Good Scholarly Practice

Murray Cole

School Academic Misconduct Officer (SAMO)

School of Informatics

Audio/Questions

- If you can't hear
  - Check the Audio/Visual settings in the Collaborate Panel
  - Check the Audio settings on your computer/headset
  - Try signing out and signing back into the session

- Asking Questions
  - Type questions in the "Text Chat Area", or
  - If you want to ask a question verbally, use the Raise your Hand button and I'll invite you to speak (then lower your hand)
  - You can also ask me questions by e-mail any time

This Session Will Be Recorded

- This session will now be recorded. Any further information that you provide during a session is optional and in doing so you give us consent to process this information.
- These sessions will be stored by the University of Edinburgh for one year and published for 60 days after the event. Schools or Services may use the recordings for up to a year on relevant websites.
- By taking part in a session you give us your consent to process any information you provide during it.

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Good Scholarly Practice...

. . . must be followed by

- All academic staff at the University
- All students at the University

Good Scholarly Practice in Research

Suppose I submit a paper for publication. I must:

- Be clear about use of other work (including my own).
  - Citation of relevant work (publication details, url etc.) including diagrams (even if modified).
  - If using a quote then give it clearly as such, e.g., *As stated by Cole (2021) "It is wise to follow good academic practice..."*
- Acknowledge help received.
  - Conversations/discussions that led to *significant* progress.
  - Comments from an anonymous referee that led to improvements.
  - etc.

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  - Comments from an anonymous referee that led to improvements.
  - etc.
- Ensure that work presented as my own and new really is that, and the reader can see clearly which work is claimed as such.

Purpose of this Presentation

- Give some (quick) guidance on good practice for students.
- Give examples of bad practice.
- Give links to guidance.
- Explain briefly the consequences of bad practice.

Individual Assessment

All work assessed *for credit* must be (unless explicitly specified otherwise) your own individual work.

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This applies to, e.g.:

- Coursework.
- Programming assignments.
- Essay submissions.
- Research proposals.
- Dissertation, etc.

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Breaches of this rule are regarded as academic misconduct and are taken very seriously by the University.

Two Examples of Academic Misconduct

1. Copying a portion of a research paper from the internet (and then possibly superficially editing the words).

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2. Working together with another student to produce a joint program and then (possibly) each customizing the code to make the solutions appear distinct.
   - This is collusion.

   By all means discuss general ideas and difficulties with fellow students, but keep this at a general level well away from the solution and write the code by yourself.

More About Academic Misconduct

Academic misconduct includes:

- plagiarism,
- collusion,
- falsification (e.g. faking experimental results, deliberately untrue claims)
- impersonation (e.g. doing the work for somebody else)

School of Informatics guidelines are at

https://informatics.ed.ac.uk/taught-students/all-students/your-studies/academic-misconduct

which also contains links to other relevant pages, including the University information pages on academic misconduct.

Consequences of Misconduct

Three levels depending on case:

- Warning from School Academic Misconduct Officer.
- Report to College of Science and Engineering.
  - College contacts the student so they can respond to the allegation.
  - If necessary an interview is conducted.
  - A decision is made. This can result in a reduction of marks, potentially to zero.
- Report to University Student Discipline Committee.

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Any accusation is a serious matter and hence is treated with great care and the rights of all are respected.

For example, if a similarity is detected, we will consider whether this is significant and not innocent or to be expected (e.g. if two people implement quicksort in Java).

Good Scholarly Practice

Do your own work

- Ask only for legitimate help, stopping well short of solutions, do not go searching for solutions to the exercise.
- Would you feel it reasonable to ask the lecturer for a certain level of help? If not, then don't ask anyone else either.
- Clearly indicate anything which has been borrowed from elsewhere, with proper citation and clarification.
- If in doubt consult online guidance.
  - If necessary ask the person who set assignment for help on specific points relating to it. For a general point ask me (`inf-samo@inf.ed.ac.uk`).

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Publishing your solutions to coursework:

- By default you are *not* allowed to do this but a lecturer can give permission (on the handout).
- For the projects (UG4, MInf, MSc) the default is that you *can* publish unless the proposer stated otherwise (very rare).

Use of Generative AI and similar tools

- The University and School consider generative AI (and tools which use it) to be simply another possible source of material and advice, and so similar principles apply, see https://information-services.ed.ac.uk/computing/comms-and-collab/elm/generative-ai-guidance-for-students/using-generative
- Thus, as usual, you should take care not to appear to to try to take credit for work which not your own, and where you do borrow legitmately, you should state and cite this very clearly.
- Each piece of assessed work you are asked to submit will state clearly what the specific rules are relating to this item of assessment. They will be drawn from the University's set of options which range roughly from "no genAI at all" (including AI translations services) to "fullAI", and may be adjusted to suit the exercise.
- As with any other source of assistance, you should always clearly explain and cite what you have done.

Relax

Adopting good scholarly practice is part of your education.

- The vast majority of students want to do the right thing.
- Do discuss things with each other, but only to a legitimate level (eg explaining material and examples from lectures and notes).
- The response to an offer "I'll show you my code" (or "solution"), including from genAI, is "No, please don't" (unless explicitly permitted by the exercise statement.

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Any Questions?

Please send them to me by e-mail

`inf-samo@inf.ed.ac.uk`

or for questions specific to an item of coursework, to the course organiser.

Using generative AI in your research

Matteo Degiacomi

matteo.degiacomi@ed.ac.uk

www.degiacomi.org

Where AI can be helpful

Literature & Knowledge Discovery

- Summarising large paper sets
- Keyword expansion and topic mapping
- Identifying relevant work

Writing & Communication

- Improving clarity and grammar
- Rephrasing for non-native speakers
- Structuring drafts

Programming & Technical Support

- Explaining unfamiliar APIs
- Debugging suggestions
- Refactoring and boilerplate code

Research Ideation

- Brainstorming
- Generating alternative approaches
- Asking “what if” questions

AI is a tool, not an authority (i.e., an assistant, not a replacement)

AI for knowledge discovery

perplexity

“I study non-enzymatic post-translational modifications. My past research work is on predicting carbamylation, but now I want to expand my work to glycation and S-nitrosylation. Can you suggest review articles a beginner in the area should read?”

“can you find references specifically discussing computational work aimed at predicting which amino acids might get modified?”

Do not reference any article in your work before
(1) confirming its existence and (2) reading it

The danger of not checking references

[...] Systematic optimization indicated that bond-length and smoothness constraints offered the best balance between physical realism and stability for backbone-only models [25, 26, 30].

...

[25] Matteo T. Degiacomi. Coupling molecular dynamics and deep learning to mine protein conformational space. *Structure*, 27(6):1034–1040.e3, 2019. doi: 10.1016/j.str.2019.03.018. URL https://doi.org/10.1016/j.str.2019.03.018.

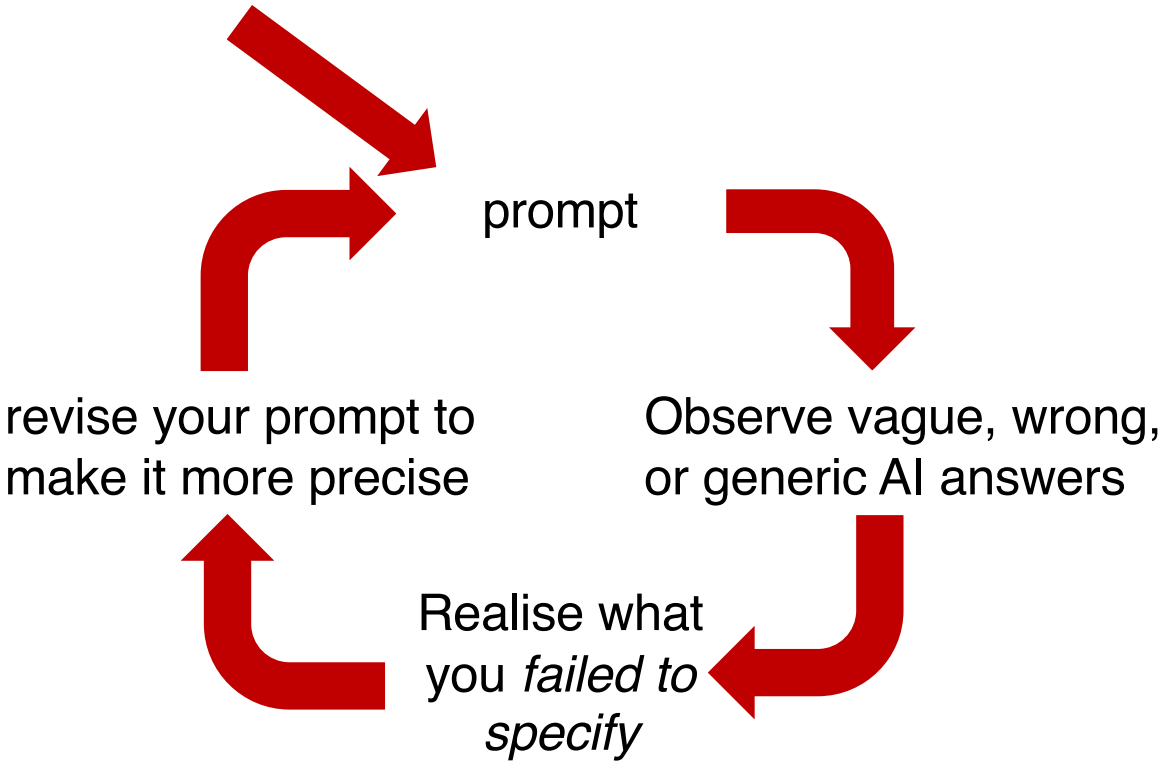
[26] Vijay K. Ramaswamy, Scott C. Musson, Chris G. Willcocks, and Matteo T. Degiacomi. Deep learning protein conformational space with convolutions and latent interpolations. *Physical Review X*, 11:011052, 2021. doi: 10.1103/PhysRevX.11.011052. URL https://doi.org/10.1103/PhysRevX.11.011052.

Reference exists, but is incorrect

Mistake: my members of staff are called Venkata and Samuel…

AI to gain understanding [example usage]

A bad AI answer often reveals a bad mental model or an underspecified prompt



The danger of imprecise prompts [example]

Project Timeline

Phase	Months	Key Objectives & Activities	Deliverables
Foundation	1–8	1. Dynamic Scaffold Sampling: Generate high-fidelity conformational ensembles using hybrid GaMD/REMD simulations. 2. Generative Expansion: Deploy inverse folding models to populate the local sequence space, creating a massive pool of backbone-compatible candidates.	• Validated Dynamic Ensembles. • Large-scale Candidate Sequence Library. *Review Point 1 (Generation Fidelity).*
Navigation	9–16	1. Topological Mapping: Compute persistent homology (Betti numbers) to map the "geometry of evolution" and identify designable voids. 2. Dual-Scoring Screen: Filter candidates using Graph-Augmented Potts Models (evolutionary) and multi-scale energy predictors (physical).	• "Designable Void" Topological Map. • Ranked Shortlist of *de novo* Candidates. *Review Point 2 (Selection Viability).*
Validation	17–24	1. Physics-Based Funnel: Validate top designs via FEP and construct Markov State Models (MSMs) from TAMD trajectories. 2. Final Verification: Wet-lab functional characterization and thesis synthesis.	• Confirmed Kinetic & Functional Profiles. • Open-source GitHub Repository. *Final Thesis.*

A bit too short for a full PhD plan…

Better outputs can be obtained by providing contextual information

e.g., for a timeline: expected code performance on available hardware, UK- and UoE-specific rules and regulations, contingency planning requirements, …

AI for effective communication

I have written a short text describing a research project. This will be published on a website to advertise the research carried out at the University of Edinburgh. Can you check if the text is understandable by a general audience?

I wrote an abstract for a conference, but it is too long by 40 words. Can you suggest ways I could abridge it?

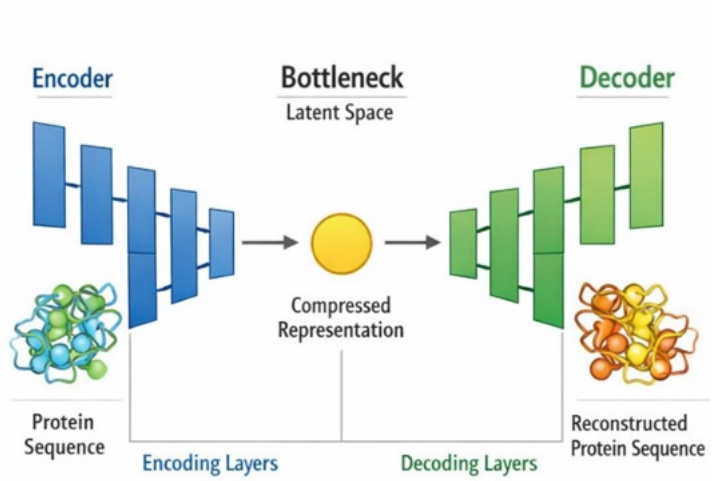
I am writing a 200 words abstract for an article I will be submitting to Nature Communications? Can you improve clarity and grammar without adding content?

Ethical usage: these prompts do not request creation of new content
Consider AI output as a starting point, not as a finished product

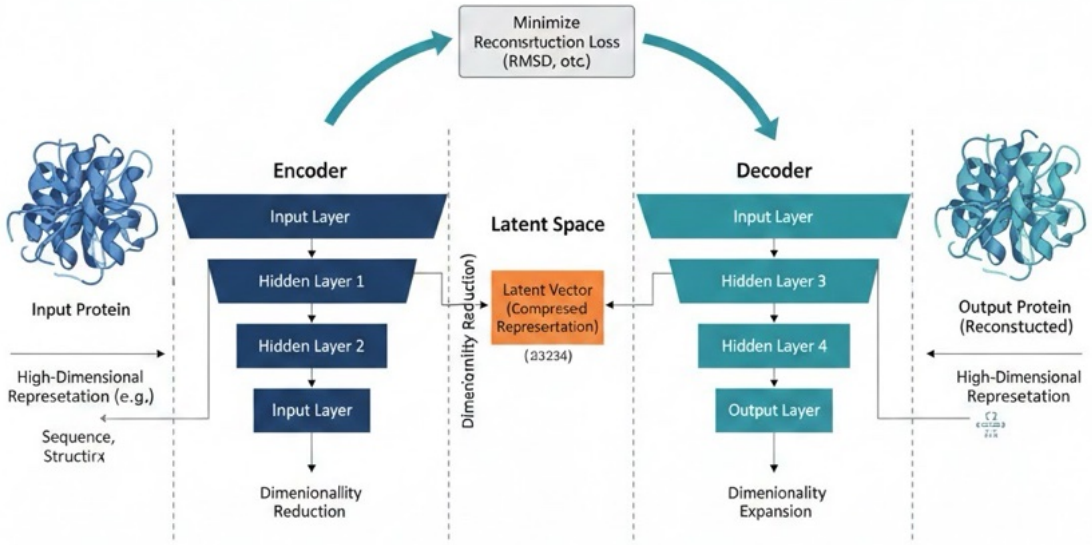
The dangers of image generation (schematic)

“produce a schematic representation of an autoencoder architecture, taking a protein as input and producing a protein as output”

Nano Banana



Gemini



Both wrong in different ways…

The dangers of image generation (schematic)

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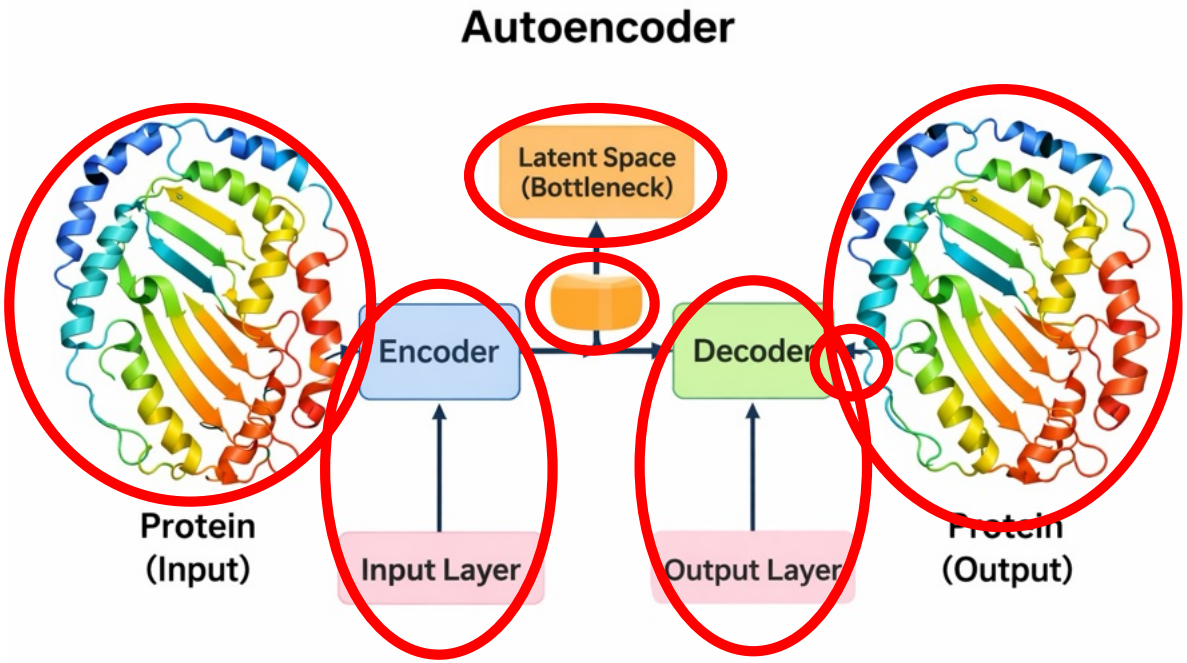


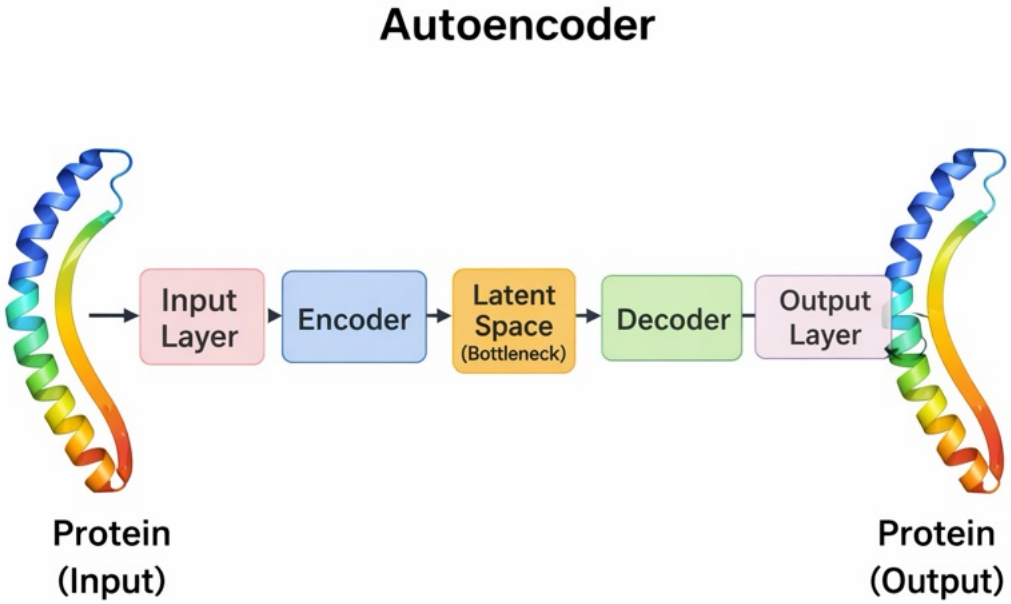
Very, very wrong. In detail:

- Not a protein
- Arrow from output to decoder
- Input and output are identical
- Input not pointing in input layer
- Output layer not pointing at output
- Bottleneck not in line with encoder and decoder
- Odd unlabelled extra layer

The dangers of image generation (schematic)

"Update the image according to the following:

- *input and output layer, and latent space should be in line with encoder and decoder blocks.*
- *do not add additional block besides those mentioned in the previous point*
- *all arrows should point towards the right*
- *produce a correct protein 3D structure (single strand with no interruption)"*

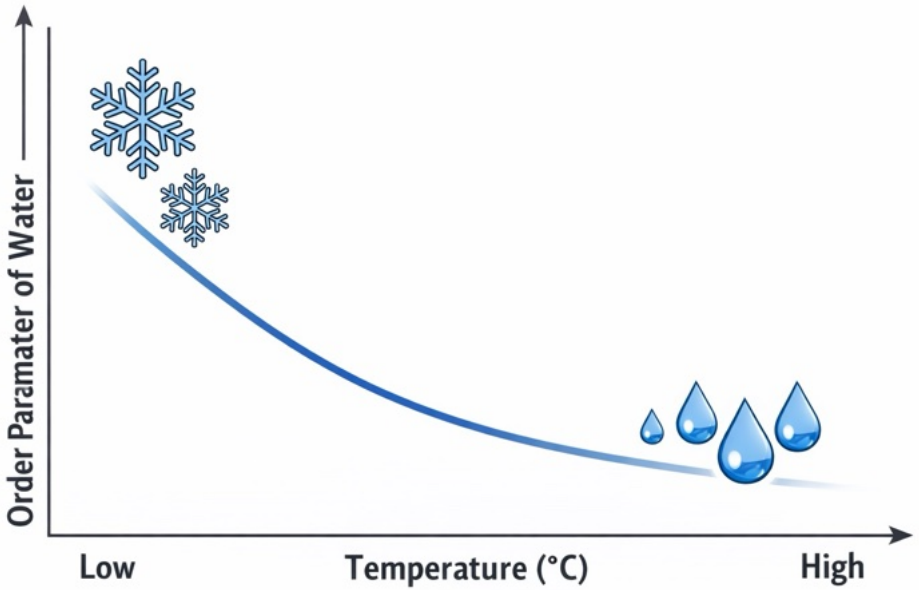


Even with detailed feedback, output can be wrong

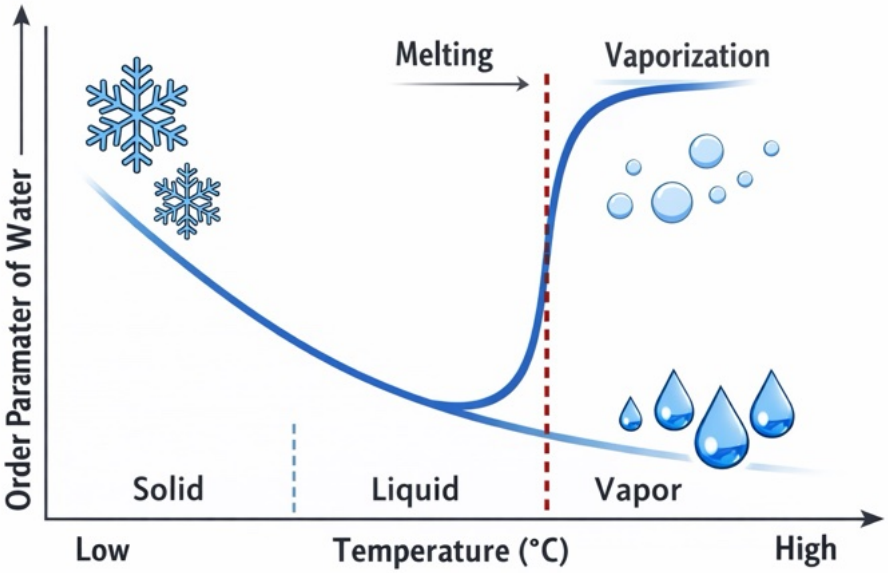
- Proteins *more* wrong
- Design glitch on arrows

The dangers of image generation (graphs)

“produce a graph showing the relationship between temperature and order parameter of water.”



“please make sure phase transitions are shown”



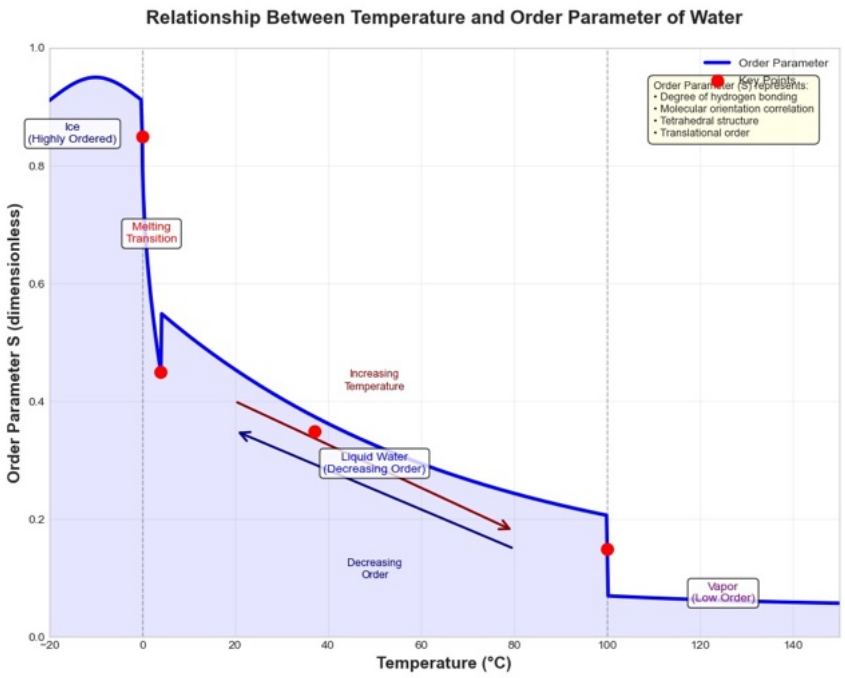
- water should undergo two phase transitions
- order parameter near-constant when solid

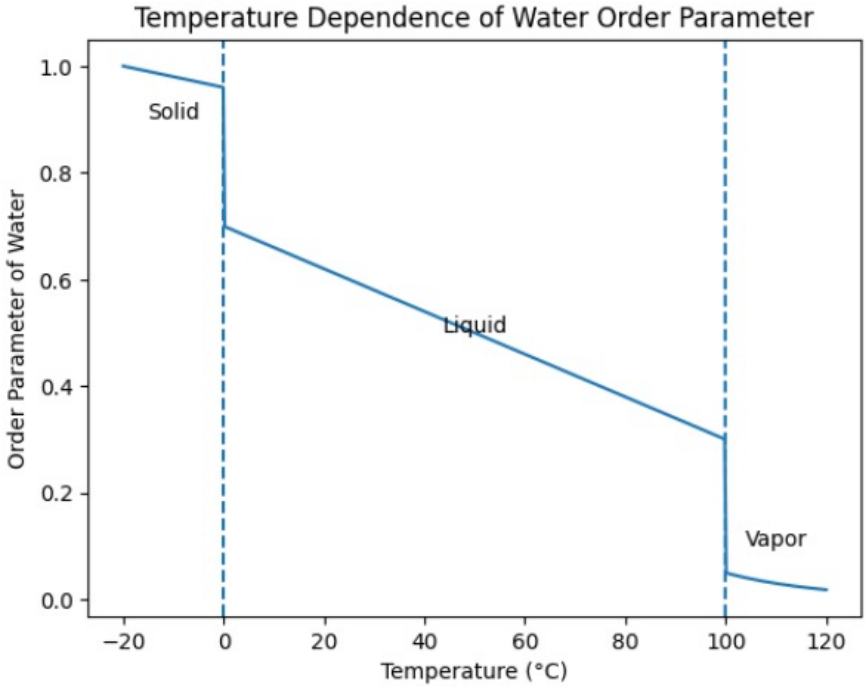
facepalm

Graph generation via code

"produce via a Python code a graph showing the relationship between temperature and order parameter of water"

deepseek





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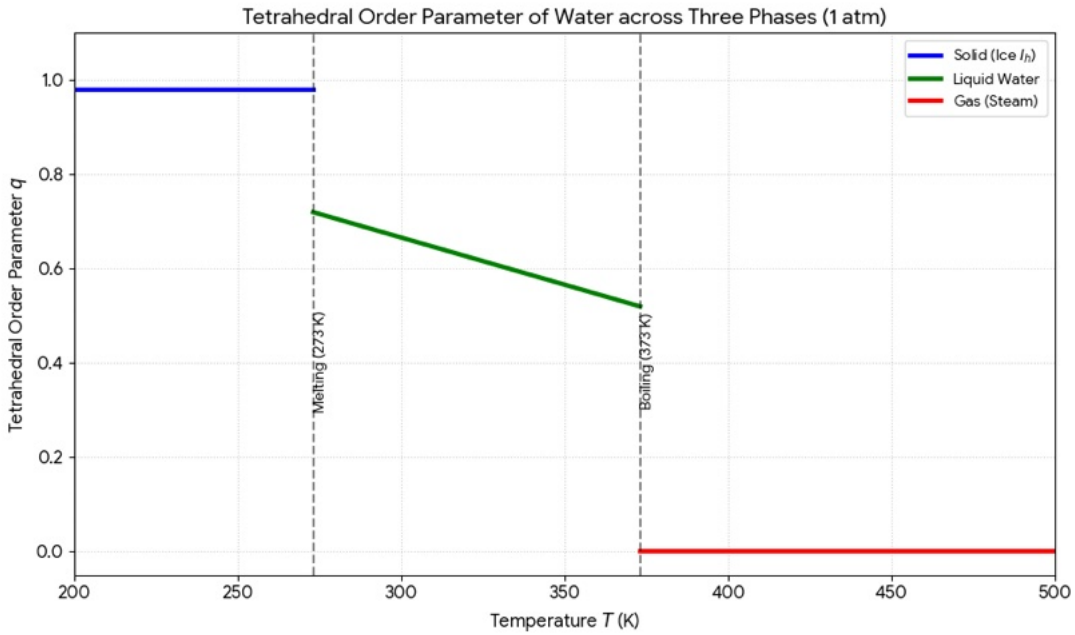
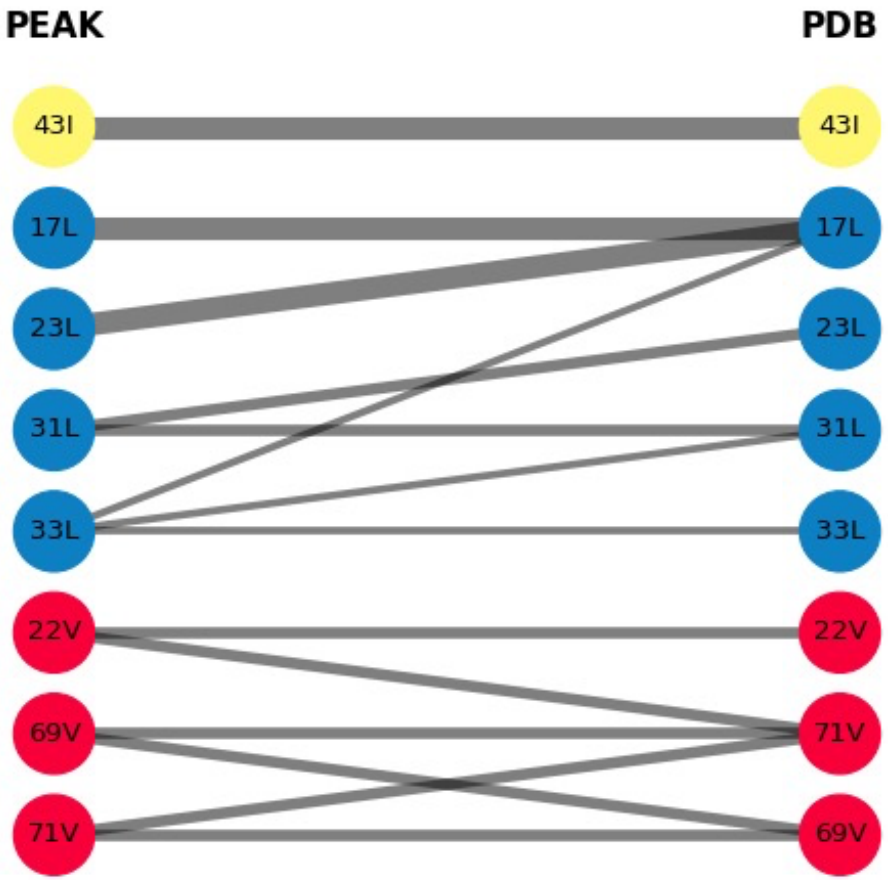


- Check the code to confirm the logic followed to produce the graph is correct (here, not too bad)
- Better: provide a detailed prompt of what the graph should show
- Even better: only use AI to curate aesthetics

Your domain knowledge helps you tell whether outputs are correct

AI as programming helper [Example]



HeavyMethyl

✓ Explaining its API

✗ Algorithm design

✓ Debugging

Conclusion

AI is an **assistant**, not a researcher.

Using your own domain knowledge is crucial.

Core research values still apply:
- Honesty
- Reproducibility
- Accountability
- Attribution

Ethical failure = damage to:
- your thesis
- your lab
- the scientific record

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Referencing

Aurora Constantin

aurora.constantin@ed.ac.uk

Content

- **Definitions**
- **Citation versus Reference**
- **Why and When to Use Citation and Reference?**
- **Styles of Referencing**
- **Quotation and Paraphrasing**
- **Identify a Reference**

Definitions

Citation - tends to mean the part of the text within an article, book or assignment where the author acknowledges the source of information

- notes in the text where you quote, paraphrase or use an idea from someone else.

Example:

Addressing children's challenging behavior has become a primary focus for practitioners, researchers, and policy makers (Hemmeter & Conroy, 2018)

Reference - refers to the full bibliographic information at the end.

Example:

Hemmeter, M. L., & Conroy, M. A. (2018). Advancement of evidence-based programs for young children with social and emotional learning difficulties. *School Mental Health, 10*, 199-201.

Definitions

Quotation – is where you copy an author's text word for word, place quotation marks around the words and add a citation at the end of the quote, including the page number where the quote can be found.

Example:

"Language is subject to change, and is not caused by unnecessary sloppiness, laziness or ignorance" (Aitchison, 1981, p.67).

Paraphrasing – is restating a piece of text using other words.

Example:

Original text: "A business firm's obligation, beyond that required by law and economics, is to propose long-term goals that are good for society" (Robins et al. 2003, p.138).

Paraphrased text: Business should focus on objectives that are not only legally and financially appropriate, but are long range benefit to society (Robins et al. 2003)

Citation vs Reference*

BASIS FOR COMPARISON	CITATION	REFERENCE
Meaning	Citation is a way of disclosing within the main body, that the quote, image, chart, statistics, etc. are taken from an outside source.	Reference is a list which contains all the sources which have been sought or cited while writing the article or assignment.
Use	It informs the readers, the basic source of information.	It informs the reader, the complete source of information.
Purpose	To indicate the source of the material taken.	To support or criticize an argument or point.
Placement	Presented in the bracket.	Presented as endnote or end of the document.
Information	It may contain information like publication year and last name of the author.	It contains information like publication date, title of book/journal, author's name, page number.

* https://keydifferences.com/difference-between-citation-and-reference.html

Why to Use Citation and Reference?

- put your work in context
- demonstrate the breadth and depth of your research
- show your understanding of the topic
- give supporting evidence for your ideas, arguments and opinions
- allow others to identify the sources you have used.
- help you to avoid plagiarism by making it clear which ideas are your own and which are someone else's
- make you think twice about using outdated and inaccurate books, articles, or websites.

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Which paragraph below seems more authoritative?*

Paragraph one	**Paragraph two**
The importance, or otherwise, of lyrics in popular music, and academic approaches to song lyrics, is subject to much debate. The supposed 'poor' standard or presumed meaninglessness of popular music lyrics, become a means to critique popular music. Conversely, it could be argued that too much attention is given to a song's lyrics, to the point where the music itself is overlooked; it is also possible to overestimate the degree to which the music listener actually listens to the words, or perceives them to be the site of meaning in a song. Nonetheless, Simon Frith suggests that lyrics do allow songs to be 'used in particular ways': lyrics facilitate certain 'creative articulations'. In the case of protest music, the lyrics allow a song to be made to speak to political issues.	The importance, or otherwise, of lyrics in popular music, and academic approaches to song lyrics, is subject to much debate (Frith, 1998; Shepherd, 1999; Fornas, 2003). The supposed 'poor' standard or presumed meaninglessness of popular music lyrics, become a means to critique popular music. Conversely, it could be argued that too much attention is given to a song's lyrics, to the point where the music itself is overlooked; it is also possible to overestimate the degree to which the music listener actually listens to the words, or perceives them to be the site of meaning in a song (Shepherd, 1999:172). Nonetheless, Simon Frith suggests that lyrics do allow songs to be 'used in particular ways' (cited in Martin, 1995:273): lyrics facilitate certain 'creative articulations' (Johnson, 2000). In the case of protest music, the lyrics allow a song to be made to speak to political issues.

* https://www.student.unsw.edu.au/why-referencing-important

You Must Cite*

Always cite when you*:

- **quote two or more words verbatim**, or even one word if it is used in a way that is unique to the source.

  Example: Alan Turing introduced the concept of a 'universal machine' (Turing, 1936)

- **introduce facts that you have found in a source**. When you paraphrase or summarize ideas, interpretations, or conclusions that you find in a source.

  Example: The integration of accessibility topics into curricula in Higher Education is frequently championed by a small group of advocates (Kawas et al., 2019)

- **introduce information that is not common knowledge** or that may be considered common knowledge in your field, but the reader may not know it.

  Example: The implementation of convolutional neural networks (CNNs) has enabled substantial advancements in image recognition tasks, achieving accuracy rates that surpass traditional methods (Krizhevsky et al., 2017).

* https://edin.ac/3ThxbOM

You Must Cite*

Always cite when you*:

- **borrow the plan or structure** of a larger section of a source's argument or **an image/graph**.
- **build on another's method** found either in a source or from collaborative work in a lab.
- **build on another's program** in writing computer code or on a not-commonly-known algorithm.
- **collaborate with others** in producing knowledge.

* https://edin.ac/3ThxbOM

You Don’t Need to Cite

You don’t need to cite when you are:

- writing your own observations or experiment results.
- analysing your data
- reflecting on your experience
- writing your comments, thoughts or conclusions
- using 'common knowledge’, generally accepted facts or information.

Styles of Referencing

Referencing can be done in many styles. The most common are:

1. **Author and Date** (e.g. APA, Harvard) - the citation of someone's work is done with the author and year

Examples (using APA)

- *citations in text:*

One study found that the most important element in comprehending non-native speech is familiarity with the topic (Gass & Varonis, 1984).

Gass and Varonis (1984) found that the most important element in comprehending non-native speech is familiarity with the topic.

- *reference list:*

Derwing, T. M., Rossiter, M. J., & Munro, M. J. (2002). Teaching native speakers to listen to foreign-accented speech. *Journal of Multilingual and Multicultural Development,* 23(4), 245-259.

Krech Thomas, H. (2004). *Training strategies for improving listeners' comprehension of foreign-accented speech* (Doctoral dissertation). University of Colorado, Boulder.

Note: The reference list would arrange references in alphabetical order by author.

Styles of Referencing

2. numeric (e.g. Vancouver, IEEE) – the citation of someone's work is done with a number

Examples (using Vancouver)

- *citations in text:*

As emphasized by Watkins (1) carers of diabetes sufferers 'require perseverance and an understanding of humanity' (p.1).

Simons et al. (2) state that the principle of effective stress is 'imperfectly known and understood by many practising engineers' (p.4).

- *reference list:*

(1) Watkins PJ. *ABC of Diabetes*. 5th ed. London: Blackwell Publishing; 2003.

(2) Simons NE, Menzies B, Matthews M. *A Short Course in Soil and Rock Slope Engineering*. London: Thomas Telford Publishing; 2001.

Note: When using the Vancouver style, the reference list should be in numerical order and each number matches and refers to the one in the text.

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Cite Them Right*

Different sources are cited and referenced differently.

https://www.citethemrightonline.com

Quotation

- should be used sparingly as over-quoting can suggest a lack of understanding of the text you are referring to.
- you are generally expected to paraphrase from sources, rather than quote directly.
- If the quotation is short (usually less than two lines), you should:
  - enclose it in quotation marks
  - give the author, date and page number(s) that the quotation was taken from, in brackets.

Example:

According to Aitchison (1981, p.67),"Language is subject to change, and is not caused by unnecessary sloppiness, laziness or ignorance" (Aitchison, 1981, p.67).

Quotation

- If the quotation is more than two lines:
  - separate it from the rest of the paragraph by one free line above and below
  - indent at left and right margins
  - it does not use quotation marks
  - the citation includes author, date and page number(s) that the quotation was taken from.

Example:

As Aitchison (1981, p.16) puts it:

> Language, then, like everything else, gradually transforms itself over the centuries. There is nothing surprising in this. In a world where humans grow old, tadpoles change into frogs, and milk turns into cheese, it would be strange if language alone remained unaltered.

Paraphrasing

When paraphrasing, make sure that you:

- identify a relevant theme or point, depending on your purpose
- write the point in your own words
- focus on the meaning of an idea or argument
- include a reference to the original author.

Paraphrasing - example

Original text (Aitchison 1981, p.16)

Language, then, like everything else, gradually transforms itself over the centuries. There is nothing surprising in this. In a world where humans grow old, tadpoles change into frogs, and milk turns into cheese, it would be strange if language alone remained unaltered.

Paraphrased text

Aitchison (1981) points out that language is dynamic, just like other things in life. In a world where change is constant it would be unusual for language to remain static (p. 16).

Paraphrasing

Common pitfalls include:

- describing an author's idea or argument but not explaining the significance to your own argument, or the point that you are trying to make
- using too many of the original author's words, this includes using the same structure
- not distinguishing between the author's point and your own viewpoint
- providing too much detail.

Identify a Reference

- References can come from a wide range of sources, such as books, journal articles, websites, and so on.

- Select the sources carefully, thinking of the quality rather than quantity

- As a **general rule**, do not refer to the following:
  - Wikipedia
  - Book reviews
  - Lecture notes

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Evaluate the Quality of a Source – CRAAP*

	Evaluation questions	Yes	No	Don't know
Currency	Does the source show when it was first published or posted?			
	Can you see if the information has been revised or updated?			
	If an online source, are the links on the page functional?			
	Does your topic require exclusively current information?			
Relevancy	Does the information relate to your research topic?			
	Are students, researchers and academics the intended audience?			
	Is the information written at an appropriate academic level?			
Authority	Is the author or organisation who produced the information clearly shown?			
	Are they appropriately qualified/experienced to write on this topic?			
	Is there any contact information for the author, organisation or publisher provided?			
Accuracy	Is the information supported by evidence (references, links, data etc.)?			
	Does the author provide references in an academic style?			
	Has the information been reviewed or refereed?			
	Are there spelling, grammar or typographical errors?			
Purpose	Do the authors/sponsors make their intentions or purpose clear?			
	Does the point of view appear objective and impartial?			
	Are there any clear political, ideological, cultural, religious, institutional or personal biases evident?			

* https://libguides.exeter.ac.uk/evaluatinginformation/checklist

Resources

More information on APA, here: https://guides.libraries.psu.edu/apaquickguide/intext

More information about referencing styles: https://libguides.reading.ac.uk/citing-references/referencingstyles

Cite Them Right: https://www-citethemrightonline-com.ezproxy.is.ed.ac.uk

Referencing and avoiding plagiarism (IAD): https://institute-academic-development.ed.ac.uk/study-hub/learning-resources/referencing-and-citations

What is referencing: http://www.docs.hss.ed.ac.uk/iad/Undergraduate/Resources/Academic_practice/IAD_What_is_referencing_CC_2020.pdf

Tips for accurate referencing: https://www.docs.hss.ed.ac.uk/iad/Undergraduate/Resources/Academic_practice/IAD_Tips_for_accurate_referencing_CC_2020.pdf