

# RESEARCH LIBRARY VIRTUAL RESOURCES & INSTRUCTIONAL INITIATIVES

## SUBTOPIC: PLAGIARISM & ETHICS

The Virtual Resources and Instructional Initiatives survey produced 230 instances of special or noteworthy projects being supported in ARL libraries. A comprehensive PDF file of these projects can be found at <http://www.arl.org/bm~doc/vriicompletesurvey.pdf>, arranged alphabetically by institution.

In order to assist readers with focused interests, 18 “subtopics” have been assigned that group only those survey responses that relate in whole or in part to that topic. This report contains survey responses that touch on the subtopic that is identified above.

For readers who would extract information not covered by the subtopics, key word searching can be applied to the comprehensive list. For instance, there is no subtopic specifically for “Camtasia,” instances of which appear across several pre-set searches. A search of the word will reveal all occurrences.

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## ARIZONA STATE UNIVERSITY LIBRARIES

### Freshman Academic Integrity Course

In fall 2007, all freshmen at Arizona State University took a one-credit, hybrid class taught in a combination of face-to-face and on-line formats. A team of librarians and an instructional designer developed the content for one of the components of the course, a module on Academic Integrity. The team drafted learning objectives, developed performance indicators and assessment strategies, created interactive scenarios, and produced a narrated PowerPoint, each of which was delivered via Blackboard. Though initially an add-on, the Academic Integrity unit became one of five required course components and was taught in the initial sessions of the class.

<http://asuonline.asu.edu/asu101/faq.cfm>

#### Goals:

- Students to understand the ethical issues and judicial policies surrounding academic integrity including those identified in the ASU Student Academic Integrity Policy.
- Helping students learn when and how to cite references correctly.

#### Assessment:

NA

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## GEORGETOWN UNIVERSITY LIBRARY

### Library partnership creates online tutorial on plagiarism.

Concern among Georgetown University faculty and administrators regarding plagiarism and Honor System violations served as the catalyst for a mandatory tutorial that explains academic integrity in the context of scholarly research. Our positive approach introduces students to library research skills, services, and resources so they are less likely to take ethical shortcuts. The Georgetown University Library led a collaborative, campus-wide effort to introduce key academic integrity issues by teaching all new students library research skills, and acquainting them with other relevant academic support services. Now in its fifth year, our mandatory, online tutorial, "Joining the Conversation: Scholarly Research and Academic Integrity", reaches 1700 new students each year. It is integrated with other University information systems, ensuring student compliance with the requirement.

<http://library.georgetown.edu/resource/tutorials.htm>

#### Goals / Assessment:

NA

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## UNIVERSITY OF HOUSTON LIBRARIES

### **Faculty-Librarian ad hoc group proposes undergraduate pilot program for 3 departments.**

One of our university archivists and an instruction librarian worked together with a History professor to create the proposal. It proposed a pilot program involving faculty in three departments (Anthropology, History, and English), and three pilot courses were chosen. Faculty in three pilot courses would receive additional support from the library by collaborating with librarians to develop course-specific resources for students, having these librarians create presentations to teach students about the collections and resources most pertinent for their research, and making library staff available to both faculty and students during that semester to help direct and assess the use of those sources. This proposal has been accepted by the University Quality Enhancement Plan, which has a focus on undergraduate research.

#### **Goals:**

- Cooperate with faculty members to enhance students' learning.
- Students will be able to find and use information effectively and in a legal and responsible manner.

#### **Assessment:**

NA

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## UNIVERSITY OF MARYLAND LIBRARIES

### **Library partnerships focus on academic integrity initiative covering plagiarism and ethics.**

In order to respond to the heightened incidence of academic dishonesty, particularly plagiarism, on campus, the UM Libraries launched an Academic Integrity Initiative in 2005. In collaboration with campus partners (including Office of Student Conduct, Student Honor Council, Freshman Writing Program, Professional Writing Program, Center for Teaching Excellence, Writing Center, Project NETHics, and The Graduate School), the Libraries are working to raise awareness of academic integrity issues and provide information to students and educators on how to use research resources in a responsible and ethical manner.

<http://www.lib.umd.edu/UES/integrity.html>

<http://www.lib.umd.edu/UES/integritypartnersreport2007.pdf>

#### **Goals / Assessment:**

NA

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## **BIBLIOTHÈQUES DE L'UNIVERSITÉ DE MONTRÉAL**

### **Information literacy instruction initiatives.**

It would be too long to describe here all the information literacy initiatives on campus but just to say that we work collaboratively with faculty and give a lot of integrated instruction sessions to undergraduates and graduate students. We have developed a section on our website to describe the information literacy initiatives on campus (in French): <http://www.bib.umontreal.ca/ci/>

We also participate with the university centre for teaching and learning in offering workshops to faculty (ex.: EndNote, use of statistics and longitudinal surveys), including participating in giving the workshop on pedagogical strategies to prevent plagiarism. We have also started offering instruction to administrators and professionals (for example, psychologists from our Student Services unit) on developing current awareness profiles.

### **Goals / Assessment:**

NA

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## UNIVERSITY OF OKLAHOMA LIBRARIES

### **Camtasia modules cover general library topics; part of comprehensive university initiative.**

The University of Oklahoma Libraries has implemented several online, interactive instruction modules. These modules are automated and contain audio. These modules were created in collaboration with other units on campus including the College of Liberal Studies and the Provost's Office. The modules cover general topics such as evaluating information sources, choosing search terms, academic integrity, and understanding scholarly information. They also teach how to use various services such as Interlibrary Loan and how to use our specific resources to find information.

<http://libraries.ou.edu/help/tutorials/>

#### **Goals / Assessment:**

NA

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## UNIVERSITY OF TEXAS AT AUSTIN LIBRARIES

### **Plagiarism prevention program for freshman interest groups.**

The Libraries are working with Students for Academic Integrity (part of student government), the Writing Center, the Writing Across the Curriculum program and Student Judicial Services to educate freshmen about plagiarism issues. Freshmen enter UT bound by an honor code but many do not know how to avoid plagiarism. Two-thirds of students place out of the core writing class where that content is first covered. Many freshmen enroll in learning communities, called FIGs (Freshmen Interest Groups). The new core curriculum scheduled to be completely in place by 2010 will require all freshmen to participate in a FIG. Beginning in Fall 08, the group above, led by the Libraries, will train FIG mentors (upper division undergraduates who work with a FIG) to teach their FIG members about plagiarism. A brief online tutorial about the process UT employs when a student is suspected of an academic integrity violation has been created and all FIG members will be asked to watch it. Then the FIG mentors, during one of the 1-hour weekly meetings they have with their FIG members, will use a curriculum the group developed to teach the FIG about why, how and when to cite sources. The curriculum, still being finalized, consists of active learning exercises such as a "cite it" game and a "you be the judge" small group discussion. We believe that peer-to-peer learning is a very effective method for this type of content because any fears and concerns students may have about honestly talking about issues of plagiarism in front of "experts" or authority figures will be moot.

**Goals:**

- Students will understand the basic process of what happens if they are suspected of an academic integrity violation, their rights, the consequences and the role of Student Judicial Services.
- Students will understand when they should cite sources (ex: direct quote, paraphrase, using someone else's idea, citing images, etc.).
- Students will understand the value of using and citing sources (ex: knowledge building, disciplinary conversations).

**Assessment:**

We have not yet assessed this activity because it won't be rolled out until Fall 2008. We plan to assess this rather informally at first, by asking FIG mentors for feedback about what worked and didn't work, changes they would recommend, comments they had from students and, based upon that feedback, decide if we should further develop the program and student learning outcomes assessment tools, or abandon it.

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**UNIVERSITY OF WASHINGTON LIBRARIES****Library partnership provides programs on plagiarism for faculty and grad students.**

The University Libraries Instruction and Information Literacy Working Group has been successful in forging collaborations on campus. IIL members have partnered with the UW Center for Instructional Development and Research (CIDR) and the UW Teaching Academy to provide programs for UW faculty and graduate students. In the past year, IIL has also collaborated with CIDR and the Teaching Academy to support faculty learning. In winter 2007 and 2008, IIL librarians provided a 3 hour faculty workshop on "Helping Students Do the Right Thing: Preventing Plagiarism through Assignment Design" in which librarian facilitators guide teaching faculty through ways to revise and devise learning-focused assignments. The facilitators discuss with faculty frequent causes of plagiarism (many unintentional) and assignment formats and requirements that can circumvent the typical pitfalls that lead to plagiarism. Participants are given time to work in groups to revise their own assignments by making use of the ideas and tools presented in the workshop.

**Goals:**

- Heighten faculty awareness of plagiarism.
- Help design assignments that minimize student plagiarism.

**Assessment:**

Evaluations of the workshop provided useful information. Inquiries from other faculty who learned about the workshops from their colleagues were seen as positive impact. High attendance at training sessions demonstrated audience preference for the content. Responses and comments to several questions dealing with info lit/plagiarism on the Libraries 2007 triennial survey will help to inform future design of the program.

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**YALE UNIVERSITY LIBRARY****Information literacy tutorials with quizzes.**

The Science Library has created an online self-paced instructional tutorial designed to introduce the concepts and strategies that will help patrons become better users of information. The content, based on the ACRL Information Literacy Competency Standards for Science and Engineering/Technology generally, and supplemented by those identified for Higher Education generally, is modular, and aimed at general undergraduate audiences with opportunities to include advanced information, subject-specific information, and integrated testing. The Pre-Test is designed to assess students' knowledge before beginning the Tutorial. The Lesson Modules provide detailed instruction and are the core of the Tutorial. Subject-Specific Lessons provide information and resources for specific academic disciplines. To take full advantage of the Tutorial students should read each lesson thoroughly before attempting to take the Quizzes. Some Quizzes may assess students' understanding of information provided from previous lessons, but they will not be tested on any information provided in links external to the Tutorial. Examples provide more information about elements from the Lessons.

[http://www.library.yale.edu/science/instruction/IL\\_Intro.html](http://www.library.yale.edu/science/instruction/IL_Intro.html)

YALE UNIVERSITY LIBRARY, CONTINUED.

**Goals / Assessment:**

NA

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