

Sweet Dreams? Librarians' Roles in Academic Integrity

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University
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| Libraries

Outline

- Opening discussion
- Background:
 - Literature
 - Academic integrity at University of Manitoba Libraries
- Cases
- Closing discussion

Opening discussion

Go to: pollev.com/umanitoba

What does the literature tell us?

- Variety of definitions for academic integrity
 - “A commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage.” (International Center for Academic Integrity, 2020)

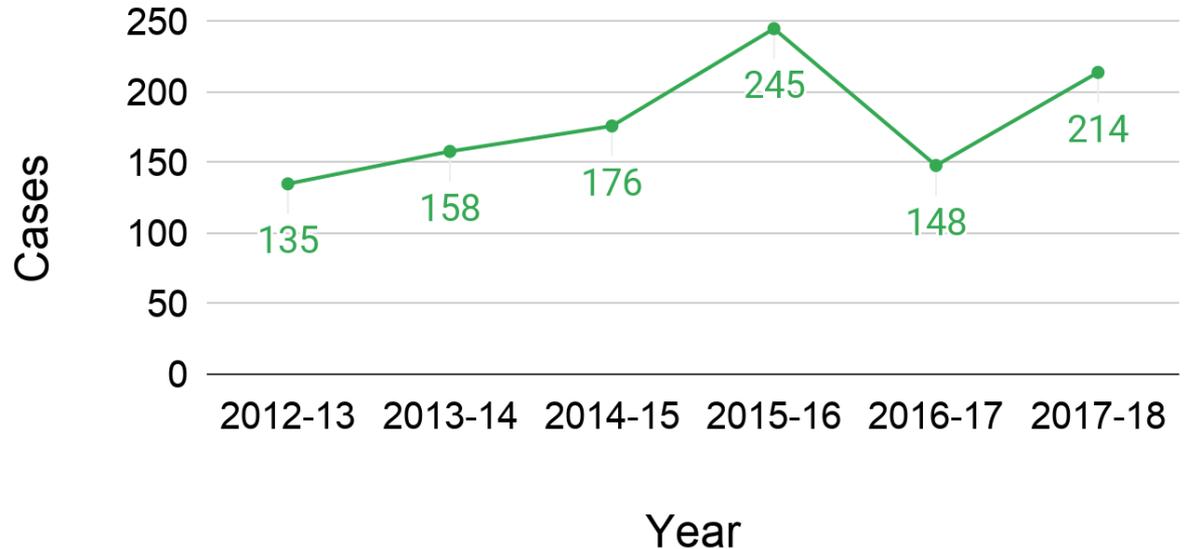
What does the literature tell us?

- Preventative plagiarism activities primarily with reference/citation styles (Gibson & Chester-Fangman, 2011)
- Promotion within our institutions and anti-plagiarism software (Kloda & Nicholson, 2007)
- Programming and instruction to stakeholders (Idiegbeyanose et al., 2018)
- Expanding role into disciplinary consultations (Burger, 2018)

AI at UML

Context of AI work at the University of Manitoba

- Academic Learning Centre
 - Writing Tutors
 - Cite Right program
- Increasing number of plagiarism cases

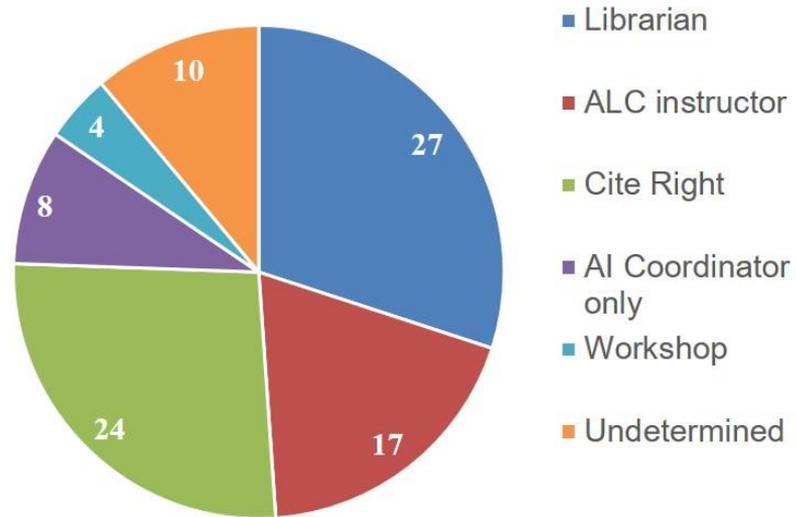


Source: University Discipline Committee, 2017 & 2018.

Post-Discipline Education Support Program

- Fall 2018, three liaison librarians brought into the process
- Provide post-disciplinary education sessions to students
- As of June 2019 librarians had seen 27 students out of 80
- More information about program structure hyperlink [available here](#)

Educational Outcomes



Source: L. Gervais (personal communication, June 2019)

Our involvement with AI at UML (General)

Topics

- Citation/reference management software
- Citation/reference styles
 - When to cite
 - In-text citations and references
 - Formatting
- Keeping track of sources

Formats

- In-class instruction
- One-on-one appointments
- Workshops
- Email
- Virtual Chat
- Phone
- LibGuides/webpages
- Handouts
- Videos

Our involvement with Post-Discipline Education

Topics have expanded to include broader information skills, such as:

- Note-taking/critical reading
- Searching effectively (scholarly and non-scholarly resources)
- Understanding of common knowledge
- Recognizing differences between various types of sources
- Discipline-specific communication practices
- Online citation generators
- Time management skills
- Parts of an article
- Explanation of librarians' role in supporting students

Case Studies

Case A:

Graduate student involved with plagiarism

1. What is your initial reaction to the case? Have you experienced something like this before?
2. How would you proceed if this happened to you? What are your next steps?
3. What kind of challenges do you anticipate (for the student or librarian)?

Case B:

Workshop for academic integrity month

1. What is your initial reaction to the case? Have you experienced something like this before?
2. How would you proceed if this happened to you? What are your next steps?
3. How do you view your role here and how would you navigate this with colleagues?

Case C:

One shot class session with academic integrity

1. What is your initial reaction to the case? Have you experienced something like this before?
2. How would you proceed if this happened to you? What are your next steps?
3. What factors would influence how you respond to this request?

Case D: (Time Permitting)

The group assignment that was partly plagiarized

1. What is your initial reaction to the case? Have you experienced something like this before?
2. How would you proceed if this happened to you? What are your next steps?

Closing Discussion: Moving Forward with AI

1. Our next steps
 - a. Professional Development opportunities
 - i. Conferences: Academic Integrity Inter-Institutional Meeting
 - ii. Formal education: UCalgary ([MEd Certificate](#))
 - iii. Book(Forthcoming): *Academic Plagiarism: Librarians' Solo and Collaborative Efforts to Curb Academic Plagiarism* (Michalak & Rysavy)
 - b. Assessment
2. What are your next steps?
 - a. Consider your own landscape: potential partnerships, student culture, role, time, etc.

Thank You!

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