STIAEM — Open Educational Resource (OER) Repository for AI

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OER 6.2.2

Establishing Transparent Attribution Policies and Guidelines for Critical Argumentation

Identifier	OER 6.2.2
Title	Establishing Transparent Attribution Policies and Guidelines for Critical Argumentation
Creator	Esenler District Directorate of National Education - Türkiye
Description	Complementing OER 6.2.1, the resource asks what should replace a control that does not work. It argues that plagiarism must be redefined in the era of hybrid writing and presents transparent attribution as a competence with three parameters: focus, traceability and critical validation. The practical focus is on building a taxonomy of AI uses and on redesigning assessment towards process and real-world context.
Keywords	post-plagiarism; transparent attribution; traceability; critical validation; AI use taxonomy; assessment redesign; academic integrity; institutional guidelines
Language	EN (English)
Affiliation	Esenler District Directorate of National Education - Türkiye
Contributor	STIAEM Transnational Scientific Board (peer review, Rhodes validation protocol)
Media Format	Text; Infographics
Genre	Training Manual; Educational Guide
URL	https://www.stiaemproject.eu/?oer_download=OER-6.2.2
Citation	Esenler District Directorate of National Education. (2026). *Establishing Transparent Attribution Policies and Guidelines for Critical Argumentation* [Educational guide]. Slow Tech Innovation: AI, Ethics, and New Teaching Methods (STIAEM), 2025-1-IT02-KA220-SCH-000365213.
References	Cotton, D. R. E., Cotton, P. A., & Shipway, J. R. (2023). Chatting and cheating: Ensuring academic integrity in the era of ChatGPT. Innovations in Education and Teaching International, 61(2), 228-239. https://doi.org/10.1080/14703297.2023.2190148 Eaton, S. E. (2023). Postplagiarism: The future of academic integrity in the age of artificial intelligence [Academic debate on post-plagiarism]. University of Calgary. Liang, W., Yuksekgonul, M., Mao, Y., Wu, E., & Zou, J. (2023). GPT detectors are biased against non-native English writers. Patterns, 4(7), 100779. https://doi.org/10.1016/j.patter.2023.100779 Perkins, M. (2023). Academic integrity considerations of AI large language models in the post-pandemic era: ChatGPT and beyond. Journal of University Teaching & Learning Practice, 20(2). https://ro.uow.edu.au/jutlp/vol20/iss2/07/ UNESCO. (2023). Guidance for generative AI in education and research. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000386693
Educational Level	Secondary School
Associated Module / MOOC Video Lesson	Module 6 - Classroom Practice and Authentic Assessment / Video 6.2 - Redefining Plagiarism in School

Learning Objectives	Explain why the concept of plagiarism must be updated in the era of hybrid writing; teach transparent attribution as a competence, articulated in the three parameters of focus, traceability and critical validation; build a taxonomy of AI uses and redesign assessment towards process and real-world context.
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