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

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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)
• 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!
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
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
• 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://umflint.libsurveys.com/AvoidPlag2_CP1

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

FUTURE WEBINARS
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.
REFERENCES & PHOTO CREDITS


QUESTIONS? COMMENT? CONCERNS?