

OLA SuperConference 2020 – Thursday, January 30, 2020  
Sweet Dreams? Librarians' Role in Academic Integrity

### **CASE A - Graduate student involved with plagiarism**

A Masters' student in business studies has plagiarised in their assignment. An academic disciplinary review took place and the student has received a zero on the assignment. The institution's academic integrity officer would like you to meet with the student to discuss citation/reference management software, keeping notes, and other tips that you can think of to help the student avoid having this happen again. In your discussion with the academic integrity officer, you learn the following about the student:

- They are an international student and it is their first year in Canada
- Their undergraduate degree did not require citing & referencing

The student does not feel like they did anything wrong and is upset that they have to receive additional “education”

#### **QUESTIONS**

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**

As part of Academic Integrity Month, you have been asked to provide a 15 minute session about the types of academic integrity support available through the library. You know that the session will be given to a group of students but have no idea what courses they're taking. You ask your colleagues for ideas and they suggest highlighting:

- The citing & referencing guides that the library has created/access to
- That the writing tutors have designated consultation spaces in the library
- Tutorials that students may have seen on their course website(s)

When you ask your colleagues if you should mention one-on-one librarian appointments and that librarians have specific expertise in academic integrity, you find that they have mixed feelings. Some colleagues feel like they can provide in-depth academic integrity assistance to students while others state that this responsibility falls to other units on campus (e.g. writing centre/tutors, academic integrity department).

#### **QUESTIONS**

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**

A new professor has contacted you to come into their third year class to give a 50 minute session. In order to complete an upcoming assignment, they will need to learn how to search a specific database, compare different sources, and cite sources following APA citation style. While working on your presentation, you receive a call from the professor and they ask if you can add something about following your institution's academic integrity policy/guidelines. They explain that it needs to be discussed in their course but they have never done this before. The professor is hoping you will cover the required information during your presentation – and by the way, they will be away that day attending a symposium.

#### QUESTIONS

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?

(time permitting)

### **CASE D - The group assignment that was partly plagiarized**

You receive a call from the academic integrity officer at your institution. They explain that they have met individually with four students who plagiarized a group assignment. All students lost marks on the assignment for citing/referencing incorrectly and were required to do some additional education sessions. When speaking with your academic integrity officer, you learn that none of the students have received proper training when it comes to referencing, citing, using quotes, ways to paraphrase, etc. Rather than meeting with each student one-on-one, they suggest you meet with the entire group; that way, the information you provide to each student is consistent.

#### QUESTIONS

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?