

PLAGIARISM AND SCHOOL WITH ITS “SINS”

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Abstract

The paper aims to highlight those aspects of education that hinder the development of autonomous and creative personality (focusing on students) and that favour “germ” plagiarism.

In addition, the present paper offers suggestions for good practices by which to improve and/or to combat those types of behaviour that could lead to the spread of plagiarism.

Keywords: plagiarism, education, competences, creativity, ideas, critical thinking, originality, motivation, technologies.

1. When and how do we commit plagiarism?

In accordance with art. 4 from Law no. 206/2004 on good conduct in scientific research, technological development and innovation¹, plagiarism represents “*exposure in written work or oral communication of texts, phrases, ideas, demonstrations, data, hypotheses, theories, results or scientific methods extracted from written works, including in electronic form, of other authors, without mentioning this and without referring to the original sources.*”

In accordance with art. 35 of Law no. 8/1996 republished², “without the consent of the author and without paying any remuneration, the following uses of a work previously made known to the public are permitted, provided such are compliant to good habits, do not contradict the normal exploitation of the work and do not prejudice the author or holders of usage rights (b) the use of short quotes from a work for analysis, commentary or criticism purposes or as an example, insofar their use justifies the extent of the quote”.

The right of third parties to use a work without the author's consent is limited and this limitation of the patrimonial right of the author in doctrine is called the “**right of quotation**”.

I found a perfect illustration of the right of quotation in the following opinion formulated by A.C. Renouard: “*to forbid writers to quote their predecessors, to refuse for the progress of science and public discussion the use of any passage in a work in the private domain is undoubtedly an exaggeration. It must be said that an author who quotes another person or makes him the one he relies upon or disapproves of,*

indicating that he did not want to assume the capacity of an author of another's work is, of course exempted from any defaulting conduct. But anything can be abused of.”³

In accordance with Law no. 8/1996, “in all cases (...) the source and the name of the author should be mentioned, unless this proves impossible”.

In order to be legal, the quotation should observe “*the quantitative and qualitative correlation between the quoted text and the own contribution of the author who used the quote to accomplish his work*” and the reproduction of the quoted passages should be “*identifiable in the work in which it is incorporated, and it is traditional to warn by setting the quotation between quotation marks and indicating the author's source and name, for example by a footnote, “the purpose being justified by” critical, polemical, pedagogical, scientific or guiding nature of the work in which the quotations are embedded.*”⁴

The ultimate condition for reproduction to be licit is that it should not prejudice the quoted author. Prejudice occurs “*whenever, as a result of incorrect quotation (...), it becomes unnecessary to read his work, the right to inviolability of the work is impaired or the quote turns into an act of disloyal competition.*”⁵

In attempting to define plagiarism, to a certain extent as a supplement of the law, or rather to place it in a certain space and to find certain coordinates, the specialized literature used an abundance of epithets and stylistic constructions such as “*theft*”, “*wound*”, “*abuse in evaluation*”, “*a phenomenon that suffers from the increase of social sobriety*”, “*phenomenon that took grotesque forms*”, “*phenomenon of feudalization*”, “*phenomenon that reached incredible odds*”, “*phenomenon attributed in school life the label of quasi-rule*”, “*subject of tabloids*”.⁶

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¹ Official Journal no. 505 from 4 June 2004

² Official Journal no. 489 from 14 June 2018

³ F. Pollaud-Dulian, *Le droit d'auteur*, Economica, Paris, 2005, p. 508, quotation indication. Viorel Roş, *Intellectual Property Law*, C.H. Beck Publishing House, Bucharest, 2016, p. 369-370

⁴ Viorel Roş, *Intellectual Property Law*, C.H. Beck Publishing House, Bucharest, 2016, p. 373-374

⁵ *Ibidem* p. 375

⁶ Dorin Isoc, *Guide of Acting against Plagiarism*, Eco Publishing House, Cluj-Napoca, 2012, p. 10-13

Should this be the reason why “plagiarism” has caused rivers of ink to flow? So that it could be the “the subject matter of tabloids”? Because it meets our need for quarrel, blood and circus? This is sad. I did not intend to make an analysis of the reasons that prompted others to write about plagiarism - which I personally do not consider a phenomenon. However I proposed myself to explain my motivation in approaching this issue and to find out the possible causes that determine the “litigants” to plagiarize.

*“In all approaches involving principles, causes, or elements, understanding and knowing result from being aware thereof, as we believe that we know each one after finding out the prime causes and the prime principles and we <have reached> the elements”.*⁷

Further to explaining the possible causes, I dare propose also possible fighting measures.

I admit that there is a rich case-law of those who have massively plagiarized, impertinently stealing entire chapters, of those who have recorded an author two or three times in the bibliographical list, changing either his surname or the forename in the “quotation indication”(!), of those who massacred valuable works and the work of valuable creators, of those who, in the desire to satisfy their egos, to accumulate notoriety or obtain additional symbolic statutes, and who, afterwards, in the meagreness of their minds and character, also declared themselves aggrieved by the criticism. I condemn acts of plagiarism and firmly support their annihilation and sanction.

What I would like however to signal is that plagiarism accusations, which are in many cases ungrounded, with no legal basis, manipulate and discourage those, who are at the beginning of the research activity. The tools they dispose of and by which they can survive these pressures are the model in the person of the coordinating teacher, the intrinsic motivation, the ethical principles and mandatorily hard work.

Yes. I also agree with the wound that plagiarism causes through the PhD (as the abundance of epithets listed above refers to this category). In fact, I also have a set of “values” attributed to plagiarism, and with which I can enrich the list: “*loopholes in self-evaluation*”, “*superficiality*”, “*sufficiency*”, “*opportunism*.” I also agree that the presentation as an original of a plagiarized material implies serious deontological deficiencies, defective relating to the phenomenon of knowledge, its axiology and ethics. “*Guilty*” situations result in disregard, discredit and defacing of the higher education institution.

In my opinion, the institution of the PhD means or should mean maturity. The paidean approach of the PhD candidate supposes a “plus”, supposes growth, accumulation, interrelation and interdependence, all the results of search and reflection. The PhD thesis should

imply an epistemological dynamics based on personalized resettlement, an enriched reconfiguration, on a reform of certain issues related to the knowledge base. And all these under the imperative sign of originality.

However, by generalizing the PhD plagiarism in the press (in all press categories), calling it an onerous, perverted phenomenon, validated by a “political”, unethical, circumstantial and conjectural tool, circumscribed to the sphere of banality, I consider that great injustice is done to those who aspire to this title by real efforts, toil, honesty, authenticity, and perhaps, sometimes, sacrifice. I mean the category of those who have the property of each written comma, have their own perspective, original approach and dialectics, authentic creation, discipline, principles and creed, those who have a well-articulated cognitive, emotional, volitional and attitude psychological profile, ordered, organized, determined and ambitious ones.

*“Ambition should not be moderated, but it should be given an honest, wise, and great purpose”.*⁸

For this latter category of PhD candidates, I have a piece of advice, rather an encouragement: all minuses assigned to the obtaining of the PhD title should give them more faith in showing their value. Trying to reverse polarity, turning these shortcomings into motivational tools.

I appreciate the fighting spirit and I do not have a biased attitude towards plagiarists, but to decide what is plagiarized, to distinguish nuances, to estimate the theft in percentages, to blame responsibility on the measurement, to decide how much is plagiarized and how much “plagiarism elements”, to identify the cut or mosaic, this should not be left to pseudo-specialists. Because, insofar civic spirit is appreciated, in the created vortex, it is hard to distinguish between *born* and *made* ones.

The authentic PhD candidate is subject to the perspicuous tug of the *vulgus* with only the blame for aspiring to a title. And for such purpose he/she is making an effort. An assumed one. He/she is assessed by public opinion, by the perception of society in the manipulated part, partly in error, partly justified. This PhD candidate is called “*dottore*” and receives eventually, in the happiest case, a stethoscope as a birthday gift from a joker.

What he/she has not assumed, and what is eroding, is that when he/she enters the PhD program, he/she becomes the presumed author of counterfeiting in the opinion of society. And I'm not referring here to “*à la maniere de* works (homage or parody to one's style)”⁹, but to our tendency to parody everything and all, to trivialize, to treat unfairly.) In such a case, the honest aspirant to the title, but the presumed falsifier, so much the more and especially in our times has to supply evidence of authenticity. And if there is something to separate here, the persons authorized to

⁷ Aristotel, Physics - translation by Alexander Baumgarten, Univers Enciclopedic Gold, p. 39

⁸ Alexis de Tocqueville, About Democracy in America, Humanitas Publishing House, 2017, p. 743

⁹ Umberto Eco, On the Tracks of Giants, RAO, 2018, p. 276

do so will do this. "(...)to judge a PhD thesis requires you to master the field of the thesis well, and to know more than the one who wrote it, i.e. to have the professional authority (including the moral one) to judge the writings of another person in an impartial manner and according to objective criteria".¹⁰

Quoting Hennig –*The Apology of Plagiarism* - I concluded that the two antagonistic parties, plagiarists and plagiomen, both reactive, should think well before throwing the stone: "After all, how much science can a poor man bear in one's lifetime? And how much erudition do his fellow men bear to trace and denounce him as an impostor? For whom accepts these considerations, the plagiarism charge becomes a stone that cannot be lifted."¹¹

Petre Țuțea said that "original is only God". I would have liked to read a continuation of this saying dedicated to those who, for various reasons, choose to start crusades, make ado, set the index, plagiomen who in the name of ethics have been in their turn plagiarists (history proved this!) and in the name of morals (perhaps even the Christian one), they beat heavy spikes in the flesh of the so-called impostures.

Those who are real creators are entitled to talk about plagiarism. How many?

Take a step forward those of you, who think you created "Any", "Anyone", "Anything", "Anywhere", "Anytime".

Take a step back and first judge your creation, putting it after that of the Creator.

Then judge the creations of others!

2. SCHOOL AND "ITS SINS"

"Educate children and it won't be necessary to punish people!"

Pitagora

Education is the answer to the community's question and its formulation is closely connected to its needs. And, logically, as society evolves and realities are constantly changing, education is subject to the same route. The only constant remaining is the need for training. Through education we achieve culture, integration and networking. We are changing approach tools, methods, and techniques according to the new goals. The new purpose in the context of the present reality is the formation of a complex type of personality: creative, autonomous and mandatorily active-participative.

What does "actual reality" bring, and in what way does it demand that the above-mentioned requirements are in place to justify the purpose?

First of all it brings, in a general way, a "guilty disorder". One of the musings of Blaise Pascal positions and, at concurrently brilliantly explains the

"status" of disorder in people's lives: "The most unreasonable things become the most reasonable due to people's disorder."¹²

And when we refer to "disorder," we actually mean undesirable behaviours resulting from an altered thinking. Throughout history, enlightened minds have "calibrated" the "disorder" on several levels: moral, political, legal, beginning with Moses' Tablets, the Sermon on the Mount, precepts of Roman law, Aristotelian logic of sophism vs. correct reasoning, the Magna Carta or the Universal Declaration of Human Rights. The current disordered experienced by all of us suffers from a sublime mixture of values, a profound mutation in their dynamics, a plague exfoliating the decision-making power, making it more difficult to delimit the plus from the minus, the truth from falsehood, the good from the bad, a difficulty in discerning among the multitude of challenges, beautifully packed imposture and histrionics, rough manipulation and dissonant horizons. All this, by the echo that it generates, makes it more difficult to choose and to assume responsibility.

This is, from my point of view, the current radiography of the Romanian society to which I would add Daniel David's claim: "I believe that the Romanians' psycho-cultural profile is dominated by mistrust in people, which makes us less tolerant and cooperative with others for the common benefit (our cooperation is especially one for survival, not for success). Lack of cooperation does not enable us to use our intellectual and creative potential, which generates performance below its level. This leads both to the exaggeration of the positive - any achievement is amplified as a sign that, although not seen, the potential is there - on a background of increased emotionality and the exaggeration of the negative - by the frustration that we cannot unlock our potential, on a background of competitiveness not doubled by discipline/self-discipline, increased cynicism and scepticism. Perhaps this psycho-cultural profile was born based on chronic insecurity/uncertainty throughout history".¹³

I chose to present this perspective because, in the generous context of the theme of "education", it offers a nuanced understanding of the dynamics of individual's adaptation (beneficiary of education) and of the functioning of society. At the same time, the logical thread of the analysis supposes also the identification of the failures resulting from it.

Amidst this reality lies the school, also subjected to changes, reforms, reconfigurations, recalibration and the whim of the decision-making structures.

Unfortunately, the rapid succession of reforms in education, approaches in which the New no longer lives with the Old, contradictory provisions, some hasty decisions, taken without the assessment of the

¹⁰ Viorel Roș, Plagiarism, Plagiomania and Deontology, RRDPI no. 3/2016

¹¹ Gabriel H. Decuble- Preface to *The Apology of Plagiarism*, J.L.Hennig, Art Publishing House, 2009

¹² A. Pleșu, G. Liiceanu, Dialogue opening the Festival "The World We Live in", 23-27 February 2019

¹³ Daniel David, Psychology of the Romanian People- psychological profile of the Romanians in a cognitive-experimental monograph, Polirom, Iași, 2015, p. 319

consequences, without a contextualized vision, discontinuity in the application of the measures caused by the succession of different governmental teams, the New for the sake of updating, without waiting for the result of the “innovation” by the previous team and the failure to correlate between the personal needs and the community ones, gradually led to a precarious state of Romanian education, characterized by poor scores in standardized tests, abandonment, de-motivation, inconsistency and unsubstantiality.

The reform in education has brought and subjects to attention, on one side, issues related to curricular, methodological and procedural documents and on the other side, the process concerns both the system in its entirety and individually.

The educational process supposes the interaction among several interdependent entities: the teacher, on the one hand, and the pupil (together with the family) on the other, as beneficiaries of education.

The analysis further identifies the shortcomings assigned to each category and which, once identified, could be corrected.

*“If we need to help a science”, said Emmanuel Kant long ago in “The Critique of Pure Reason”, then all difficulties and even those that are hidden on nits party have to be disclosed; each of them resorts to a remedy that cannot be found without increasing for the science either the extent or the accuracy, sothat the very obstacles become incentives to increase the solidity of science”.*¹⁴

The teacher is or should be a model. A model of competence, authority, autonomy, empathy, flexibility, trust, reciprocity, dialogue partner, creativity, motivation, kindness, gentleness and a master in harmoniously managing all of them. The list is long because its mission is a noble one, but the ones I chose to develop herein refer to competence and motivation.

“He who wants to educate must be educated himself (...) The first place is occupied by parents, ordinary people (...), who remain themselves children for all their lives, to the extent of one half or in their entirety. After all, is anyone expected that all these parents have “personality”? In exchange, we expectof course more from the educator, the specially trained specialists, who were anyway taught psychology, whether in a proper or poor way (...) about young people dedicating their lives to the teaching profession are supposed to be themselves educated (...). The way we raise the issue of education is generally unilateral, exclusively considering the child to be educated and, rendering instead no attention to the adult educator himself/herself (...). It is desirable to say about him/her that he/she is skilled and masters his/her domain and not that he/she doubts himself/herself and his/her competence.

*The specialist is convicted to competence, without the right to appeal.”*¹⁵

In the context of rapid change, competence cannot be maintained without the desire of continuous improvement. This important component puts him/her in the position of a director of the instructive-educational process and is a barrier to self-sufficiency and belief in the infallibility of his/her knowledge. The model he/she provides is transmitted by cultivating in his/her students the desire to know, to seek, to initiate, to incite to discovery. These are small steps in the formation of autonomous, trained and responsible individuals. His/her competence model forms competences, both for the present and for the future. In the anticipatory approach, the teacher prepares his/her disciples for adaptation, for security, in the context of future changes, leading them away from the danger of inadequacy and inefficiency. The competent teacher contributes to the formation of the spirit, the modelling of the character and hygiene of conduct.

However, in my opinion, the highest goal of the teacher is to teach students the lesson of competition with oneself, of overachieving, of self-fulfilment.

An unmotivated teacher will not know how to motivate his/her students. His/her reasons, whether concerning insufficient salary, the aggressive intrusion of parents – a fact that sometimes perturbs the school climate - frequent and unsuitable changes, sometimes the obligation to draft “paperwork” (too many and sometimes too little justified) should not deprive the pupils of motivation. I theoretically say “should not”. Practically, this happens independently of the teacher's will. An unmotivated teacher is an inefficient teacher; he/she produces a state of lack of motivation for the entire collective. The student's lack of motivation in learning has several forms of manifestation. The frequent one is the shorting of the search process, the copy-paste shortcut, manifestations that inhibit the creative potential. *“This should not omit the fact that the system as such should offer a coherent and tailored motivation strategy to teachers. In order for the self-motivation process to work, a minimum of motivation offered by the education system in its aggregate is necessary”.* Besides the elements “which the management of the education system should elaborate in relation to the human resource, the teacher should not forget that the person who sends him/her to school daily, which helps him/her perform and be happy and satisfied in the life he/she is leading is precisely his/her person. If a teacher does not like what he/she does, then, no matter what the education system would do for its members, the entire process is damaged.”¹⁶

Not long ago, I read a study drafted by the scientists from NASA, applied on a sample of 1,600 children aged 4 to 5.

¹⁴ Emmanuel Kant, *The Critique of Pure Reason*, quotation indication Marin C. Călin, *Theory and Meta-theory of educative action*, Aramis Publishing House, 2003, p. 7

¹⁵ Carl Gustav Jung, *Power of the Soul*, Anthology, Part III, *Individual and Social Psychopedagogy*, Bucharest, 1994, p. 13-14

¹⁶ Ion Ovidiu Pănișoară, *The Successful Teacher*, Polirom, Iași, 2009, p. 21-23

Following the replication of these tests over a million times - which eliminates any suspicion in the veracity of the results - it was concluded that "we are born geniuses, but the education system is hindering us".¹⁷

The test aimed to analyze the ability of the subjects to come up with innovative ideas on certain proposed topics, in other words, it tested the level of creativity and imagination. The amazing results showed that 98% of the children received a genius score. Repeating the study on children aged 10 years, they noticed that only 30% of children genius scores obtained; in case of 15-year-olds, the percentage was 12%, and in the case of adults only 2%.

Gavin Nascimento, author of the study, says that we are born with the ability to be geniuses of creativity, but while in the first years of life we predominantly use the right brain hemisphere (the one responsible for divergent thinking and creativity), we exchange in time this process with convergent thinking (the left hemisphere of the brain).

Divergent thinking is the one used to find solutions to generate predictions, probabilities and a high number of possibilities, while convergent thinking is the one - which in the opinion of researcher George Land, who designed the test on the request of NASA - "suppresses imagination. We have discovered that education shows children how to use both types of thinking. So, when someone comes and asks you to give him a new idea, as these ideas cross your mind, you repress them: that's a bad idea, that's what I tried and did not work, it will not work and so on."

"When we look at what happens in the brain, we notice that neurons struggle with each other and diminish the focusing ability of the brain, as we constantly judge, criticize, analyze, censure. When we think driven by fear, we use a smaller part of the brain." adds Land.

Unfortunately, the "truth" from school is well defined, students receive processed materials, which they only have to memorize. School and family should provide opportunities for children to develop divergent thinking. "Let children disagree with us, encouraging them to find more than one way to solve a problem" says Christine Carter.¹⁸

Student management in the learning activity, performed with much tact, under the sign of developing creativity, on the one hand, careful to avoid subjective assessments, indirect references, random, informal observations and generally avoiding a brutal or sentential attitude, can turn the student into an active subject of his own formation, and not just as a desideratum, as a fundamental principle of pedagogy, beautifully formulated in the book, but as an active and autonomous manner in its own development.

"Some men see things as they are and say, why; I dream things that never were and say, why not?" (George Bernard Shaw)

And indeed, "why not?", as long as "creativity is just connecting things" (Steve Jobs). Connections give rise to other connections, and knowledge involves a long tethered string of synapses.

"Wonder connected with a principle of rational curiosity is the source of all knowledge and discover". (Samuel Horsley).

I was talking above about the high percentage of creativity at children aged 3-5 years. Have you ever noticed such a child, how amazed, but how patiently he looks for minutes on end the movement of a row of ants coming out of the anthill?

And then, it's natural to wonder what's going on with his curiosity, his desire for knowledge? Where, on the route is the process being short-circuited, how is his universe ruined, why is the endowment wasted and why does he get to set himself limits and look for shortcuts instead of sharpening his skills of finding answers? I found a survey these days on a social network asking for the answer to the next question: "What do you think should be changed in the education system - the curriculum/textbooks or teaching style?" I later understood that the answers were expressed in somewhat balanced proportions.

I also believe that textbooks / curriculum and teaching style should be "regenerated".

What is the teaching style? It is a set of methods and procedures used by the teacher in the teaching process he/she performs. The definition is not comprehensive. It is obvious that the success of a lesson depends on many elements: first of all how the design was made, its quality, the way in which goals, objectives, contents, skills were formulated, which the teacher proposes himself/herself to form, the used didactic materials, the judicious planning - the temporal resource - the moments of the lesson in the design of the activity of the concerned didactic strategy and the assessment methods. But for this analysis, I chose to develop the issue of adapting the methods to a lesson, and because the pace of change involves reconfiguration, I will not refer to all traditional methods playing a valuable role in the economy of a lesson, and I am far from the thought of criticizing such. What I want to emphasize, however, is related to the need to intertwine them with other alternative methods, such as, for example, critical thinking methods.

Critical thinking methods develop a structured aggregate of functional competencies and ensure the transition from "what do we learn?" to "how do we learn" in the general picture of "lifelong learning".

"Criticism" from the content of the notion refers to the awakening of consciousness, the participation in the building of one's own personality, the active involvement of the pupil in a flexible didactic approach, representing from this perspective a way of promoting another learning method.

"...R.W.C.T. methods - reading and writing for the development of critical thinking - are not a study subject,

¹⁷ Gavin Nascimento, We Are Born Creative Geniuses But The Education System Dumbs Us Down, Surprising Results of a NASA Study

¹⁸ Quotation indication Ion Ovidiu Pănișoară, Who Anihilates the Child's Creativity

a teaching discipline, but a positive approach, an active process of constructive interrogation that forces the student to think in an authentic way about "what does this knowledge mean to me?", "How and where can I use this knowledge?", "What happens if I apply this knowledge?"¹⁹

"The levels at which critical thinking develops the student's abilities are: personal/public, heteronymous/autonomous, intuitive/logical, unidirectional/multidisciplinary"²⁰

Asignificant issue to be emphasized is, on the one hand, as I have claimed before, the need to combine these methods with the classic ones, but especially their proper choice, taking into account the specificity of the chosen topic, the individual characteristics and the peculiarities of each age, with the contextual transactions in which they are used.

The critical thinking methods most often used in didactic activity are the following: "Brainstorming", "Bundling Method", "Tour of the Gallery", "Double Journal", "The Quintet", "I Know-I Want to Know-I learn", "Venn-Euler Diagram". I chose for exemplification purposes three of them:

- Brainstorming

Teacher's question: "What message does the following quotation send to you?"

"What is the writer? A creator of moral monuments made with the spirit and hand." -George Călinescu

Ideas are orally expressed by the students and written on the blackboard:

Inspiration; challenge; guide; memories; vision; imagination; creativity; fulfilment; courage; strength; adventure; love of peers; emotions; effort; development; knowledge; wisdom, expression, model (4th grade, Middle School Titu Maiorescu, Bucharest)

- Quintet

Draft a quintet on the topic "Mother", in which:

- the first verse is made up of a word that would express a name;
- the second, two words to express characteristics;
- the third, three words expressing actions ending in "ing" (verbs in the gerund);

Fourth, a four-word sentence expressing feelings on the topic;

- the fifth, a word that encompasses the essence of the first verse.

Mama,

Beautiful, gentle,

Loving, labouring, understanding,

She's an entire universe,

Treasure (V.S.- 4th grade, Middle School Titu

Maiorescu)

- Thinking Hats

Application based on the text "Silver Skates" by Mary Elizabeth Mapes-Dodge²¹

The White Hat - informs:

Who were Hans and Gretel?

The Red Hat - say what you feel:

Tell me how you feel about Hans wanting to buy skates or a coat for Gretel, and she insists that Hans should buy skates for himself.

The Black Hat - negative issues:

With what elements (situations) presented in the text do you not agree?

The Yellow Hat - positive issues:

What qualities did Hilda have?

The Green Hat - generate new ideas

Continue the story with an end imagined by you.

The Violet Hat - clarifies:

Why do you think the text is titled "Silver Skates"?

Other activities that can be carried out in schools to develop creativity can be:

"Create a logo to represent you" or "Write a script for a play based on a funny experience you've been through", "Write a story in exactly (a certain number of clearly specified words) that one of your grandparents told you" (saga).

These creations can participate in competitions and can be awarded. Benefits can be multiple: develop constructive competition, give examples, share with colleagues and, last but not least, develop creativity.

Children learn by imitating adult behaviour. That is why the advice of specialists is "to take time for our own creativity".

Creativity in school can be educated and developed through many types of activities in all education subjects. One of the tools to stimulate creativity is self-assessment.

Self-assessment is another process that forms confident and independent students, helps them actively think in different ways in which one can solve a problem, focusing on the process, not on the goals. Self-assessment develops skills to appreciate the own progresses. When the criteria and purposes are clearly specified, he focuses on more than to look for mistakes, collaborates, offers feedback, and develops objectivity.

The meta-cognitive thinking "prise de conscience" - whose founder was Piaget - represents the active and autonomous manner of its own formation. It enables the control of cognitive processes, organizational capacity, sequence of stages, planning and estimation of expected outcome.

A proposal to modify the manner in which the stages are handled within a lesson refers to the frequent introduction of self-assessment moments. The result will be notable in the register of intrinsic motivation, self-esteem and perseverance.

¹⁹ Florica Chereja, Development of Critical Thinking in Primary Teaching, Humanitas Educational Publishing House 2004, p.9

²⁰ C. Temple, J.L. Steele, S.M. Kurtis, Lecture and Writing Guide for the Development of Critical Thinking, vol. I, 1998, quotation indication.²⁰ Florica Chereja, Development of Critical Thinking in Primary Teaching, Humanitas Educational Publishing House 2004, p.9

²¹ Grigore A., Ipate-Toma C., Ionica N-S., Crivac G.-M., Negrițoiu C.-D., Angel A., Tiroiu E.-O. Handbook for the Romanian Language and Literature, 4th grade, sem. I, Ed. Ars Libri, 2016, p.70.

And if we judge self-assessment (along with assessment) as a subsystem of the social system, we have achieved an objective of helping the individual to position himself correctly in different types of interactions that shall render him a future placement (on the labour market) unaffected by the inconsistency of the status. The objectivity with which he has learned to assess himself will save him in the future from failing in unrealistic or illusory expectations, will responsibly identify his own minuses and will have the ability to issue value judgments for either improvement or design of a goal.

I could not conclude the analysis of the “human resource in education” without reminding the role of the parents, the family, or more precisely, how their involvement can influence, disturb and even alter the finality of the educational act designed by educators for the benefit of educators.

Current psychological studies show that pupils, especially young children, suffer from a lack of affectivity, which is due to the absence of parents for much of their child's life. This “hunger” of affection, in the plan of manifestations, unfolds on a wide field. Children become reactive, some sad, some fearful, self-contained or uncooperative. There is obviously no performance under these circumstances. As a consequence, the parent misunderstanding the cause of the inefficient management by the child of its own emotions and needs exerts even greater pressure on the child. The child will make efforts to fulfil his expectations. He will consume his resource inefficiently by trying to cope with pressure, and from here to imbalance is just one small step.

The parent must correctly understand the notion of involvement. Look at it with realism, offer options, show confidence. Proper involvement in the child's life may be a motivational factor, but when imposed standards are unrealistic, the effect may be devastating. Coercion and punishment disrupt performance. This kind of parenting causes the occurrence of blockages and severe behavioural disorders.

Harmonious development involves valorization, supporting, encouraging awareness that every good thing is done for your own development, putting this asset into practice, encouraging passions, warm, compliant climate and joy.

I do not think that this can be directly imputed to the school. I would not even have what. What school can do is to signal to parents the change of child's behaviour and school results in order to achieve a parent's congruence and collaboration as a partner in the joint effort to form a desirable personality.

Another issue of parents' inappropriate involvement refers to the pressure they exert on the teacher by asking for “quantity”. As a result, they work much and not always efficient in class: sheets, collections, ancillary staff, additional training for various school competitions, etc., based on the idea that much should be good too. And many teachers, in order to avoid conflicts with parents, give up at this pressure,

forgetting that they have attended a school where they learned the methodology of teaching all education subjects, forgetting that they are specialists who learnt psychology and pedagogy, mitigating quality in this way. How can I otherwise see a situation where the child did not understand how a mathematical problem is properly judged, but has to work at least ten plus two sheets plus four pages from a collection? How has it occurred that this child does not know how to judge a problem? The answer is simple. The method of solving a problem in mathematics involves the following mandatory steps, and nothing justifies omitting any of them.

Thus, in order to solve a problem, it is necessary to observe the following steps - the learning by the student of the predication of the problem. For the purpose that the student learns the predication, it is necessary to read the problem, then to explain unknown words or expressions. If there are students who fail to understand or represent the context described in the problem, discussions are held on the content and/or appeals to intuitive means that should lead to an understanding of the text are made. Then the problem data is written, its schematization, and the problem is repeated. This step is mandatory because it provides the teacher with feedback on the assimilation of the predication. Only now follows the examination or judgment of the problem, the drafting of the resolution plan and the actual solution. I think things do not stop here. Additional activities in writing follow and materialize in the numerical expression to adequately solve the problem, looking for all solutions to the problem, if the problem admits more, composing problems of the same type, and finally trying to “complicate” the problem, i.e. find also other possible questions or extensions for it, possibly by changing or inserting new data. This stage is the one that contributes to the development of divergent thinking, to the cultivation of creativity. That's how the book provides that a problem is correctly solved. I wonder, however, how many reach the solving of problems in this last stage. Because in this methodically correct manner, only one or two problems are solved in one hour. And because the student has only one problem solved in an hour, the teacher risks being judged as incompetent in comparison to other teachers and eventually indicted. And then, in order not to complicate himself, the teacher compresses as much as he can, being aware that he renounces to quality in favour of quantity. But that's what is requested ...

Another highly discussed issue is the need to rethink the curriculum and the quality of school textbooks, the latter partially non-compliant to the psycho-pedagogical requirements, some of which are “guilty” of precarious scientific content (!) How do they arrive on the desks? Have decision-makers learnt about the utterly unfounded grievances concerning the quality of textbooks? Do they have anything to say about the team that made possible the printing of such (study!) materials? We speak of expertise, responses to

all statements and reactions that have been largely objective. I can only wish these questions were not just rhetorical.

The option of digital textbooks, especially in the current context of digitization, should be welcomed. It's just that the curricular support that arrived in schools is far from what teachers have been expecting. The projection referred to interactive content, which requires students to process them, or additional information to supplement those that were representing the nucleus of the lesson's core knowledge, a prolongation of the basic support, an extension. However, what we currently call digital handbook is an identical copy of the basic support (classic manual), but in electronic form. I personally do not see their usefulness, or perhaps only to the extent that I explain a possible tendency to convert the classical formative trajectories, meaning that the culture of the didactic approach based on the traditional support - the printed textbook - disappears altogether. And this could be possible, because we live in the era claiming communication only on basis of technique. This phenomenon has naturally also its advantages and disadvantages, but the most profound disadvantage that I identify is depersonalization - handwriting conveys a personalized message - and the suppression of the emotional side of communication will result in a spiritless, diluted communication, which at some point will also lead to the cancellation of the teacher's job, as long as writing is no longer learned in schools and the Internet abounds in tutorials of all kinds.

Education should be viewed within the broad context of bio-psychosocial transformations in a given spatial-temporal coordinate system. Although the realities of Romania are different, I think it would help if we learn from the good practices that more clever people than us offer. I chose for exemplification purposes Finland and not necessarily because it provides a steady model of the extremely good results of the PISA Student Program, where it occupies the leading position in Europe, but for many other reasons I will present below.²²

Education in Finland is the most important vector and a true reporting axis for all the other segments of the administration. Finland does not have a "secret ingredient" about which everybody speaks, but it has well-established educational and social strategies and policies.

Thus, one important issue to remember is that the Finnish government subsidizes the research-based master's degree - a prerequisite for a teaching position. In 2012, the Helsinki University received 2300 applications for the 120 places in the training program of the primary didactic staff. At such a competition, followed by the condition of a 5 to 7.5 year-probation (only then they are allowed to run their own class), it is easy to understand why Finland grants teachers a high level of autonomy in classrooms. They have a great

deal of freedom in the management of the curriculum applied to their own class.

Another educational strategy emphasizes both equality between schools and students. The state offers resources to help weaker pupils to recover. All teachers are prepared to homogenize collectives.

Finnish teachers have personalized methods for assessing students' performances. The paradox is that, although they do not have standardized tests (they do not see their utility because their human aspect must take precedence in their philosophy), their pupils get the best results at international tests.

Finnish children start school at the age of seven (although informally they start it earlier), and children's "well-being" is cultivated in all school activities and outside it. They have fewer lessons and more time for "play and joy".

In Finland there are very few private schools and even schooling fees are forbidden. The vast majority of children attend public schools. 93% of students are graduates of secondary school or of a vocational school, and the State will still pay for schooling to one of the 8 national universities. The percentage of those continuing higher education - 66%, is one of the largest in the European Union.

Conclusions

In this analysis, I have punctually addressed certain issues embodied in applications in different education subjects, but we addressed the shortcomings in a general way, related to curriculum, textbooks, teaching style. Though treated in a general way, I think they form an aggregate leading to a decrease in implicit and university school performance, including plagiarism, the theme that is the subject of this paper.

I tried an analysis of the Romanian school in its entirety but, as I think it was noticed, my concern lies more with the primary education area due to the following reasons: it is the school cycle where the first bricks are placed, the age of the most important acquisitions, both cognitive and behavioural-attitudinal: learning writing, reading, adding, assuming and applying. Their formative and valorization role will accompany the child in all future steps to impose and capitalize the self.

I am convinced that the quality of the foundation depends on the solidity of the edifice.

Education shapes the future and the future that we dream of depends on the quality of the current teaching projection.

The question I asked myself when I proposed this approach was the following: "In the multitude of deficiencies that the Romanian school suffers of, what can we do to balance it?" Of course what I found as "cracks", refer only to a part of what should be improved. I do not claim that I accomplished a complete radiography of the education system or that I

²² <http://www.toptenz.net/10-reasons-finland-worlds-best-school-system.php>

have found the best “healing” solutions. Besides, I did not intend to look for all the negative aspects that the school of the present times is guilty of. I just wanted to identify those that favour the appearance of the germ of plagiarism. And I think I succeeded. Only that the shortcomings I am talking about do not refer to the school with its walls (impersonal form). Although it refers to the institution, the shortcomings are attributed directly to people, namely behaviours and attitudes, which take different forms. And then, where is the “sublime” in education, where is the art in education? Hegel said that “education is the art of making man ethical.” Probably also those who should practice this art lack the ingredient that would call them artists - that ingredient called “creativity.” And perhaps they lack even “ethics.”

But there would be too much to say. Or maybe too tough. Perhaps there is no lack of ethics, but adaptation to the contextual framework. Thus, on the contrary, in the notion of shortcomings, the majority of teachers in Romania (admit that its is a small flock that has not a black sheep) has the same merits as those of the high-performance education systems, and one more merit: to adapt, in an attempt to make it possible to perform on quite a rough terrain, with a large number of students in classes, with loaded school curricula,

inadequate textbooks, decisions that suffer from unpredictability and amateurism, incompetence and carelessness, lack of appreciation, and to recognize the authority of the psycho-pedagogue.

The Romanian teacher forms competences, enriching its model of professional competence with abilities that those from the education systems with tradition in Europe do not have: with resistance to pressure, aligning the technical coordinates with the action-ones, maximizing the few resources to reach the projected finalities, i.e. the ability to crack the whip...

I wonder what the Romanian education system would look like if this huge potential from the chair, materialized in creativity, resistance to stress, adaptability, resilience, empathy, vision and perspective, would be also duplicated by support and especially, if they understand that it is imperiously necessary that these constants are perpetual.

When I get the answer to this question, I will ask the next one: “Is enough attention paid (and I am not referring to the attention of the press, but to the school) to plagiarism?” But only then, considering that one is a consequence of the other, mandatorily in that order. And then I would dare to formulate opinions in which to include the word “ethics”.

Without accents and percentages!

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