Pitfalls of Written Scholarly Communication in the Digital Age

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Outline

- changing landscape of scholarly communication
- problems connected with the computerization of written practices:
  - automated translation,
  - paraphrasing tools,
  - peer reviewing procedures
- solutions
Changing landscape of scholarly communication

“Scholarly communication is the process by which academics, scholars, and researchers share and publish their research findings so that they are available to the wider academic community and beyond.” — Wikipedia
Problems connected with the computerization of written practices
1. Automated translation
Pitfalls of Written Scholarly Communication in the Digital Age
The report will address the changing landscape of scholarly communication and the problems connected with the computerization of written practices, such as automated translation, paraphrasing tools, and peer reviewing procedures, to name a few.
The discussion will be based on the “English Academic Writing” teaching experience, proceeding from the observations and analysis of unacceptable student practices and offering the recommendations on how to minimize a negative impact of the digitalization of scholarly communication in general.

У доповіді буде розглянуто мінливий ландшафт наукового спілкування та проблеми, пов’язані з комп’ютеризацією письмових практик, таких як автоматизований переклад, інструменти перефразування та процедури експертної оцінки, щоб назвати деякі з них.
Дискусія базуватиметься на досвіді викладання англійської мови, виходячи з спостережень та аналізу неприйнятних практик учнів і пропонуючи рекомендації щодо мінімізації негативних наслідків дігіталізації наукового спілкування в цілому.
2. Paraphrasing tools
When to Quote?

- You want to support your argument
- You want to disagree with an author’s argument
- You want to highlight some phrases or passages
- You want to note an important research that precedes your own
- You are comparing and contrasting specific points of view
- You cannot say it better
Large text fragments

- indent
- set off the paragraph
According to the website Plagiarism.org

Recent studies indicate that approximately 30 percent of all students may be plagiarizing on every written assignment they complete.

According to that same site, the problem is extensive in Arizona.
What is Paraphrasing?

- Rewriting of a text in your own words
- Clarification of the meaning of the original passage
- Shortening a longer statement with the main ideas preserved
Paraphrasing Tool - Free Online Text Rewriting Tool
https://paraphrasing-tool.com/
Free Text Rewriting Tool Online - No Sign-Up, No Captcha, No Hassle!

Online Paraphrasing Tool - Best Sentence Rephraser - PrePost SEO
https://www.prepostseo.com/free-online-paraphrasing-tool
Paraphrasing tool is a sentence rephraser used to reword essays and articles. Our online paraphrase tool is the best word changer.

QuillBot | Free Paraphrasing Tool - Best Article Rewriter
https://quillbot.com/
Quillbot is the best paraphrasing tool that will rewrite any sentence or article you give it. The article rewriter can reword essays or articles, and is the best...

Free Paraphrasing Tool Online | Best Paraphrase Tool
https://www.rewritertools.com/paraphrasing-tool
Paraphrasing tool generates 100% unique content instantly. This paraphrase tool multi lingual makes plagiarism free text.
The discussion will be based on the "English Academic Writing" teaching experience, proceeding from the observations and analysis of unacceptable student practices and offering the recommendations on how to minimize a negative impact of the digitalization of scholarly communication in general.

The discourse will be founded on the "English Academic Writing" showing knowledge, continuing from the perceptions and examination of unsuitable understudy practices and offering the suggestions on the best way to limit a negative effect of the digitalization of insightful correspondence by and large.
Chase (1995) describes how nurses in a critical care unit function in a hierarchy that places designated experts at the top and the least senior staff nurses at the bottom. The experts — the nurse manager, nurse clinician, and clinical nurse specialist — are not involved directly in patient care. The staff nurses, in contrast, are assigned to patients and provide all their nursing care. Within the staff nurses is a hierarchy of seniority in which the most senior can become resource nurses: they are assigned a patient but also serve as a resource to other caregivers. The experts have administrative and teaching tasks such as selecting and orienting new staff, developing unit policies, and giving hands-on support where needed.
In her study of the roles of nurses in a critical care unit, Chase (1995) also found a hierarchy that distinguished the roles of experts and others. Just as the educational experts described above do not directly teach students, the experts in this unit do not directly attend to patients. That is the role of the staff nurses, who, like teachers, have their own “hierarchy of seniority” (p. 156). The roles of the experts include employing unit nurses and overseeing the care of special patients (nurse manager), teaching and otherwise integrating new personnel into the unit (clinical nurse specialist and nurse clinician), and policy-making (nurse clinician). In an intermediate position in the hierarchy is the resource nurse, a staff nurse with more experience than the others, who assumes direct care of patients as the other staff nurses do, but also takes on tasks to ensure the smooth operation of the entire facility.
3. Peer Revision
Sample Peer Revision Form

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>unacceptable</th>
<th>acceptable</th>
<th>excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree of originality and interest concerning subject-matter, method, information, conclusions, etc.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Relevance concerning current research in the field</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Knowledge of previous research on the same issue</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Scientific rigour and depth of analysis</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Accuracy in the use of concepts, methods, and terms</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Relevance of the theoretical implications of the study for future research</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>General assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acceptable</td>
<td>unacceptable</td>
<td>acceptable pending revision</td>
<td></td>
</tr>
<tr>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
</tbody>
</table>

**Comments**

Date
3/29/2019

Signed
Student Peer Revision Activity
# Accumulative Grading

## Aspect 1

<table>
<thead>
<tr>
<th>Description</th>
<th>Font family</th>
<th>Font size</th>
<th>Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment on the content (argumentation on a narrow enough topic).</td>
<td><img src="image1" alt="Font family options" /></td>
<td><img src="image2" alt="Font size options" /></td>
<td><img src="image3" alt="Paragraph options" /></td>
</tr>
</tbody>
</table>

**Best possible grade / Scale to use**
- 2

**Weight**
- 1

## Aspect 2

<table>
<thead>
<tr>
<th>Description</th>
<th>Font family</th>
<th>Font size</th>
<th>Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment on the structure (funnel introduction, ACR main body, inverted funnel conclusion).</td>
<td><img src="image1" alt="Font family options" /></td>
<td><img src="image2" alt="Font size options" /></td>
<td><img src="image3" alt="Paragraph options" /></td>
</tr>
</tbody>
</table>

**Best possible grade / Scale to use**
- 3

**Weight**
- 1

## Aspect 3

<table>
<thead>
<tr>
<th>Description</th>
<th>Font family</th>
<th>Font size</th>
<th>Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment on the credibility (new, original work with appropriate references and MLA documentation; no borrowed ideas without citations).</td>
<td><img src="image1" alt="Font family options" /></td>
<td><img src="image2" alt="Font size options" /></td>
<td><img src="image3" alt="Paragraph options" /></td>
</tr>
</tbody>
</table>

**Best possible grade / Scale to use**
- 2

**Weight**
- 1
Assessment form

Aspect 1
Review your classmate's entry according to the assigned layout. Provide relevant comments to justify degrading, if that is the case. Give general recommendations on how the outline can be improved.

Grade: 4/5
Comment: Everything is perfect, but there are a lot of mistakes.

we should classify ITHEI types of educational games.

"three-dimensional, computer-generated(lyphen) environment",

it can SIMPLify serious things too much

etc

Overall feedback
Everything is perfect, but there are a lot of mistakes.

we should classify ITHEI types of educational games.

"three-dimensional, computer-generated(lyphen) environment",

it can SIMPLify serious things too much

etc

Assessment form

Aspect 1
Review your classmate's entry according to the assigned layout. Provide relevant comments to justify degrading, if that is the case. Give general recommendations on how the outline can be improved.

Grade: 5/5
Solutions
Thank you for attention!