, N. (2017). *Farklı Eğitim ve Kültürlerdeki Üniversite Öğrencilerinin İntihale İlişkin Görüş ve Davranışları*. Retrieved from http://bby.hacettepe.edu.tr/yayinlar/Ünal ve Uçak.pdf

Weyland, K. (2007). How to Assess Plagiarism of Ideas? *PS: Political Science & Politics*, *40*(2), 375-376. https://doi.org/10.1017/S1049096507070588

Yılmaz, K. (2024). Türkiye'de Yayınlanan Bilimsel Araştırma ve Yayın Etiği Konulu Makalelerin İncelenmesi (1993-2022). *MANAS Sosyal Araştırmalar Dergisi*, 13(1), 77-92. https://doi.org/10.33206/mjss.1340104

YTÜ. (n.d.). Retrieved December 24, 2025, from Yıldız Teknik Üniversitesi Fen Bilimleri Enstitüsü Tez Benzerlik Kontrolü website: https://fbe.yildiz.edu.tr/sayfa/MEZUN%C4%B0YET/TEZ-BENZERL%C4%B0K-KONTROL%C3%9C/428