Mastering Attribution

Adapting Citation and Anti-Plagiarism Instruction into a Competitive and Active Game-Based Learning Activity

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Introduction

Research Questions: 1) Do students recognize the importance between plagiarism and the intellectual property? 2) How can we integrate the practice of citation and attribution into student success instruction?

The research presented here focuses on how to shape student behavior through the use of gamification in an academic environment. Gamification is an approach to the design of learning environments and provides a framework for understanding the roles of gaming and other active instructional approaches in the classroom.

Methods

Data Presentation: We determined that skills with a pays and pain test

Students will provide a bibliography of their sources to the instructors who will be judging their team's argument. The bibliographies will be evaluated for the content of the sources, their level of research, and their basic citation skills.

Results

Student Feedback and Game Assessment

Class 3

- The Professor – Class professor and co-judge with the Arbiter
- The Arbiter – Game leader

The data show that students entered the game session during their English Composition course with an established notion of citation and plagiarism. In the student pre-tests, the phrase “to give credit where credit is due” came up repeatedly to the question “Why is attribution important?” Students responded positively that they had an understanding of the importance of using reliable and authoritative sources.

Discussion & Explanation of Data

The data show that students entered the game session during their English Composition course with an established notion of citation and attribution. Students responded positively that they had an understanding of the importance of using reliable and authoritative sources. It is our on-going hypothesis that students will become more aware of plagiarism and the pitfalls of poor scholarship. It is our goal to foster creative learning skills, philosophies, and ethics behind proper citation and good writing. We will utilize the rubric for students to follow. The rubric will be used to grade the students on the level of research, their level of understanding, and their basic citation skills.

Conclusion

Number of students in the Advanced category increased in all Tasks

Positive Responses 22 Target 32

Not on Target 7

Positive 22 - 7 = 15

Negative 2

Target 2

Not on Target 0

Number of students who were on Target 42 - 8 = 34

Number of students who were not on Target 8

This project is part of the program “Assessment in Action: Academic Libraries and Student Success” which is undertaken by the Association of College and Research Libraries. This project is part of the program “Assessment in Action: Academic Libraries and Student Success.” It was fun and students responded well to the game sessions overall and actively participated in both the research and debate aspects.

References


