

# TRANSITIONING FROM FACE-TO-FACE TO SYNCHRONOUS & ASYNCHRONOUS ONLINE LIBRARY INSTRUCTION: THE CASE OF THE PLAGIARISM WORKSHOP

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Michigan Academic Library Association

# OVERVIEW

- Background of workshop
- Reason for transition to online environment
- Options for online workshops
- Creation of online workshops

# BACKGROUND & CONCEPTION

- Meeting w/ International Student Engagement Coordinator in late 2014
- Influx of international students, large amount of plagiarism cases, seen as cultural issue
- Coordinator already holding other American & academic culture workshops
- Offer several one-hour plagiarism workshops during Fall & Winter semesters
- Advertise to instructors, share sign-in sheets for extra credit

## TIMELINE OF ON CAMPUS WORKSHOPS

- Winter 2015: Planning & creating workshop materials
- Fall 2015: Held 9 workshop sessions, great variance in attendance
- Winter 2016: Held 3 workshops, avg. 23 attendees
- Fall 2016: Held 3 workshops, avg. 10 attendees
- Winter 2017: No workshops due to change in personnel and my role
- Fall 2017: Held 3 on campus workshops, avg. 1 attendee; first webinar
- Winter 2018: Only webinars

# ON CAMPUS WORKSHOP

## FORMAT

- Traditional, lecture based
- Some discussion, especially if questions asked
- Group assessment in form of online tutorial/quiz from Leeds University
- Often provided edible incentives (i.e. pizza)
- Emailed scanned copies of sign-in sheets to designated instructors

## OBSERVATIONS

- Initially geared toward international students, but also attended by domestic students
- Students in upper-level and discipline specific writing classes
- Difficult to schedule session times around scheduled classes
- Edible incentives helped attendance somewhat

# IMPETUS FOR ONLINE SESSIONS

- Low attendance at on campus workshops
- UM-Flint has large population of non-traditional students
  - Commuters
  - Returning to school from workplace
  - Enrolled part-time
  - First generation
- UM-Flint has large number of online classes and some fully online programs



# ONLINE SESSION OPTIONS

## SYNCHRONOUS

- Students participate at the same time
- Examples:
  - Instant messaging or chat
  - Video conferencing
  - Webinars

## ASYNCHRONOUS

- Students participate at different times
- Examples:
  - Videos
  - Slide tutorials
  - Video games or simulations

# ONLINE SESSION OPTIONS

## SYNCHRONOUS

- Pros:
  - Familiar environment
  - Less preparation needed
  - Technology readily available
- Cons:
  - Scheduling issues
  - Unfamiliar role with technology
  - Learning curve for participants

## ASYNCHRONOUS

- Pros:
  - No schedule issues
  - Can be taken at own pace
  - Less perceived learning curve for participants
- Cons:
  - More preparation
  - Multiple options for form of product
  - Unfamiliar with technology implementation



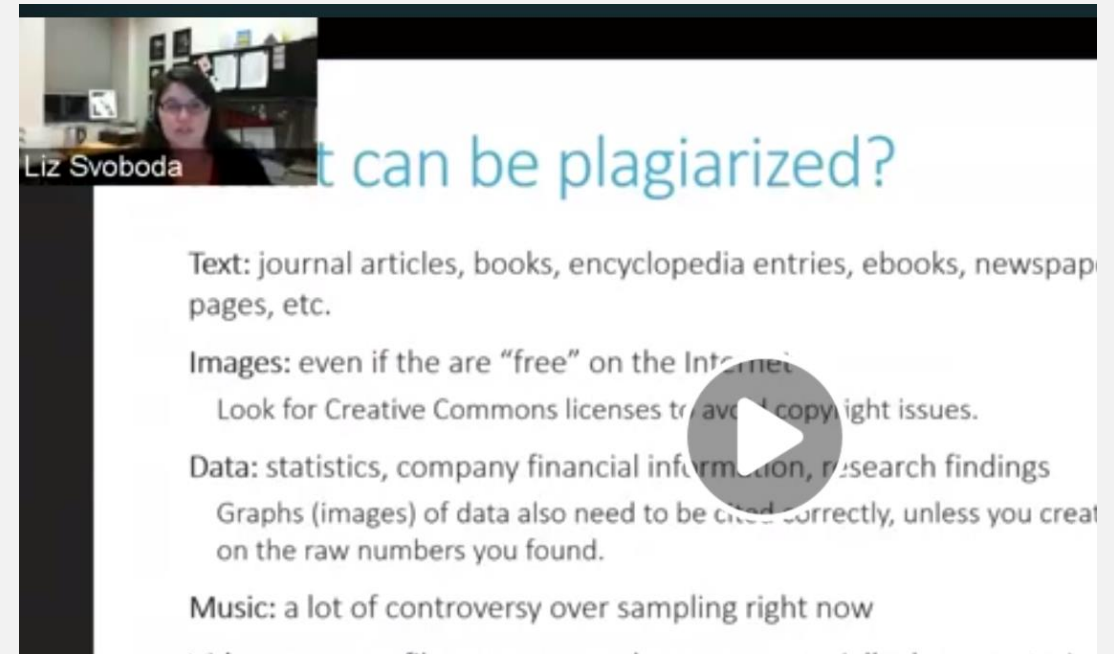
## 2017 – 2018 ONLINE WEBINAR

- Webinar through BlueJeans
  - Online meeting program available through Univ. MI
  - Video conferencing, able to share screen, chat function
  - Share link to meeting space
  - Able to simulcast on Facebook Live
  - Able to record meetings
- Students registered for sessions and were sent reminder emails
- Fall 2017: 1 session
  - 18 registered, 14 attended
  - Simulcast to Facebook Live
  - Held in early evening
- Winter 2018: 2 sessions
  - 7 registered, 3 attended
  - 34 registered, 20 attended
  - Held in early evening

# FALL 2017 WEBINAR

<https://www.facebook.com/thompsonlibrary/videos/10155712666795915/>

- Issues:
  - Distracted by multiple screens and chats
  - Presenter face covering title of slides
  - Difficult to wait for chat responses to posed question
  - Vocal pauses, very noticeable on recorded video
  - Connection interrupted about half-way through webinar
  - Unable to record session with BlueJeans

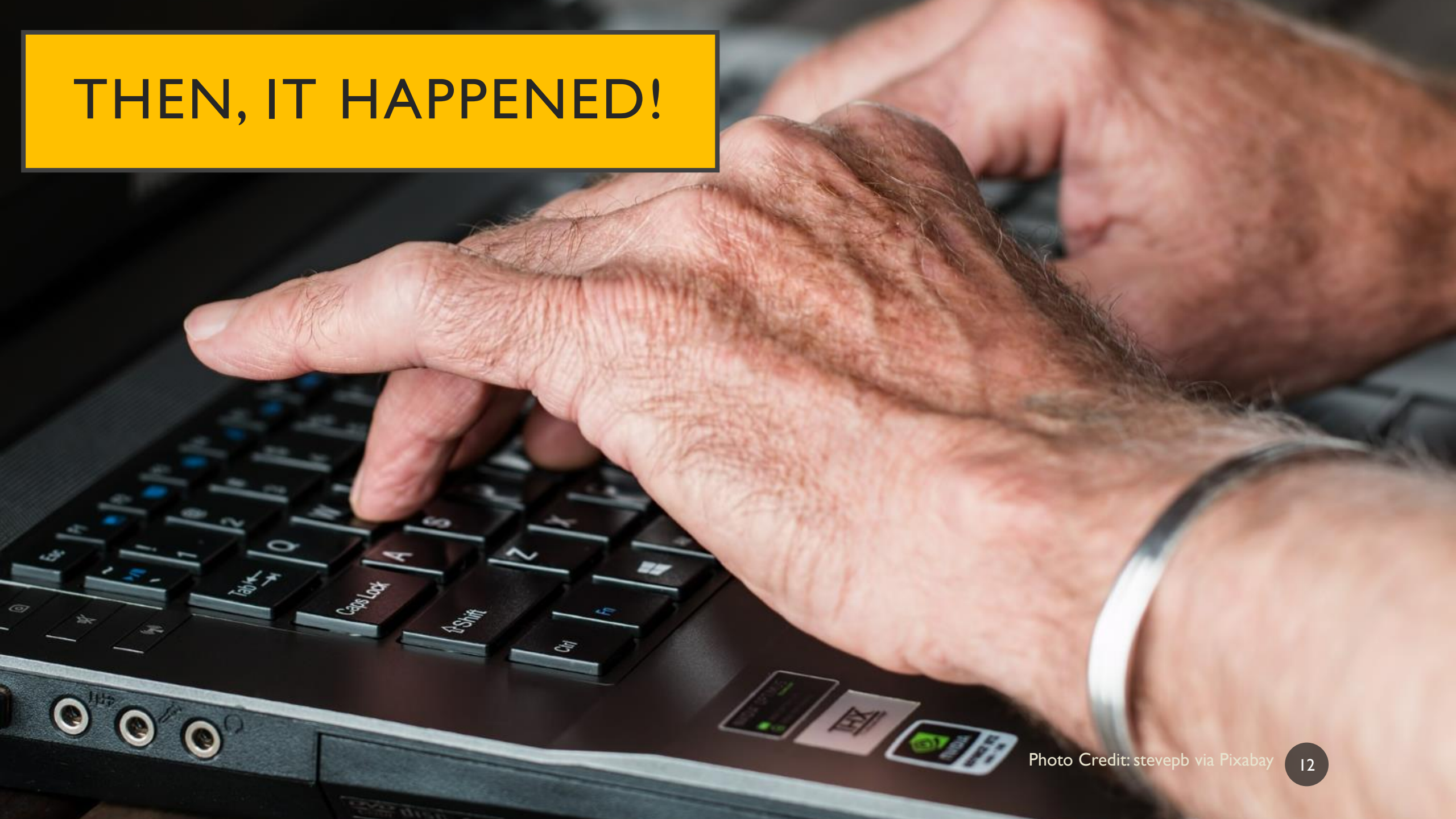


(Svoboda, 2017)

# WINTER 2018 WEBINARS

- Felt more comfortable with technology & camera
- Did not simulcast to Facebook Live
- First session:
  - Fewer participants (3), kept mics unmuted
  - Able to discuss and ask questions more easily, felt more like on campus sessions
- Second session:
  - Too many participants (20) to keep mics unmuted
  - Able to track chats more easily
  - One student very unsure of technology, contacted me for help
- Still unable to record with BlueJeans

THEN, IT HAPPENED!



# CAS ACADEMIC STANDARDS COMMITTEE

## PROBLEM

- Some students accused of plagiarism who do not have a good understanding of concept
- Intermediate disciplinary action, instead of suspension or expulsion

## NEEDS

- Advance schedule for on campus workshops & webinars
- Asynchronous option
- Assessment of learning

**SOLUTION: CONTINUE WITH SYNCHRONOUS  
SESSIONS & CREATE ASYNCHRONOUS TUTORIAL**



# SPRING/SUMMER 2018

## COLLEAGUES

- Laura Friesen, MLS; Instruction Librarian
- Nathaniel Miller, PhD; Psychology Department
- Vicky Dawson, MA; Writing Center Coordinator
- Jeff Drake, PhD; Office of Extended Learning

## INPUT

- Content: flesh out examples, decide where to chunk presentation, create assessments
- Presentation: write script for tutorial, decide on tutorial form
- Technology: learn about any new technology needed

# TUTORIAL FORM

- PowerPoint presentation uploaded into Microsoft 365 cloud for ease of sharing in Blackboard
- Not recorded video, students need to click through
- Audio explanations recorded on each slide
- Tutorial will contain “check points” and quizzes embedded in slides for assessment purposes



# Why Are There Different Styles?

Styles evolved to fit priorities of academic disciplines.

- **APA** puts a priority on **when** a source was published, so the date is included in the in text citation and comes directly after the author in the Reference List.
- **MLA** puts priority on **what** the source says exactly, so the page number is included in the in text citation.

How do you choose?

- Follow the assignment instructions.
- If given a choice, use the style you know the best.
- If you are trying to publish in a specific journal, look on their website for a style guide.



# Check Point 1

## Insert Web Page

This app allows you to insert secure web pages starting with `https://` into the slide deck. Non-secure web pages are not supported for security reasons.

Please enter the URL below.

`https://`

Note: Many popular websites allow secure access. Please click on the preview button to ensure the web page is accessible.

Web Viewer [Terms](#) | [Privacy & Cookies](#)

Preview



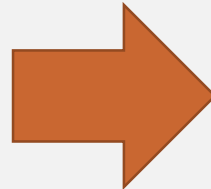
# LIBWIZARD

- Part of Springshare's LibApps platform
- Create forms, surveys, self-grading quizzes, and tutorials
- Currently using to train student workers
- Embedded into PowerPoint using add-in called "Web Viewer"
  - Need a Microsoft account
  - Doesn't work for all webpages
- Sample Tutorial: <http://umflint.libsurveys.com/GetThisTutor>

# FUTURE WEBINARS

## BLUEJEANS

- Fairly easy to use, but unfamiliar to some students
- Discussion difficult with large groups
- No assessment function
- Recording function never worked properly



## BLACKBOARD COLLABORATE

- Online classroom that allows for:
  - Polling = check points in asynchronous tutorial
  - Break out groups = group discussion
- Students familiar with Blackboard, so possibly less learning curve
- I am not very familiar, so major learning curve

A biplane is silhouetted against a bright sunset sky. Large, dark, dramatic clouds are on the left side of the frame, partially obscuring the sun. The sun is low on the horizon, creating a strong glow and long shadows. The biplane is flying from the lower left towards the upper right.

## GOING FORWARD

- Contact other College and Schools' Academic Standards Committees about tutorial
- See what kind of access to assessment CAS's ASC needs
- Hold both on campus workshops & webinars to allow discussion
- Track evaluation and feedback to continually improve
- **COMMIT TO CONTINUATION!**



# LESSONS LEARNED

- Don't be afraid to try something new.
- Start small, then add-on.
- Ask for help when you need it.
- Be conscious of others' time and your workload.

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QUESTIONS? COMMENT? CONCERNS?