Extending the reach of our DSU Tech Fair

For a number of years Trexler Library and our instructional technologists have been putting on a Tech Fair during the winter break. This year’s event, on Jan 12, 2010, attracted 72 staff and faculty registrants, a few drop-ins and guests outside of DSU such as folks from Apple Computers and LVAIC. We even offered a prize of a brand new IPod nano which was won by Sharon Jezick of Education!

Since we know many folks could not attend our day time event, we want to extend the reach of the Tech Fair by offering the DeSales community access to the sights, sounds, and session content presented that day. We have created a new ANGEL Community Group which will allow you to:

- Ask additional questions of facilitators
- View presentations
- Practice advanced MS Word skills
- Discuss issues with colleagues

Join this ANGEL Tech Fair community via the "Group and Non-Credit Group Search" link beneath the "Search and Help Links" nugget on your ANGEL homepage, then look for the “Content” button in the top navigation bar. Or you can send an email to angelinfo@desales.edu.

Here’s a brief overview of the many presentations offered during Tech Fair:

A. Advanced database searching tips and tricks
B. DSU Web 2.0 applications and open forum
C. Advanced Word 2007
D. Is Mac really that cool?
E. APA and MLA update
F. Getting organized online
G. Discovering Windows 7
H. The power of HTML: Beyond ANGEL basics
I. Incorporating librarians and research assistance in online courses
J. Exploring promising technologies for education
Plagiarism Prevention Without Fear
From Inside Higher Education. January 26, 2010

Could student plagiarism actually be reduced? And could it be reduced not through fear of being caught, but through ... education?

The evidence in a study published by the National Bureau of Economic Research, written by Thomas S. Dee, associate professor of economics at Swarthmore College, and Brian A. Jacob, the Walter H. Annenberg Professor of Education Policy at the University of Michigan, suggests that the answer to both questions is Yes -- which could be welcome news to faculty members who constantly complain about students who either don't know what plagiarism is or don't bother to follow the rules about the integrity of assignments they prepare.

While many instructors have reported anecdotal evidence of the success of various techniques they have used in a few courses, this study is based on a much larger cohort, including a control group. The study found that a relatively short Web tutorial about academic integrity and plagiarism can have a significant impact on whether students plagiarize, with the greatest gains (for integrity) coming among student groups that are statistically more likely to plagiarize -- which are those with lesser academic credentials.

Further, surveys of the participants suggest that it was the education involved -- not fear of detection -- that led to the differences. The two scholars used 1,200 papers written by undergraduates in 28 humanities and social science courses at an unnamed, competitive institution of higher education. Students in some of the courses received no special instruction on plagiarism. Students in other randomly selected courses, however, were required to take a short online tutorial on plagiarism and were required to complete the exercise before they could hand in any papers. Demographic and other data were collected so that students could be analyzed by a variety of factors. The tutorial was based on the Plagiarism Resource Site jointly developed by Bates, Bowdoin and Colby Colleges.

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In the tutorial, students saw a series of slides defining plagiarism, examples of correct and incorrect ways to use material in student papers, and strategies for avoiding plagiarism. There was then a brief online quiz, with prompts to review material that students may not have fully understood. Papers from the treatment and control groups were then tested (via Turnitin software and then other measures) for plagiarism, with the students never told that they were part of a plagiarism study.

The overall results found that students who went through the tutorial were less likely to plagiarize and that the impact was greatest on those with lower SAT scores than on others -- a factor that otherwise predicted an increased chance of plagiarism.

Then the researchers gave all of the students a survey of questions about plagiarism. Those who had gone through the Web education program were more likely than others to know what constitutes plagiarism and to feel confident of their knowledge. But the students in the two groups had similar answers to questions about whether they were concerned about plagiarism being detected or punished. So more knowledge of plagiarism didn't translate into more fear of being caught. This finding, the researchers say, suggests that the education was key to minimizing plagiarism in the treatment group, not any deterrent effect related to possible penalties.

The study's results, Dee said may be significant in helping college instructors consider the three choices to fighting plagiarism: the "moral suasion" approach, as in honor codes; the "law-and-order approach" of detection software and penalties; and the "educational approach" of teaching students what they should and shouldn't do. He said that while the research results favor the educational approach that would only work with a change in faculty attitudes. "College instructors do not generally view issues related to educating students about plagiarism as part of their core responsibilities,"

Jacob agreed, saying that "faculty buy-in is critical" to an educational approach. "There are currently few incentives, and many disincentives, for faculty to be tough on student plagiarism," he said.

DeSales, Trexler Library has an online guide to various plagiarism tutorials available at [http://desales.libguides.com/avoidingplagiarism](http://desales.libguides.com/avoidingplagiarism). We have added the tutorial and the study mentioned in this article to the resources on this guide. Librarians are also available to do brief interactive plagiarism prevention sessions for your classes, both face to face and online. Call Debbie Malone at x1253 or email debbie.malone@desales.edu
LIBRARY INSTRUCTION

For the spring semester, please consider bringing your students into the library for some library instruction. Topics we can cover include searching in our electronic databases, plagiarism prevention, citation formatting, evaluating sources and more.

We also have created libguides for a variety of majors. Libguides are tab oriented resources which provide information on books, databases, and websites for a particular discipline. A listing can be found underneath our Subject Guides on our library homepage http://desales.edu/default.aspx?pageid=707. In addition, librarians can create libguides for your specific classes http://desales.libguides.com/aeccontent.php?pid=40895.

Other libguides available to assist you with your students’ research and writing are “Writing for Graduate Students” at http://desales.libguides.com/gradstudents and “Introduction to Research” http://desales.libguides.com/introduction both located on our library homepage underneath “Student Resources.”

Call a librarian Today!

Debbie Malone ext. 1253                            Lynne Kvinnesland ext. 1443
Michele Mrazik ext. 1612                            Loretta Ulincy ext. 1346

Brown Bag Lunches for Spring 2010

On Wednesday, March 17th at noon, Juilene McKnight will be our Library Brown Bag Lunch guest once again. Who better to celebrate with us the feast of St. Patrick? Stay tuned for title and location information.

On April 22nd Mr. Ben Marcune will speak about “The Sacred Geometry of Painters.” This topic addresses the mathematical relationships appearing in our natural surroundings, in music, in art and in Salesian spirituality. We will meet in the library lobby area at 12:30 p.m.

Still in the planning stages we look forward to hosting Susan Gatanis, a member of Dr. Angie Corbo’s Communications class. The title of the presentation will be “Girl Talk and Other Feminist Research” and it will be held sometime in March in celebration of Women’s History Month. Be sure to watch for posters with details on all these events as time draws closer.
APA Workshops

If you have questions about the 6th edition of the APA style, please stop by for one of our library workshops. These informal sessions will answer some of your concerns about writing a paper in this format. We will also go over examples of items that you will encounter when putting together a Reference page.

Face- to –face sessions will be held in the library conference room behind the circulation desks. Registration for the online sessions is available at http://www.desales.edu/default.aspx?pageid=4516:

Feb 22 (Monday) 7pm to 8pm - face to face
Feb 23 (Tuesday) 7pm to 8pm - online via elluminate
Feb. 24 (Wed)  4:45pm to 6pm - face to face
March 29 (Monday) 7pm to 8pm - face to face
March 30 (Tuesday)  7pm to 8pm - online via eluminate
March 31 (Wed)  4:45 to 6pm - face to face

If unable to attend any of the available times, please stop by the library and set up a one-on-one appointment. You may also consult our citation libguide at http://desales.libguides.com/content.php?pid=5831.

If you have any questions, please call the library at ext. 1266.

Reference Research Assistance

Need assistance in finding sources for your paper, writing a citation or using one of the electronic databases? Then consider setting up a Reference Research Assistance appointment with one of the librarians. The librarians will work with you to get on the right track with your project. If you need follow up with the research, the same librarian will work with you again in the same manner.

You can schedule an appointment online, by phone or stop by the circulation desk.

Please call the library at ext. 1266 for more information.