



Mastering Attribution

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Goals

- Provide a concrete example of a successful strategic campus partnership
- Illustrate how active learning can be the “correct” format for some lessons
- Demonstrate how the ACRL Framework can be used to drive home important theoretical lessons in digestible chunks

Discussion

- Twitter backchannel: @jslyumd use hashtag #masteringattribution
- Poll Everywhere: Pollev.com/jordansly791
- Jordansly.com: project materials and further information

Or use the following URL: Pollev.com/jordansly791

Text jordansly791 to 22333 then text A=Yes, B=No , C=Plan to, D=Unsure about what it is



Project Team

Jordan Sly, Josh Ambrose, Daniel Schafer,
Robert Trader, and Paul Muhlhauser

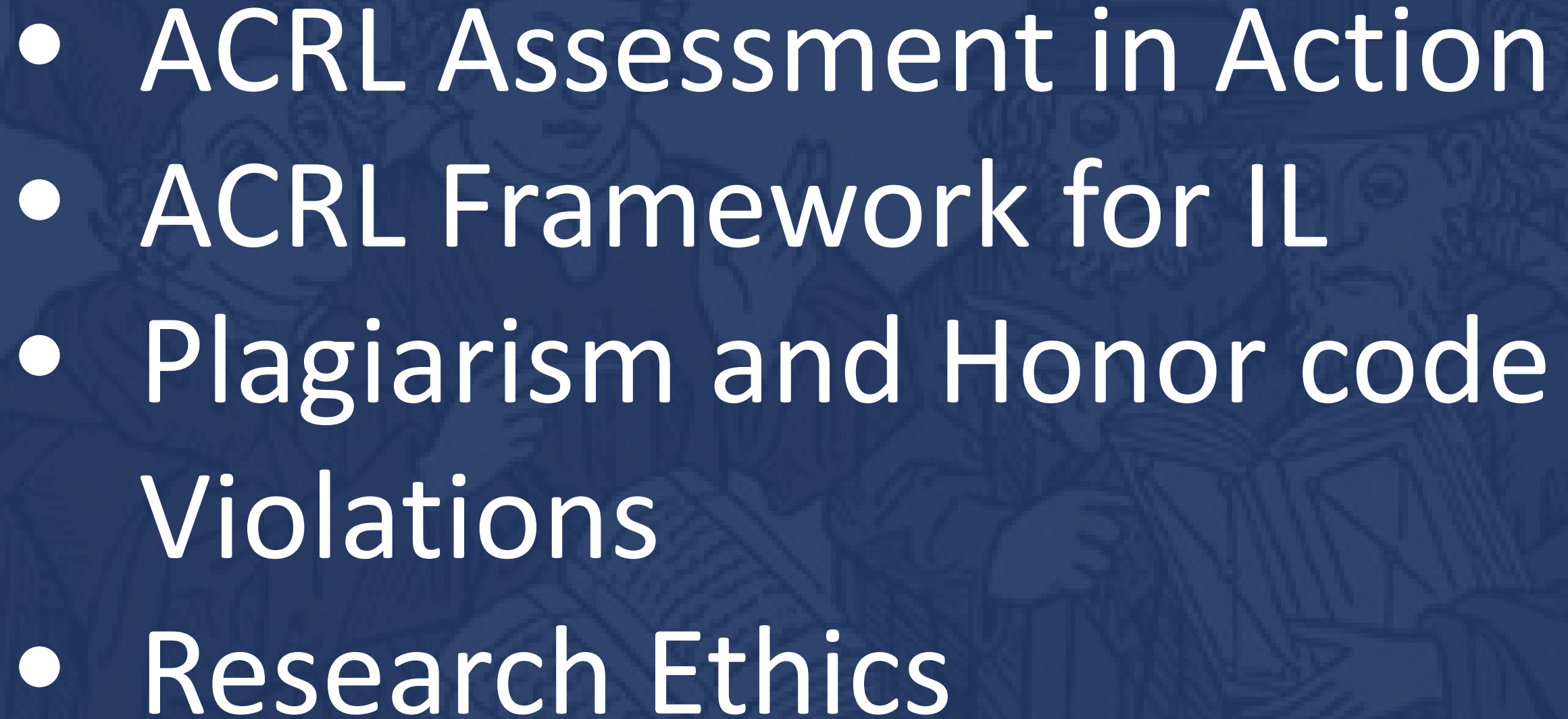


Project Team

Represents the McDaniel College:
Hoover Library, Writing Center, and
faculty from the Depts. of English and Communications



Project Origins

- 
- ACRL Assessment in Action
 - ACRL Framework for IL
 - Plagiarism and Honor code Violations
 - Research Ethics

Phase 1:

- Identifying campus partners
 - Who has a similar mission?
 - Who has the ability to work across departments?
 - Who would make a strong partner for both the current project and future projects?
 - Who can help you look good to administrators and who can you help make look good?

Phase 1:

- Identified the campus Writing Center as a good partner
- Additionally looked to strategic partners with valuable skills (data communication, writing, etc.)
- ENG 1101 Comp/College Writing
- Argument development
- Basic but polarizing topic:
 - “should we use the MPAA rating system?”

Quick Poll

In your planning phases for library projects, do you think about including external campus partners?

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Research Questions:

- 1) Do students have baseline knowledge of citation mechanics?
- 2) Do students respond more positively to alternate modes of anti-plagiarism and citation instruction?
- 3) Will students embrace the ethics of research if put into a competitive, and game-based learning environment?

Quick Poll

How many of you have encountered the rote phrase **“to give credit where credit is due”** in response to a question about the definition of plagiarism?

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Our Hypothesis & Philosophy:

“students lack a fundamental understanding not of citation mechanics, but of the essential elements underlying proper academic attribution...”

These issues include:

- scholarly wayfinding and mapping through reference lists
- ethical use of other's intellectual property
- Credibility through sources

The Game:

- Vaguely D&D-esque
- Debate based
- Simple topic
- Argument Presentation
- Very brief introductions to the game
- Learn by doing approach

CITATION MASTER

CONTEXT. CREDIBILITY. COMMAND.

Hark! Your quest is to find quoted citations to argue why sanctions should or should not be imposed upon visual entertainment. As a team, find, analyze, and present an argument to win your case. Should you succeed, treasured gold shall be yours.

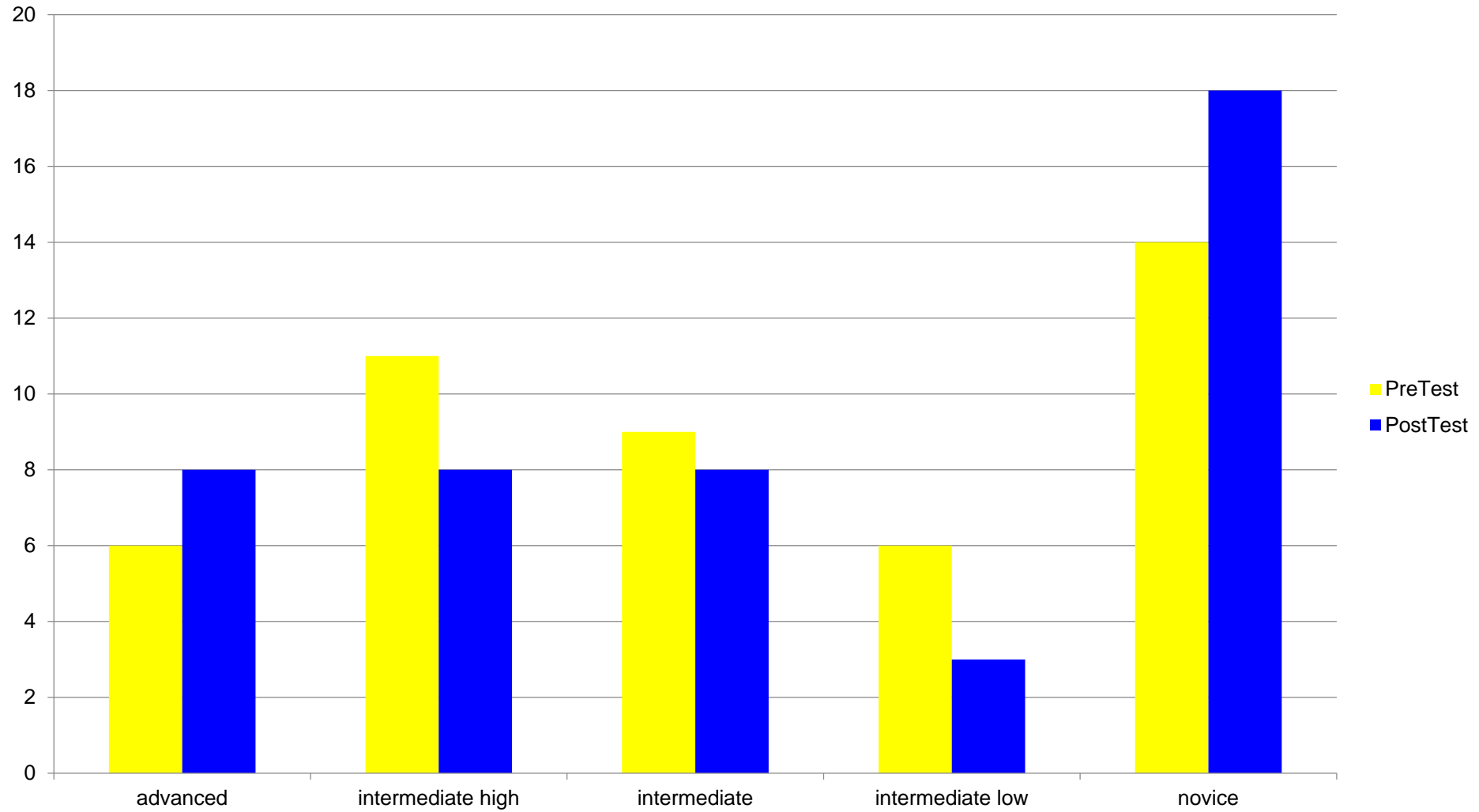
Gameplay

Die Roll - Research - Die Roll - Synthesize - Present

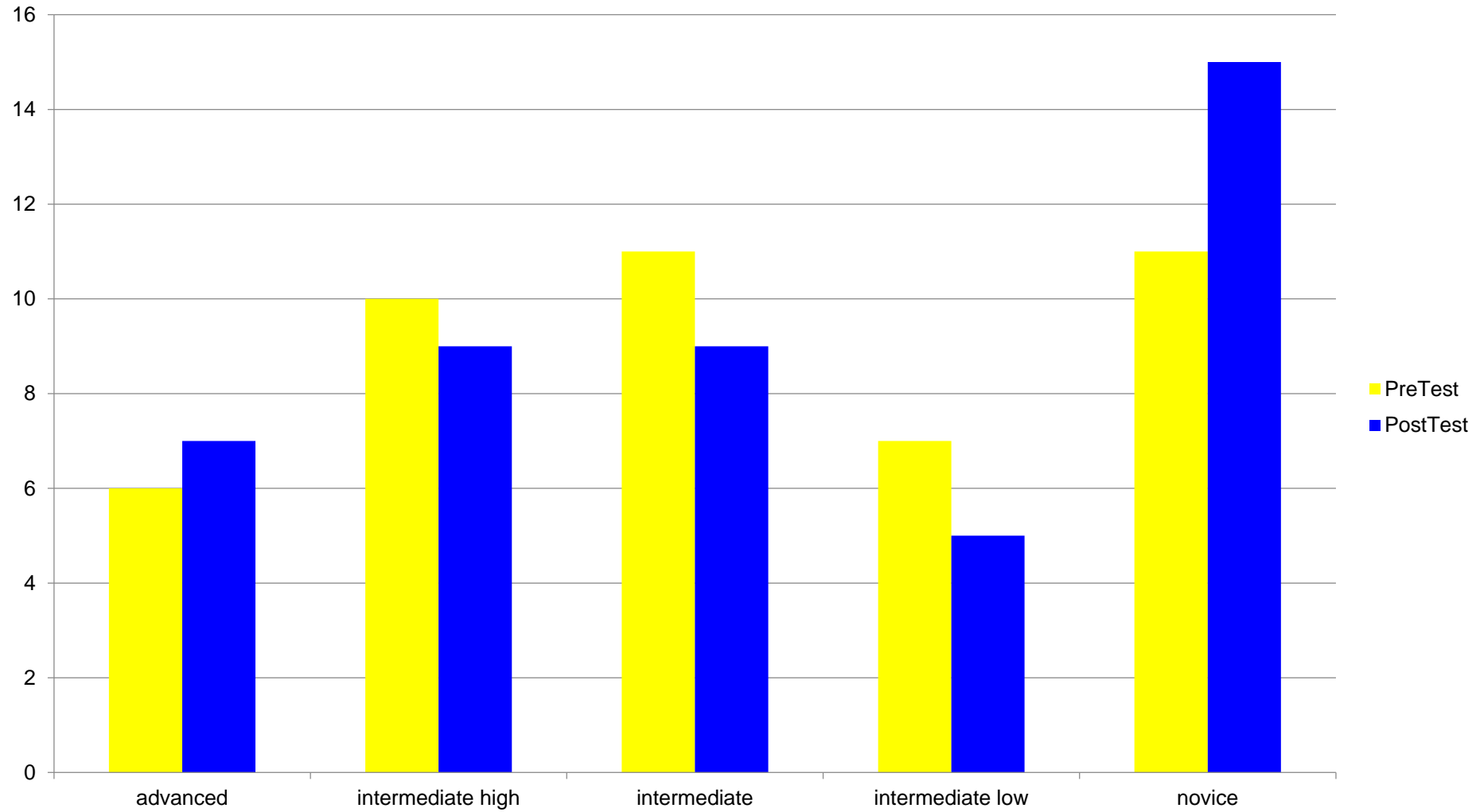


pre		post	
Task 1 A		Task 1 A	
advanced	6	advanced	8
intermediate high	11	intermediate high	8
intermediate	9	intermediate	8
intermediate low	6	intermediate low	3
novice	14	novice	18
Task 1 B		Task 1 B	
advanced	6	advanced	7
intermediate high	10	intermediate high	9
intermediate	11	intermediate	9
intermediate low	7	intermediate low	5
novice	11	novice	15
Task 1 C		Task 1 C	
advanced	6	advanced	5
intermediate high	12	intermediate high	16
intermediate	8	intermediate	8
intermediate low	4	intermediate low	4
novice	15	novice	12
Task 1 D		Task 1 D	
advanced	8	advanced	9
intermediate high	8	intermediate high	9
intermediate	15	intermediate	14
intermediate low	3	intermediate low	2
novice	9	novice	11
Task 2		Task 2	
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intermediate high	3	intermediate high	8
intermediate	2	intermediate	6
intermediate low	1	intermediate low	0
novice	44	novice	20

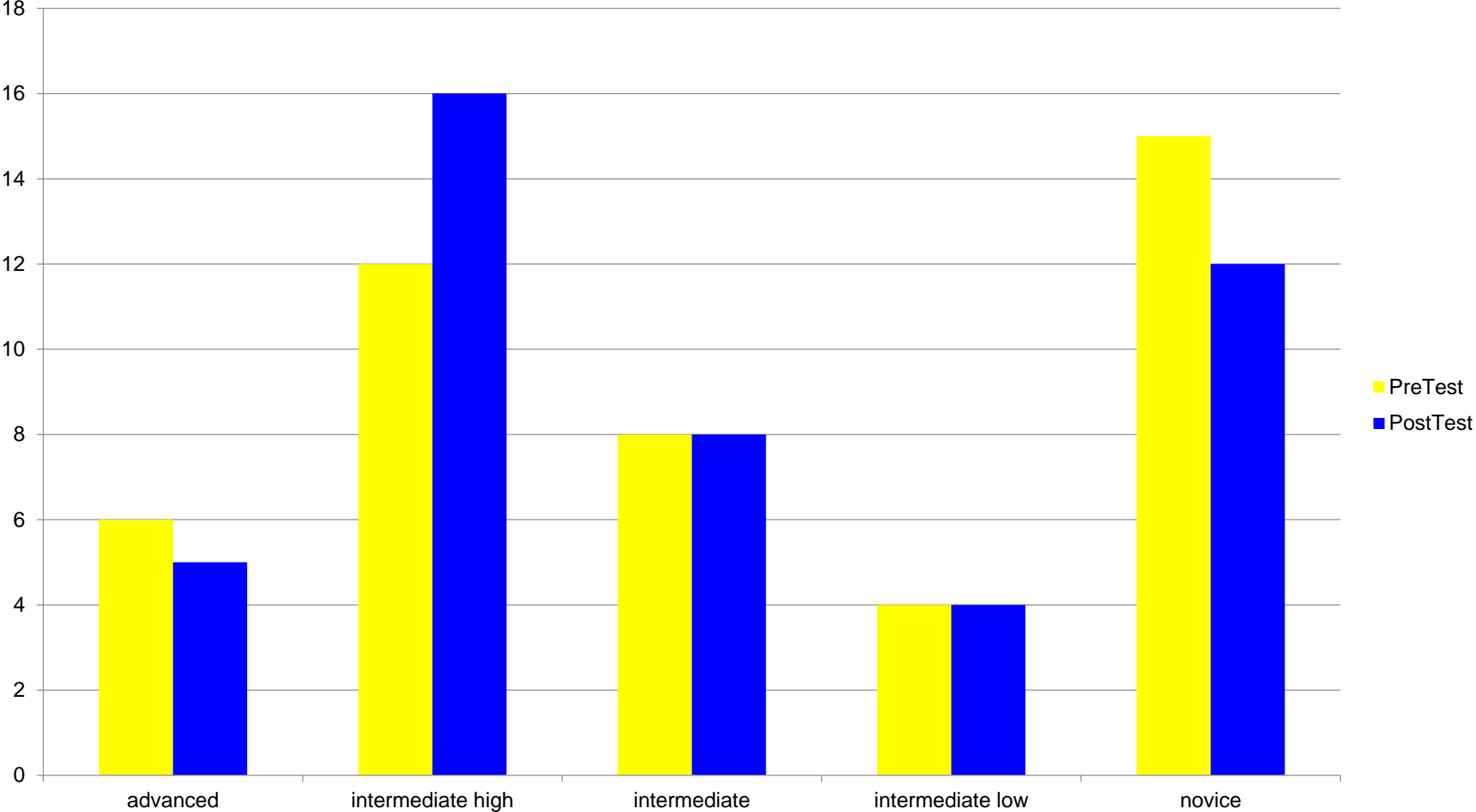
Task 1A



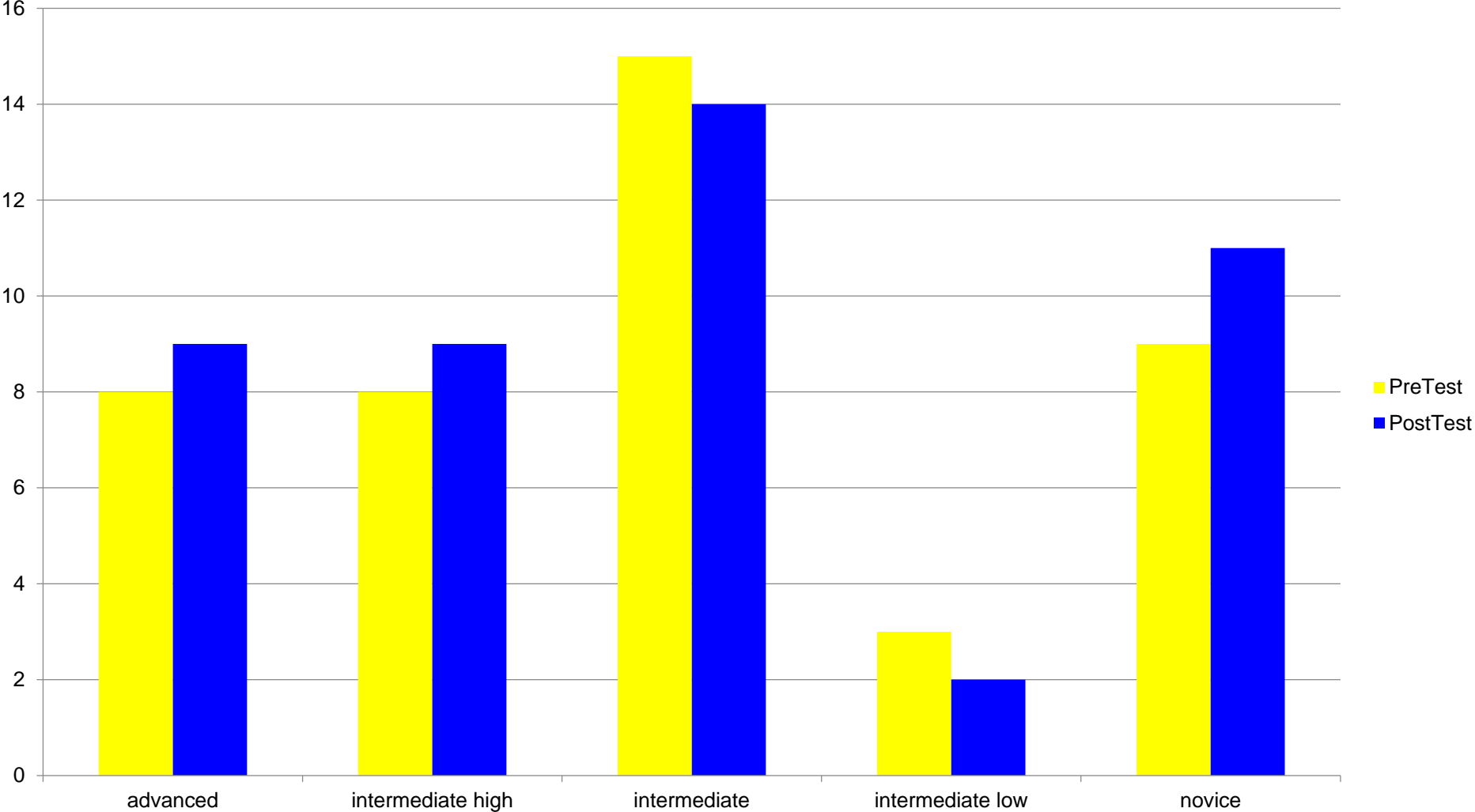
Task 1B



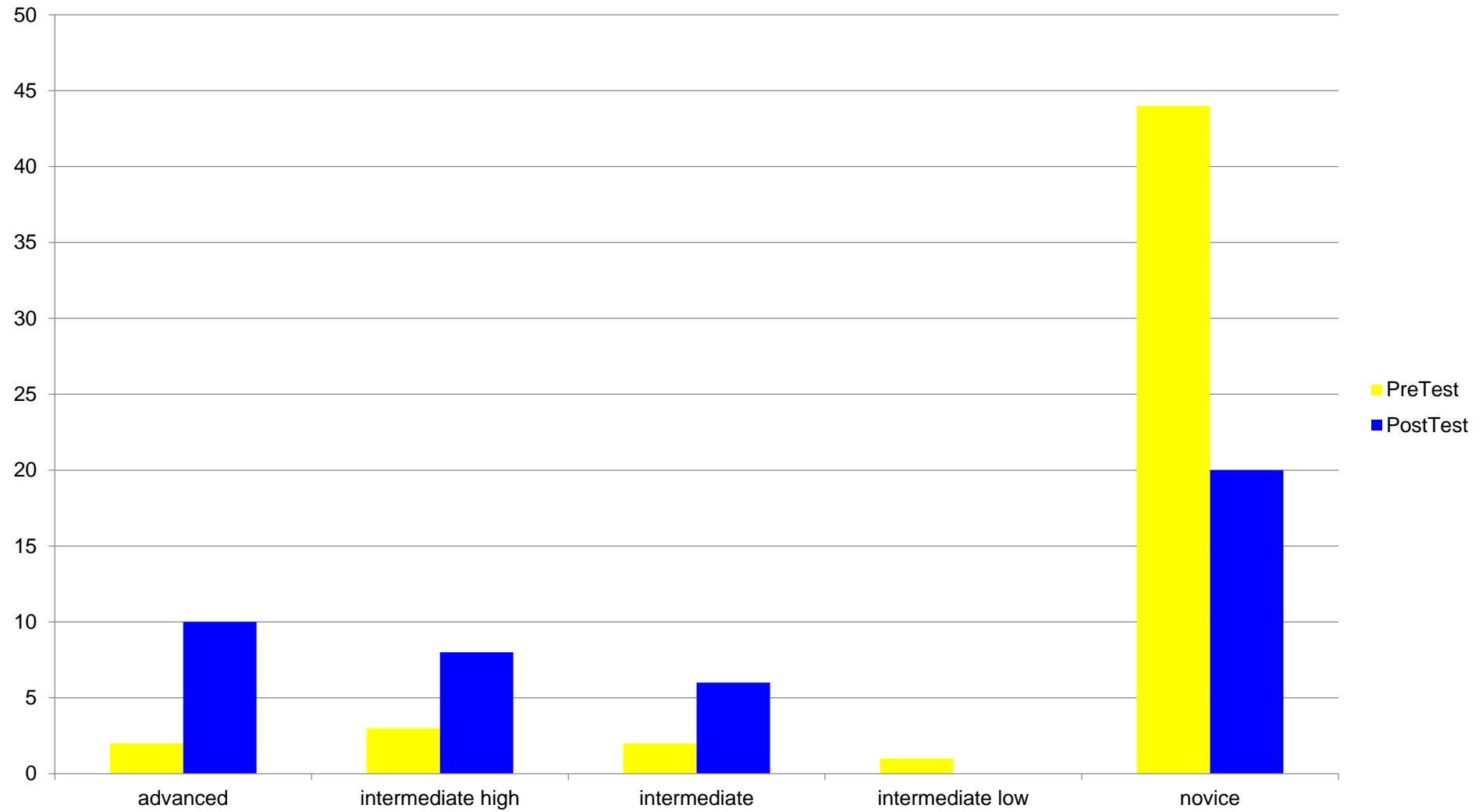
Task 1C

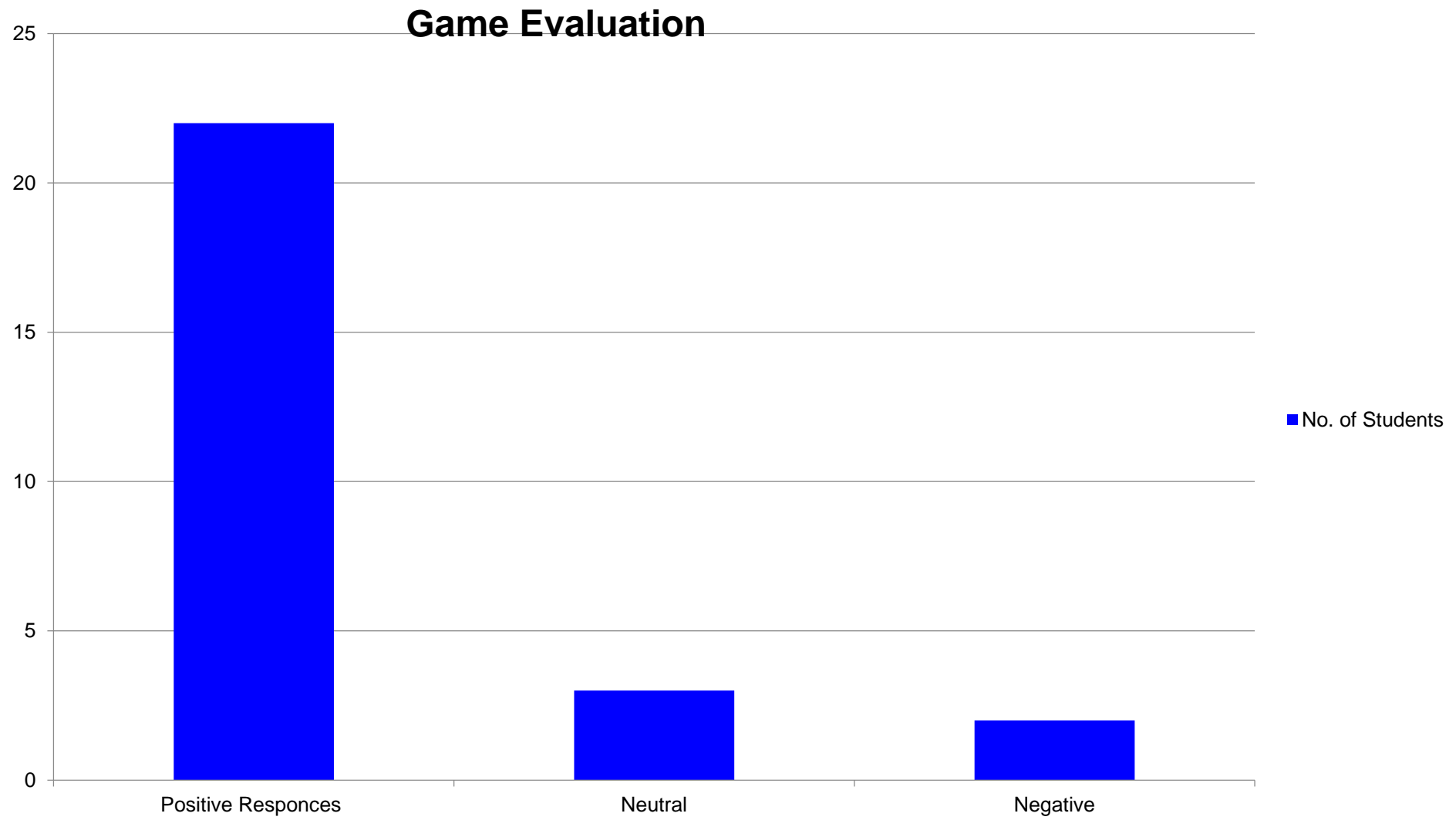


Task 1D

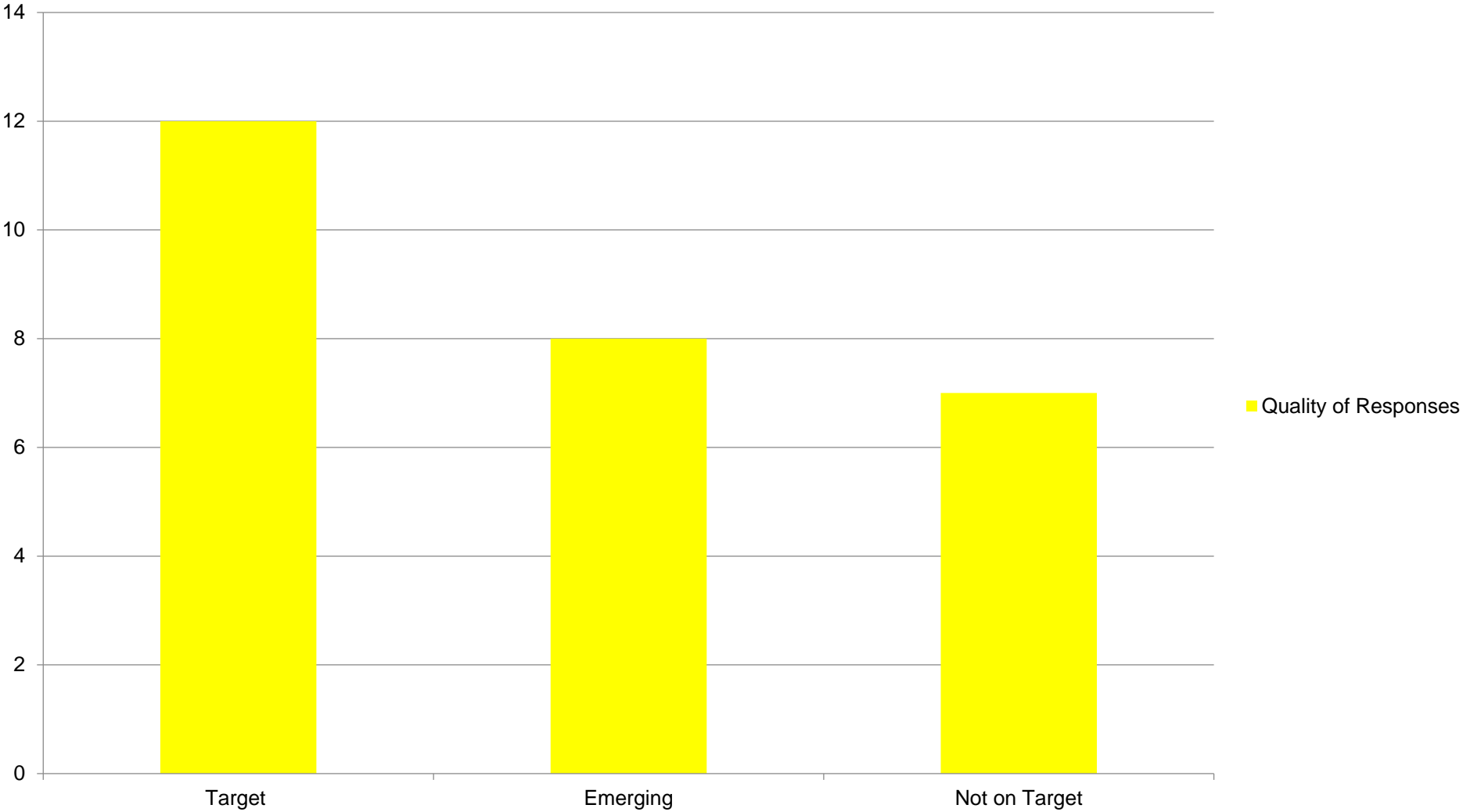


Task 2

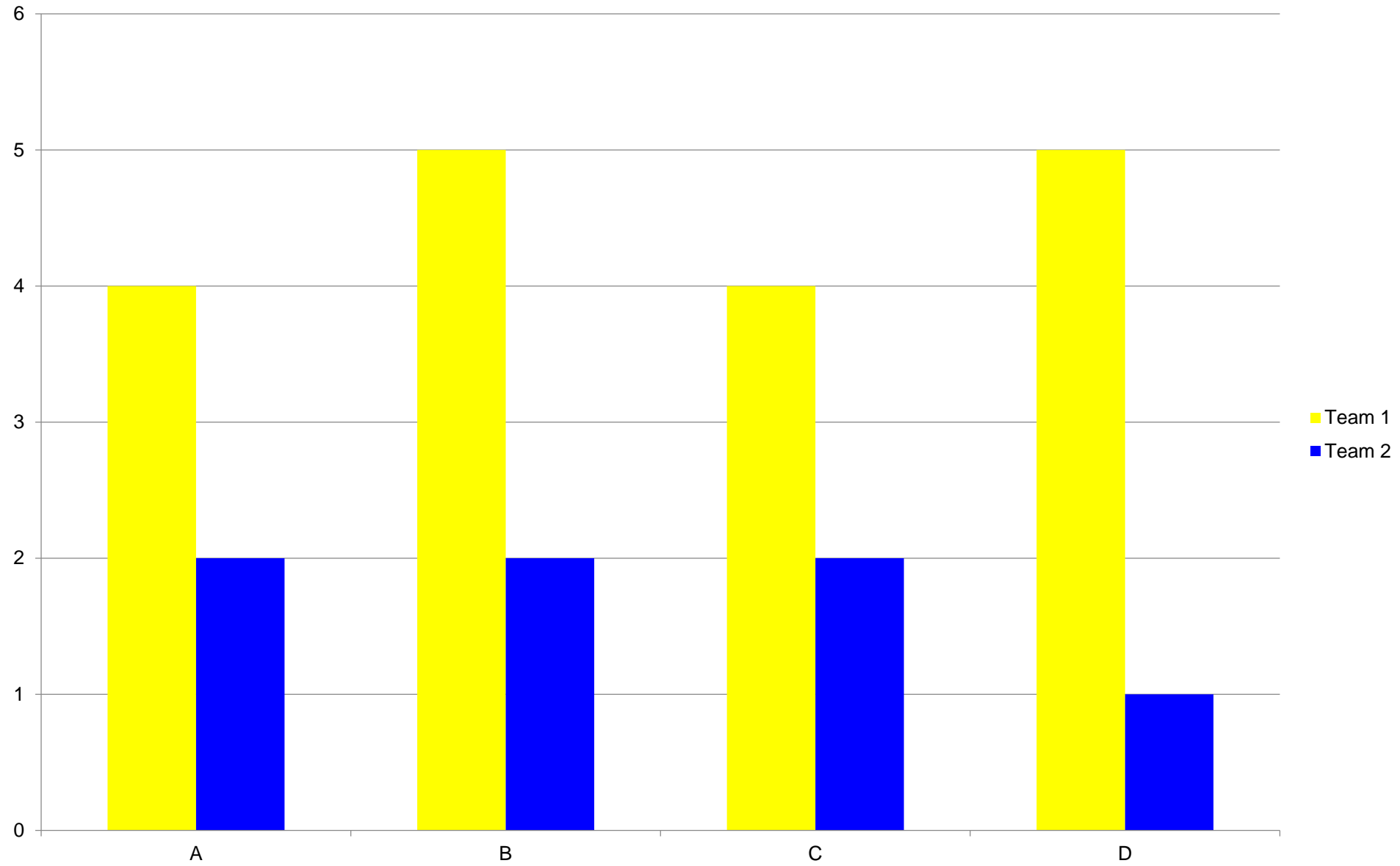




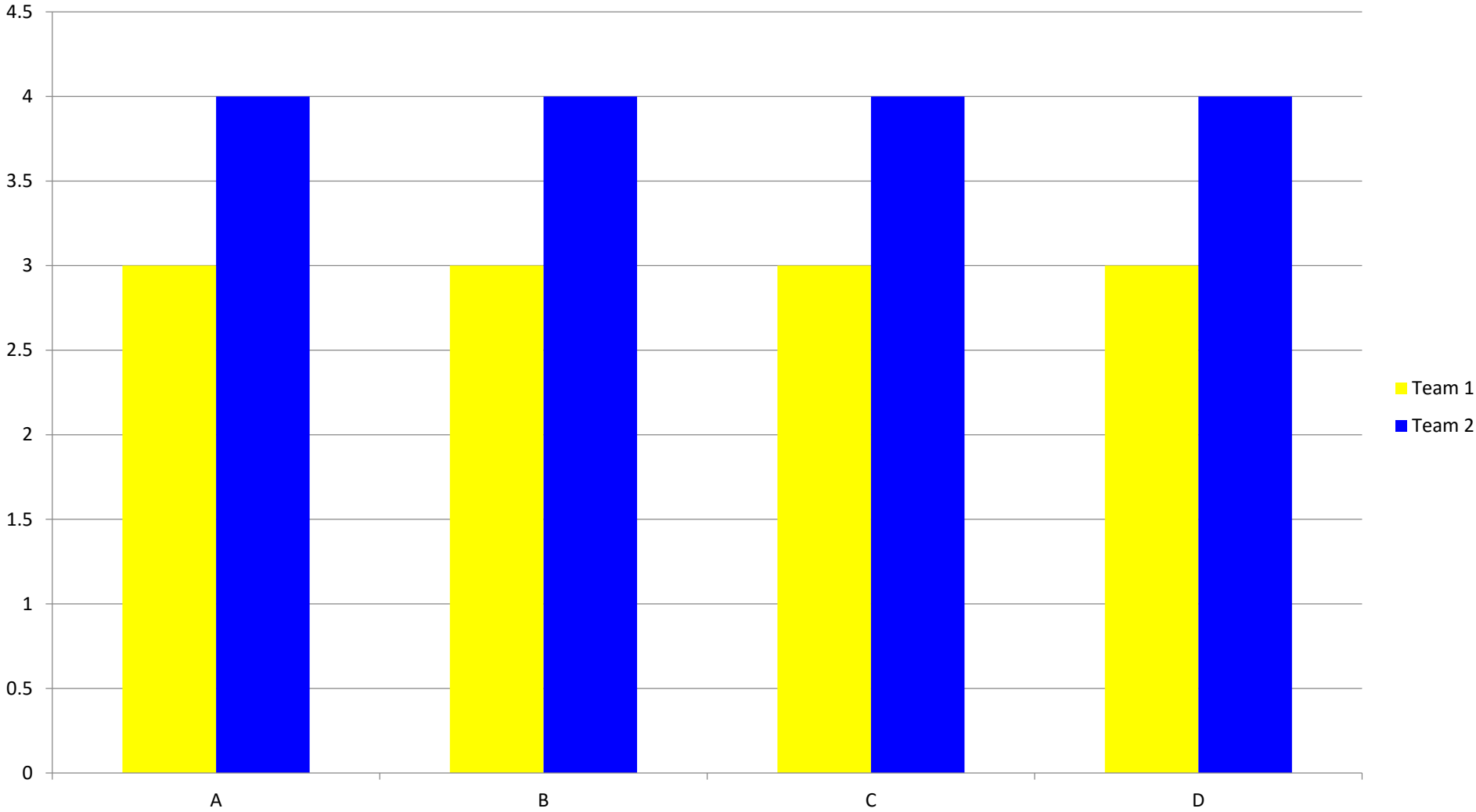
Quality of Responses



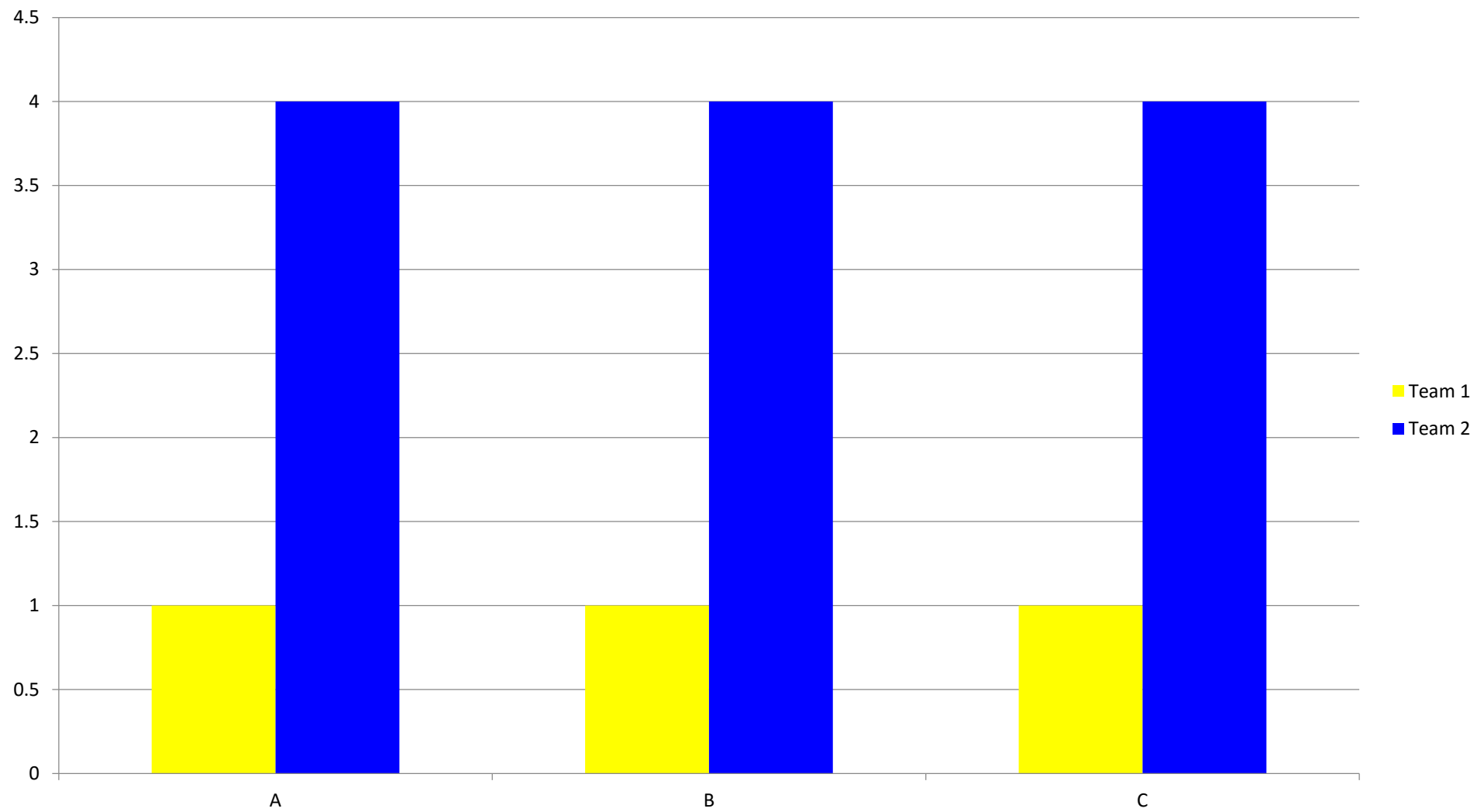
Task 1



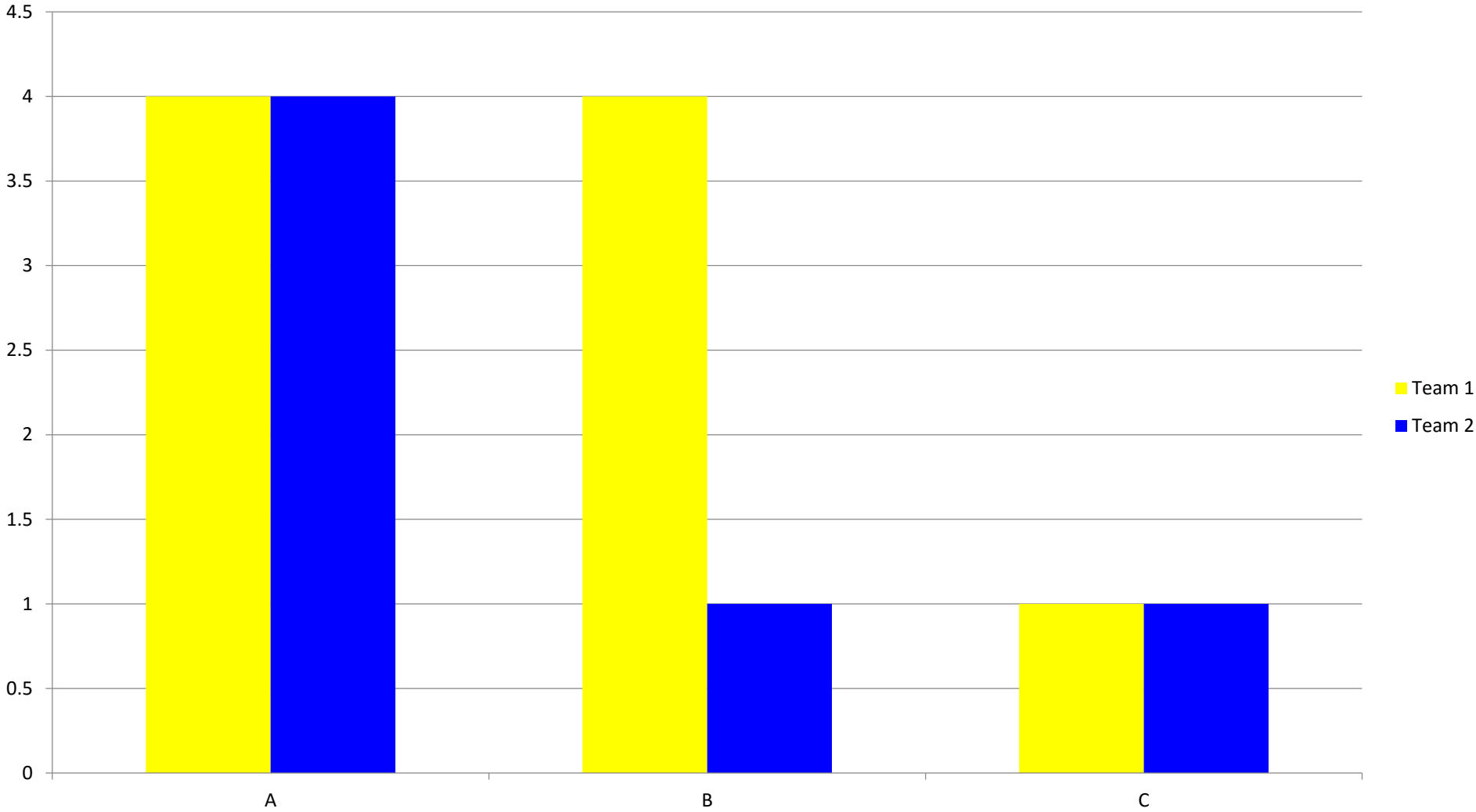
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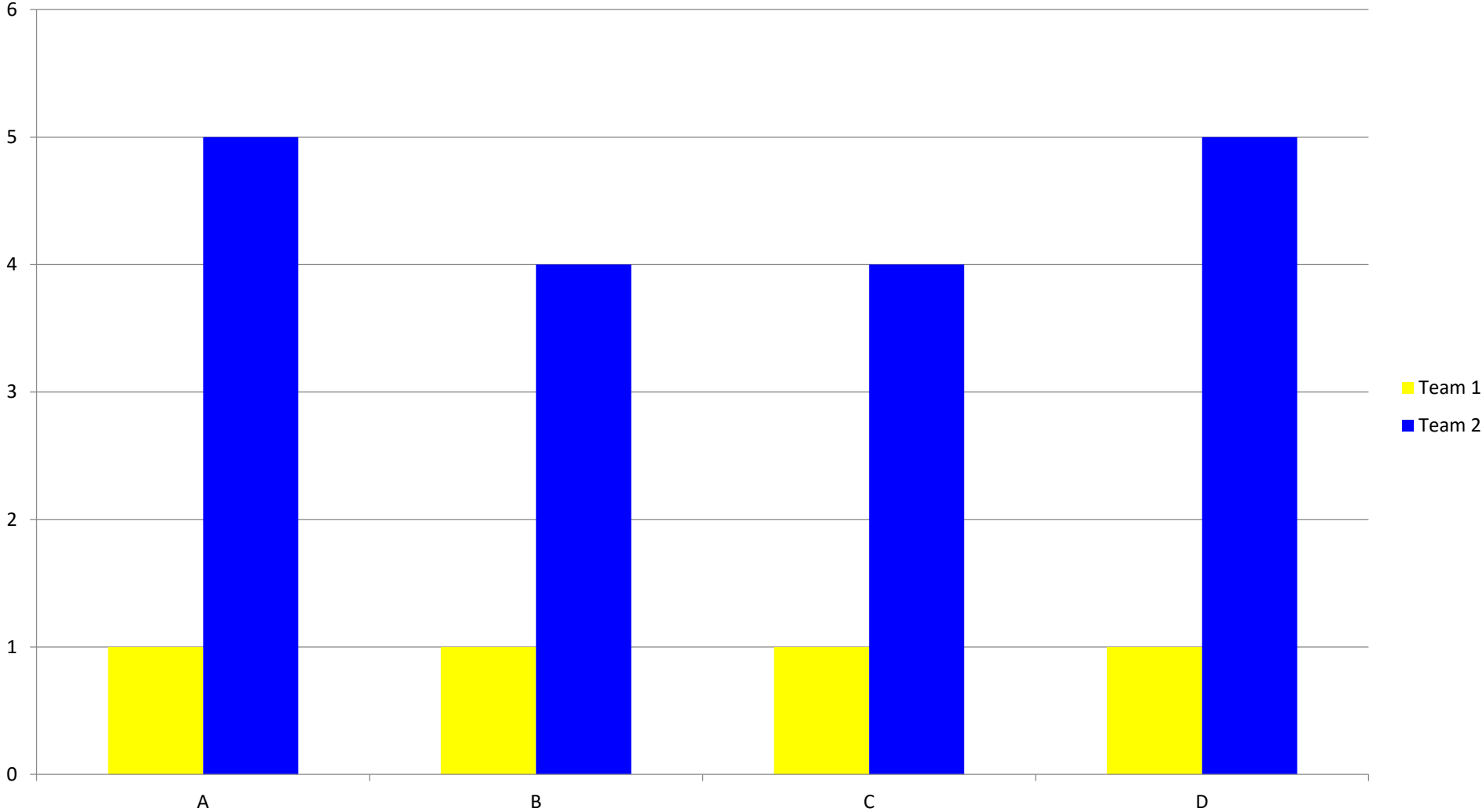
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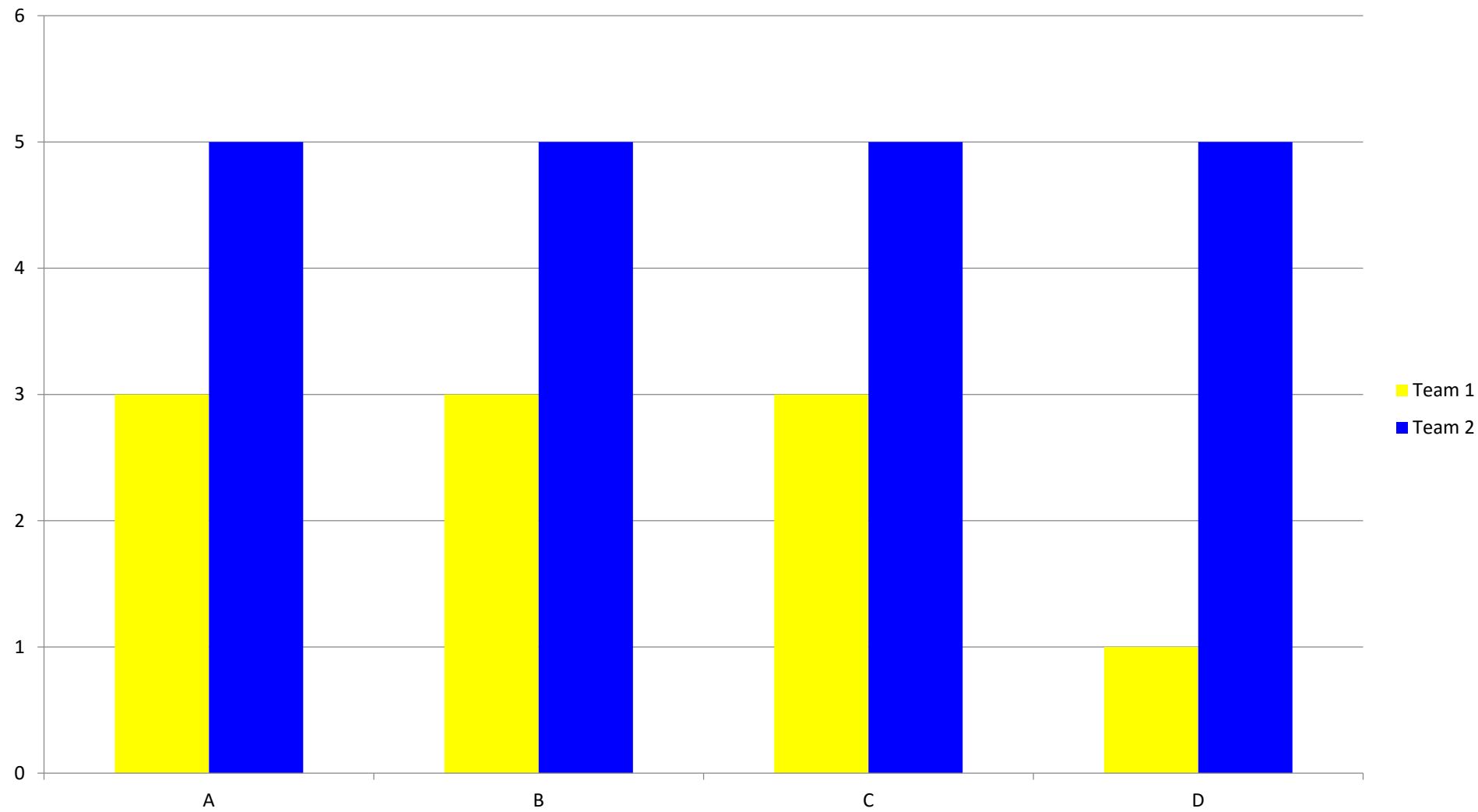
Task 4



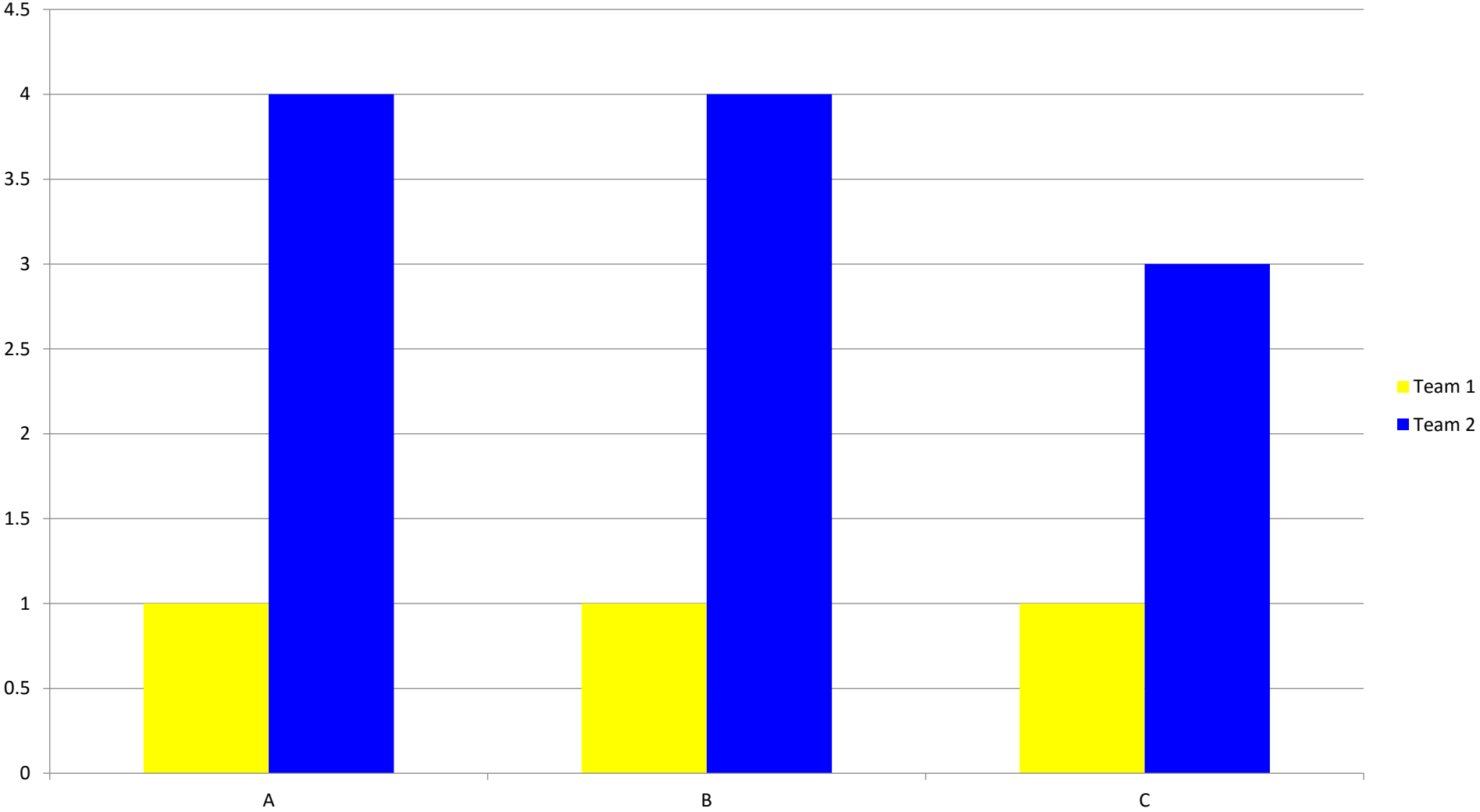
Task 1



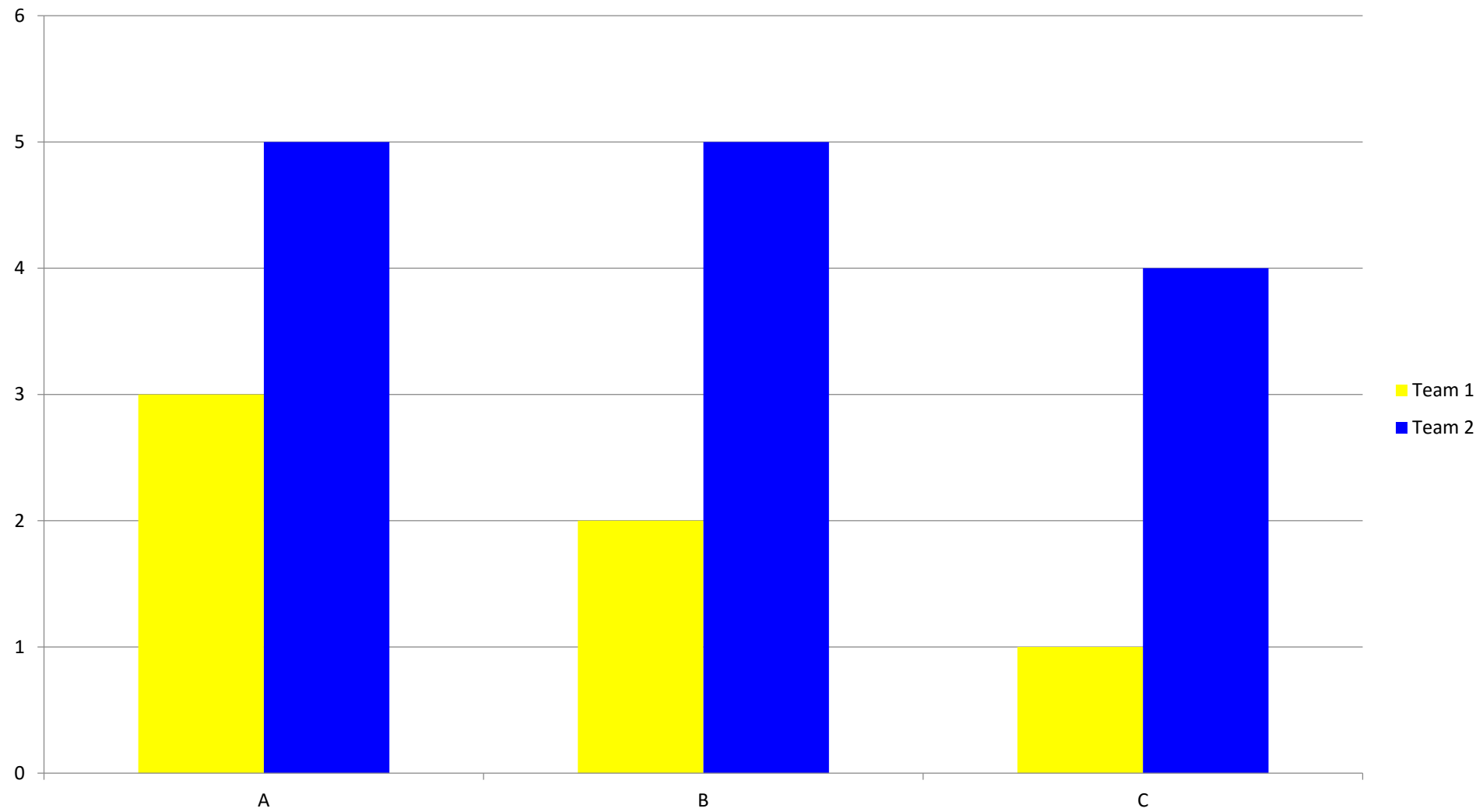
Task 2



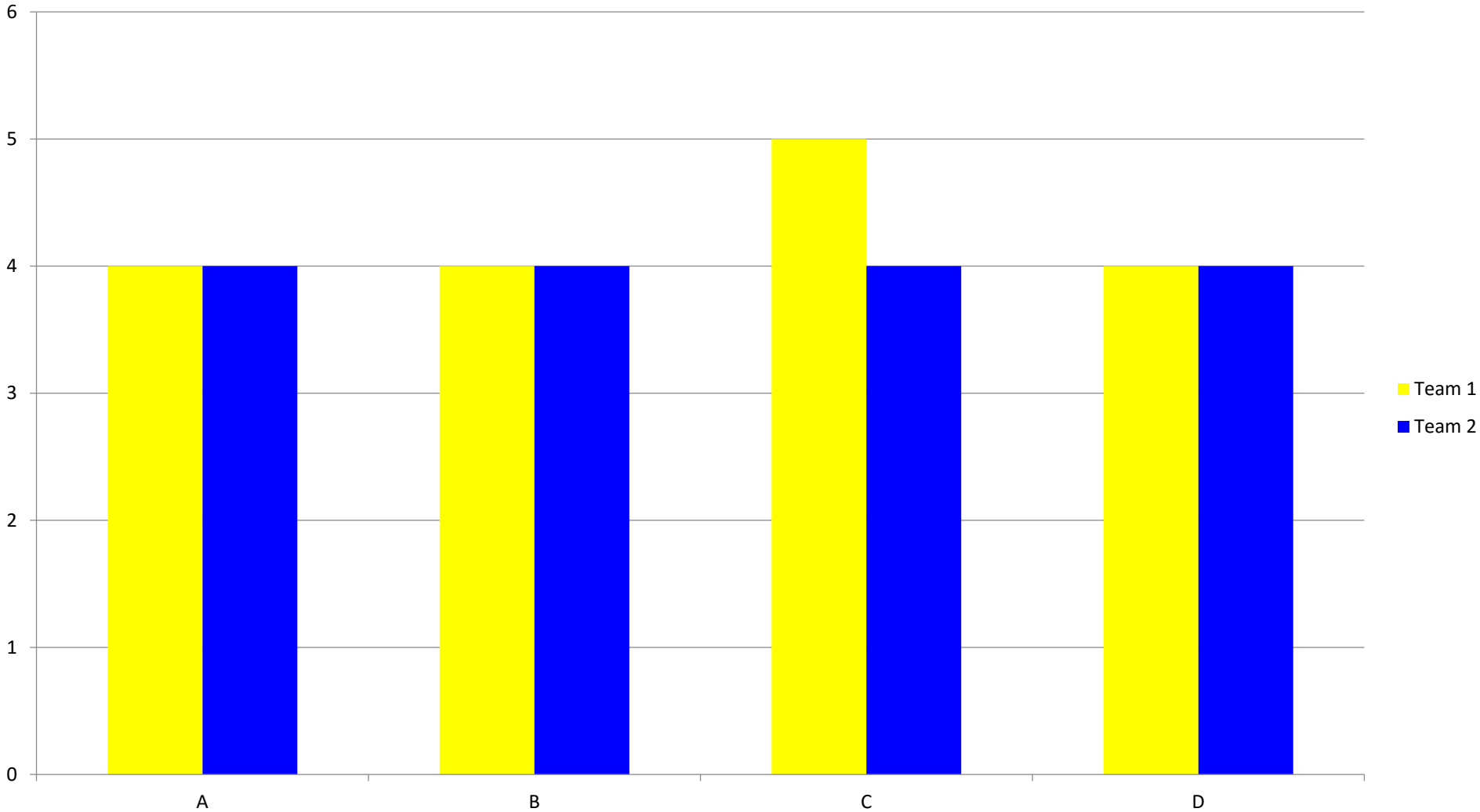
Task 3



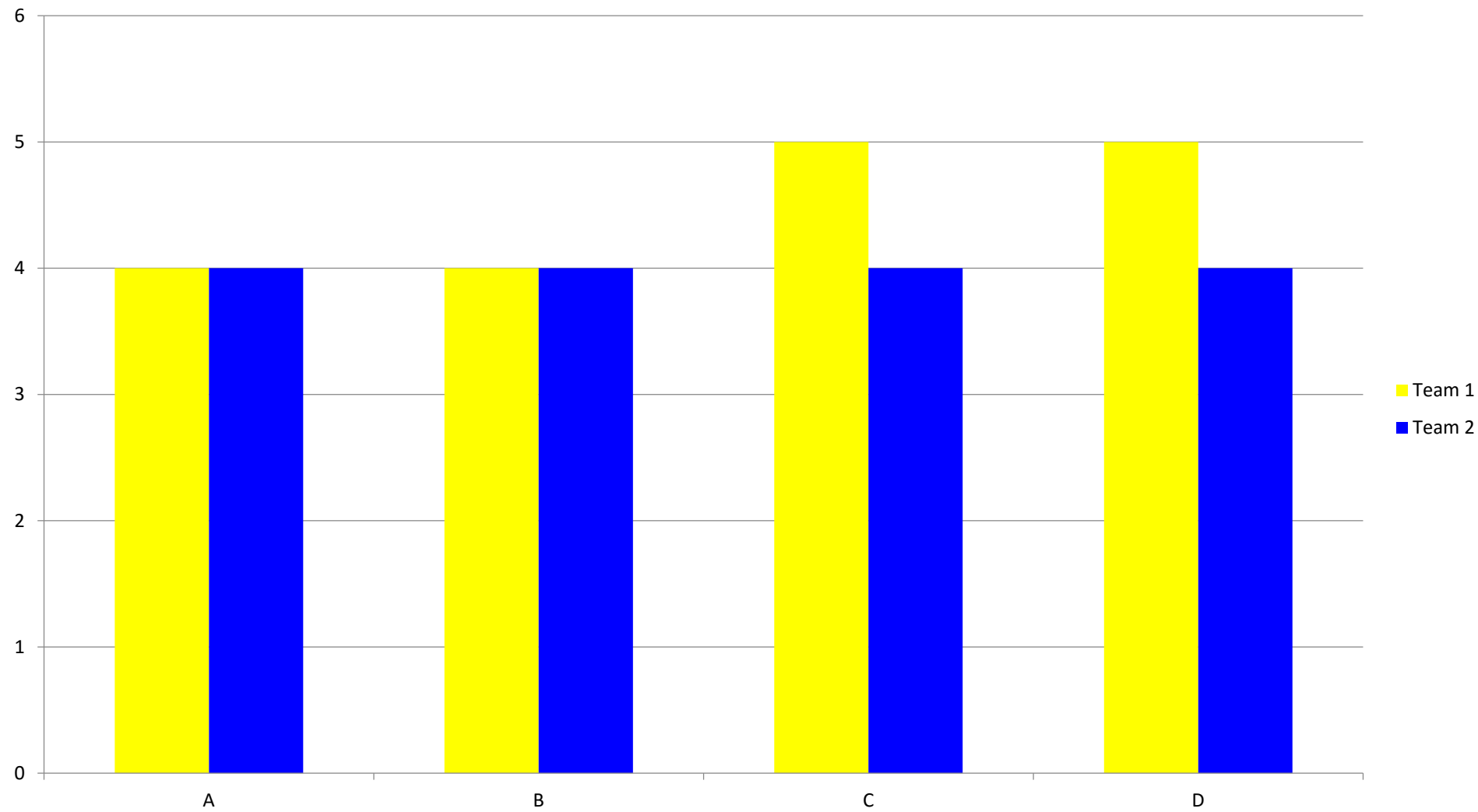
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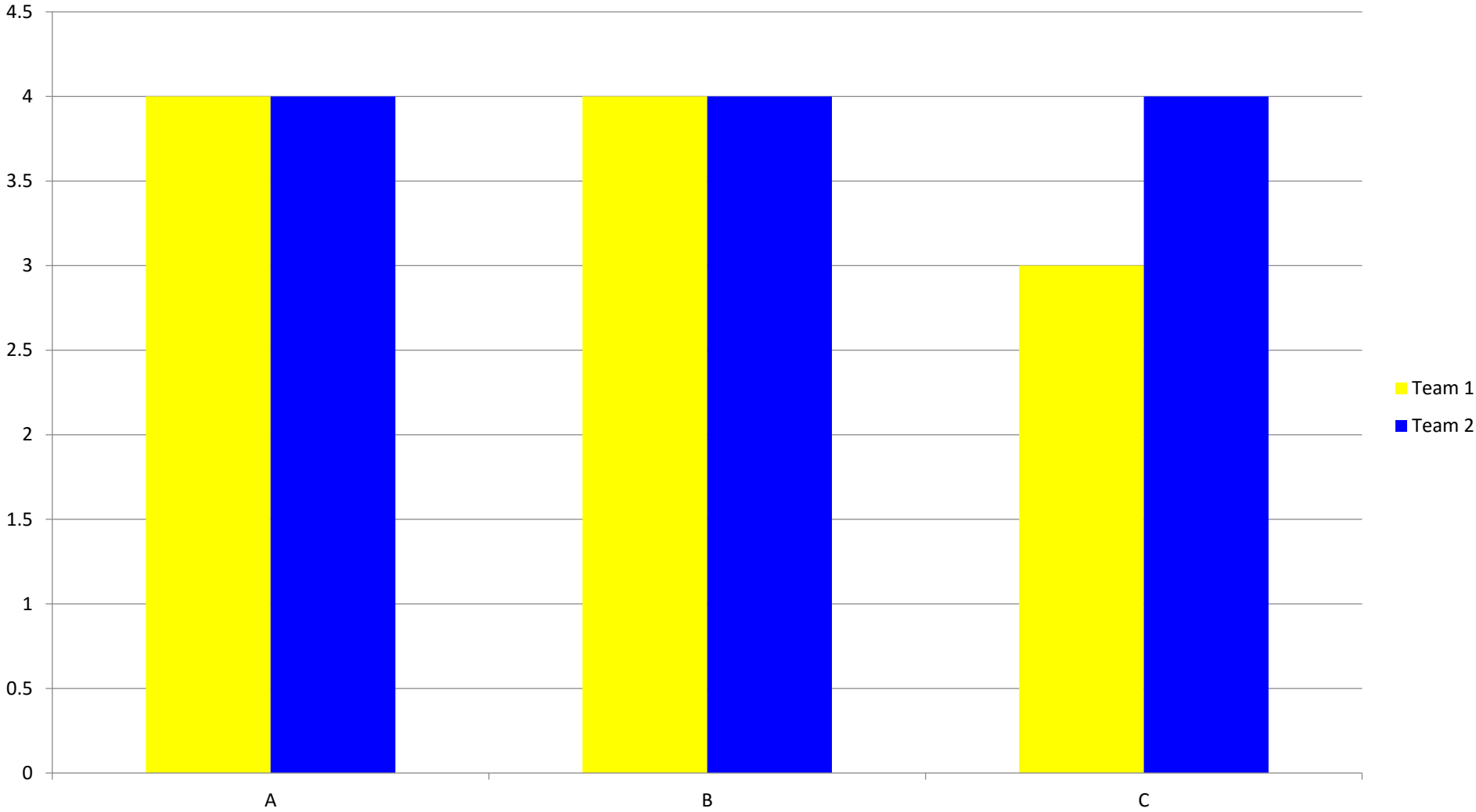
Task 1



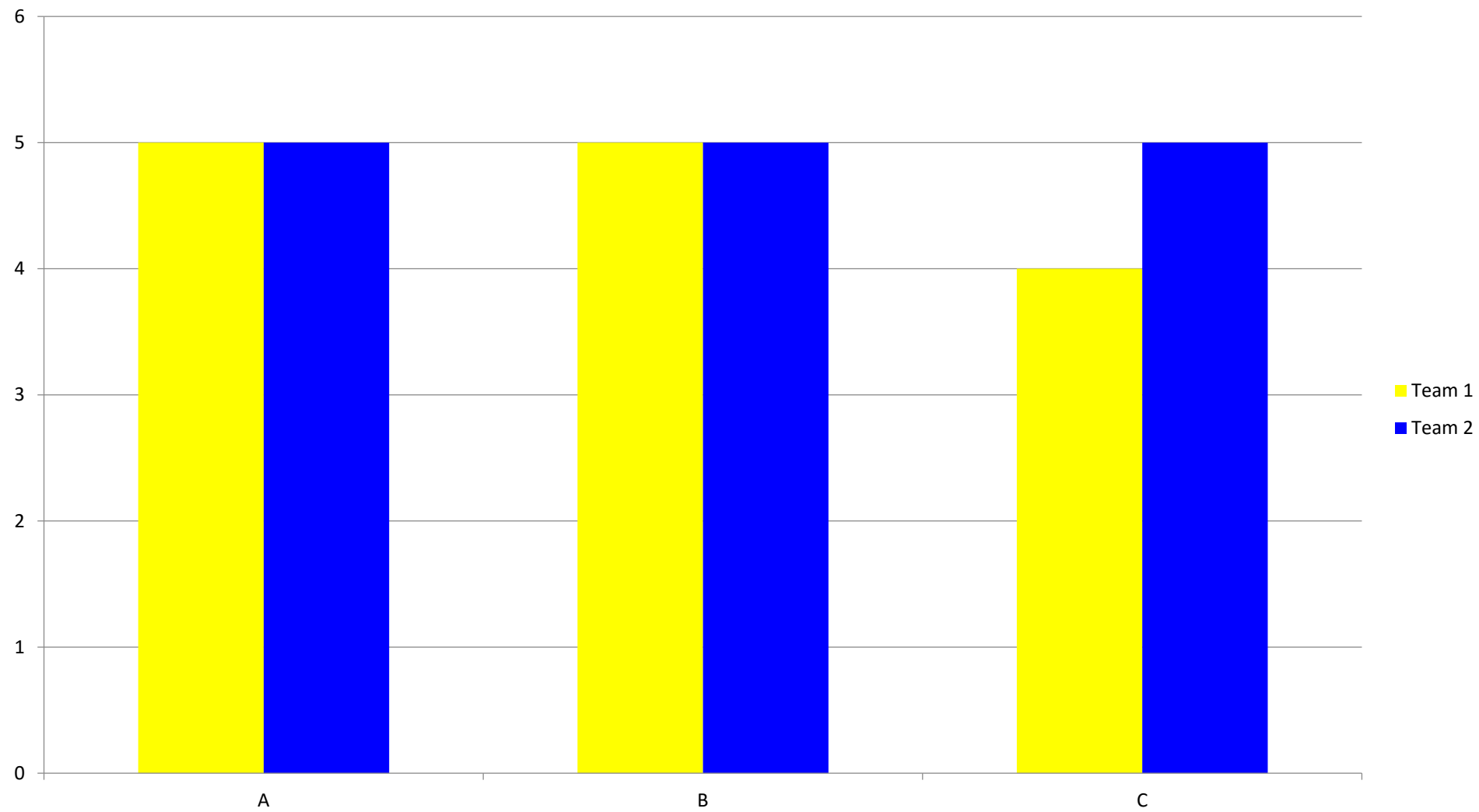
Task 2



Task 3



Task 4



Did you find this game helpful?

"Yes, in a weird outside the box kind of way. It was rather different."

"Yes, it helped demonstrate the importance of using reliable and authoritative sources"

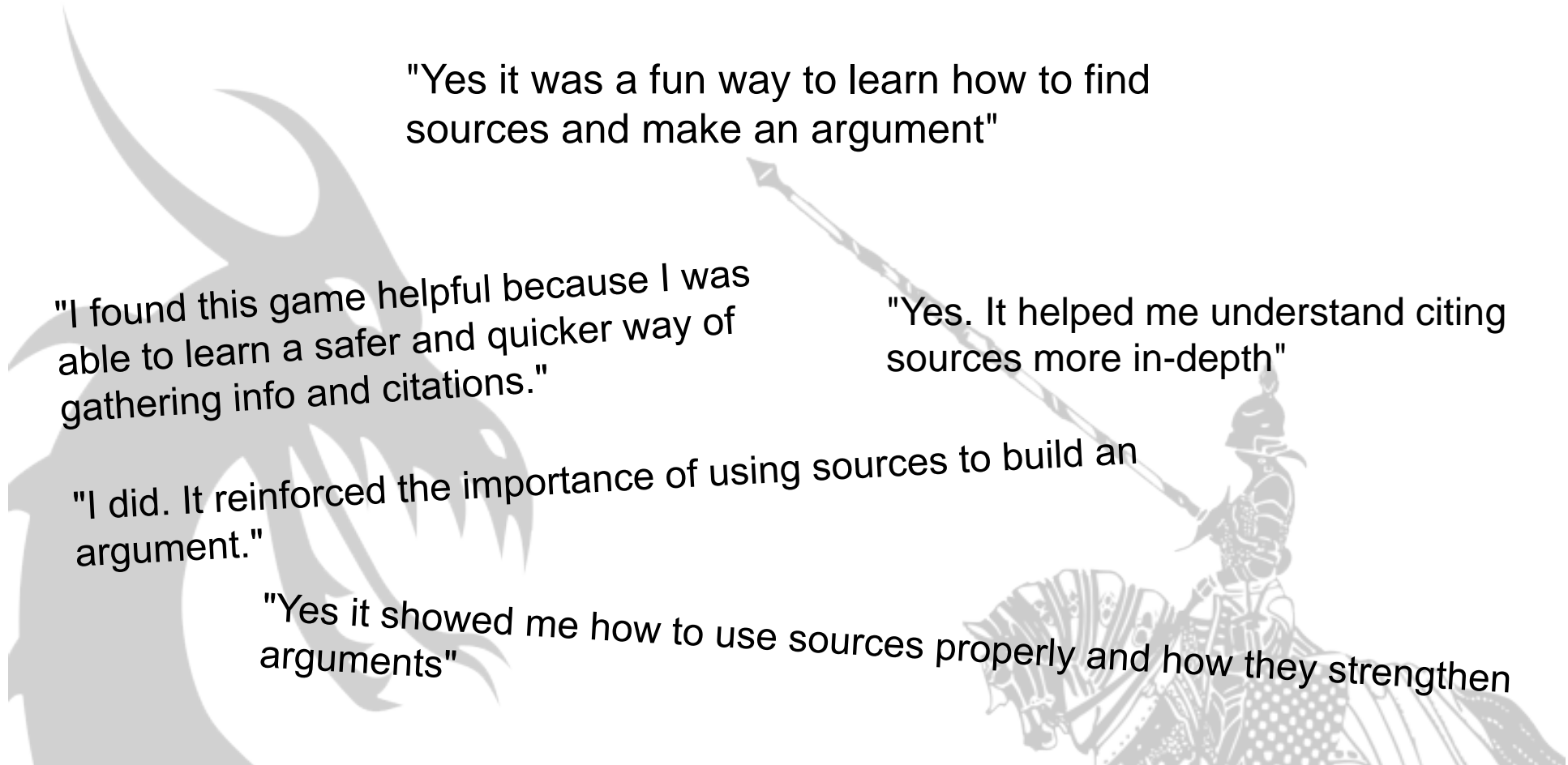
"Yes it was a fun way to learn how to find sources and make an argument"

"I found this game helpful because I was able to learn a safer and quicker way of gathering info and citations."

"Yes. It helped me understand citing sources more in-depth"

"I did. It reinforced the importance of using sources to build an argument."

"Yes it showed me how to use sources properly and how they strengthen arguments"



Phase 2:

- Shifted from ENG 1101 to First Year Experience workshop

How to Play

- You will be presenting a well reasoned argument on a predetermined topic
- One team will be arguing for and one team will be arguing against that topic (determined by die roll)
- You will have **7 minutes** to present your teams argument and the sources you found
- Must use multiple types of **credible resources** just like faculty expect in course work
- Think of this like your team is putting together a group paper on the topic
- Must keep track of where you got your information and provide brief verbal citations for sources during the presentation
- The winning team will be the one whose sources of information are more credible and relevant to building and supporting their argument



Create Teams!

Choose your Quest Leader

- Needs to keep the team on task
- Needs to be a **strong leader**
- Organize team arguments, make sure there's good **citable** info for each
- Receives clues and shares with team to increase team knowledge
- Helps team plan order of arguments for their presentation

Keep the goal (and the gold...lovely gold) in mind!

- Synthesize your research into a cogent & cohesive argument
- Develop your thesis (main approach/ focus/ point of your argument)
- Don't forget to verbally cite! (As L.H. Smith, expert in American cultural studies with a PhD from NC State, stated in her 1999 book titled XXX, "beauty is a concept best...")
- Persuade the judges by presenting a strong argument with excellent sources

research wisely - cite your sources - and argue well

Quest for Knowledge

-20 minutes with each type of source (print books & electronic/online)

-Discuss approaches, brainstorm ideas & Research!

-Raise hand when you discover great knowledge

Coin rewards: Determined by the Wizards-at-large

§ 1 Coin: Good source that supports the argument

§ 2 Coins: Good source with good author credentials

Bonus Coin: Great supporting quote

research wisely - cite your sources - and argue well

Plan & Prepare

The much lauded **Tournament of Presentation** awaits you in **15 minutes!** (Huzzah!)

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Reflection