

Game Night in the Library: Learn About Plagiarism with Team Trivia!

Cara Berg, David and Lorraine Cheng Library, William Paterson University

Wayne, New Jersey

Abstract

Plagiarism can be scary and confusing for students at colleges and universities. As librarians, we are looked to for guidance in teaching students what plagiarism is and how to avoid it. At William Paterson University, librarians successfully did this with a plagiarism trivia night. Created through a partnership with the EOF Office, a workshop was conducted on plagiarism to a group of 100 incoming first year students. Using the flipped classroom model, students viewed an instructional video on plagiarism prior to attending the workshop. The workshop was instructed by librarians and modeled after trivia nights. Students were broken up into small groups, the librarian would ask a question about plagiarism, the groups would discuss possible answers, wager a certain amount of points, and submit their answer. After the correct answer was revealed, the librarian would discuss the answer with the students to reinforce the lesson. The two teams with the most points scored won an ice cream party. Shortly after, students were assessed with a survey. Results showed the students retained concepts they learned and found the workshop to be useful to their understanding of plagiarism. This is an innovative and low-cost way to present students with a topic that many do not understand fully upon entering college. Due to its success, it will be repeated next year and expanded to more departments.

Background: The EOF Program and the Library

The EOF program is a state-funded program in New Jersey that provides support services for college students from an “educationally and economically disadvantaged background” (“Educational Opportunity Fund”), including academic support. In their first year, the students move-in to campus in the summer and take extensive courses, workshops, and activities. At William Paterson, each year brings approximately 100 new EOF students.

Through a partnership with EOF, the library is involved in two initiatives- a traditional library instruction session in which the students learn introductory information literacy skills, and a session on plagiarism.

In previous years, the plagiarism workshop involved a lecture to the students. Students would assemble in their large group and the librarian would teach them about plagiarism. However, the students had been in class and studying all day and did not seem engaged. A creative solution arose to still teach the students but have it more participatory.

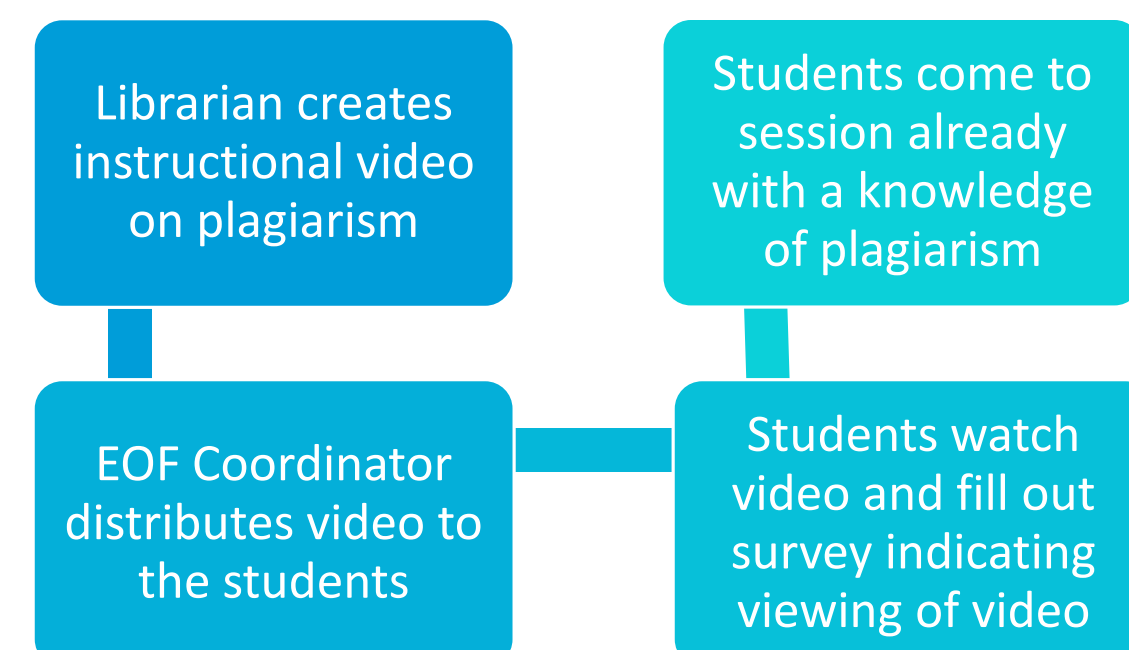
Solution! Team Trivia

Team trivia is a game played where all participants are divided up into teams. A question is asked by the moderator, the teams consult, and then write their answer down. Teams “wager” points on each question. The team with the most points at the end wins. All questions asked were questions about plagiarism.

This activity would combine learning about plagiarism as well as collaborative learning, as students would debate the answers within their own teams and determine how many points to wager.

Prior to Workshop: Using the Flipped Classroom Method

Students needed prior knowledge about plagiarism before being asked questions about it. The flipped classroom method was employed, allowing the students to watch an instructional video on plagiarism on their own time. This also reinforced their learning, as they would learn about plagiarism from the video and then again with the workshop:

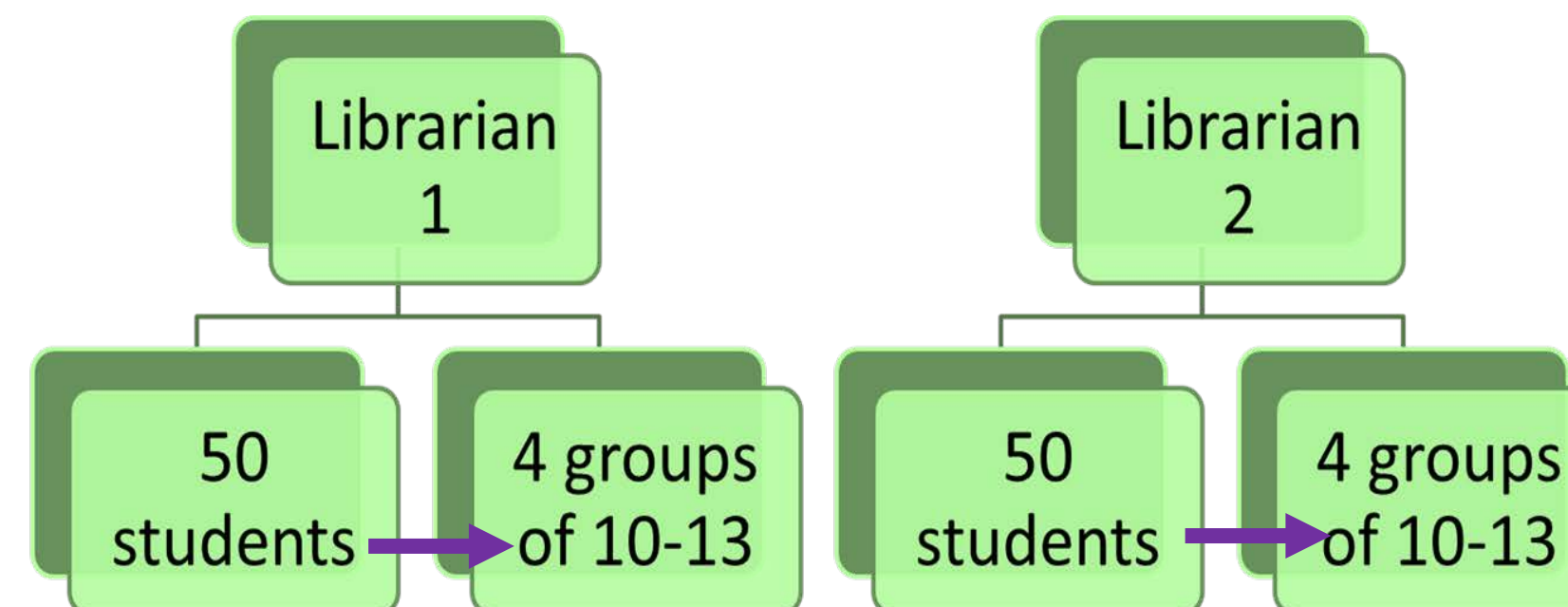


Contact

Cara Berg, Reference Librarian/Co-Coordinator of User Education, David and Lorraine Cheng Library, William Paterson University NJ
berge1@wpunj.edu

The Plagiarism Workshop: Trivia Night!

Students were broken up into two groups of 50. Each group went to a separate room, moderated by a librarian, who then broke them up into smaller groups:



The winning team from each group of 50 was rewarded with an ice cream party, hosted by EOF. Teams would “wager” points on each question asked where they would gain points if they answered correctly but lose it if they answered incorrectly. After providing the answer, the librarian would explain the correct answer in full detail to enhance the learning process.

Round 1	Round 2	Round 3
4 questions for 0, 1, or 2 points	4 questions 2, 3, or 4 points	1 question, 2 points for each correct answer

Sample Questions

The video talked about an instance in which you do **not** have to cite. What is the name for what you don't have to cite?

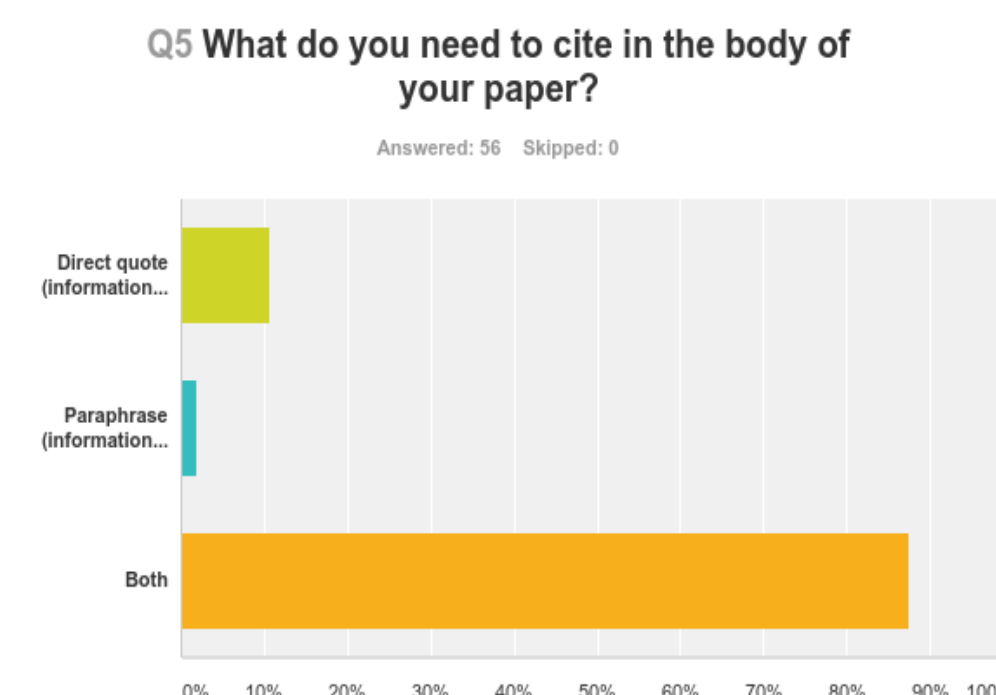
Do you have to cite in a) the text of your paper b) the bibliography of your paper or c) both?

Can plagiarism ever be unintentional?

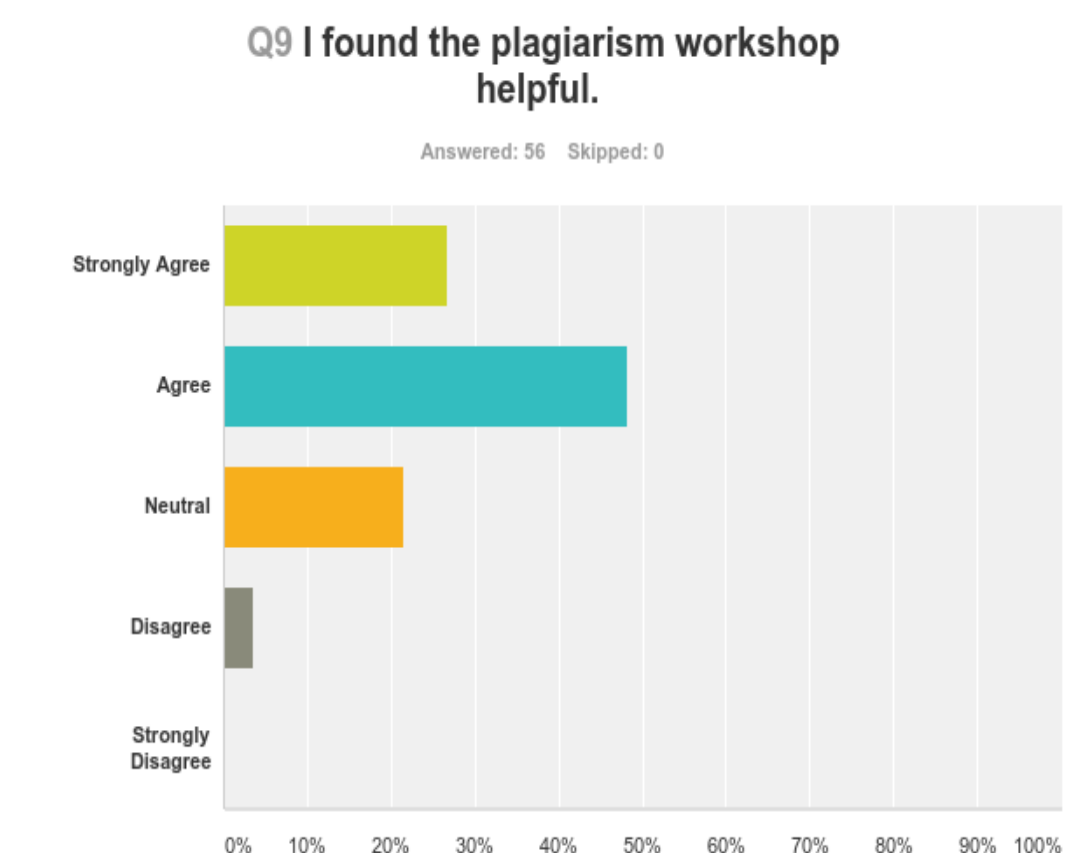
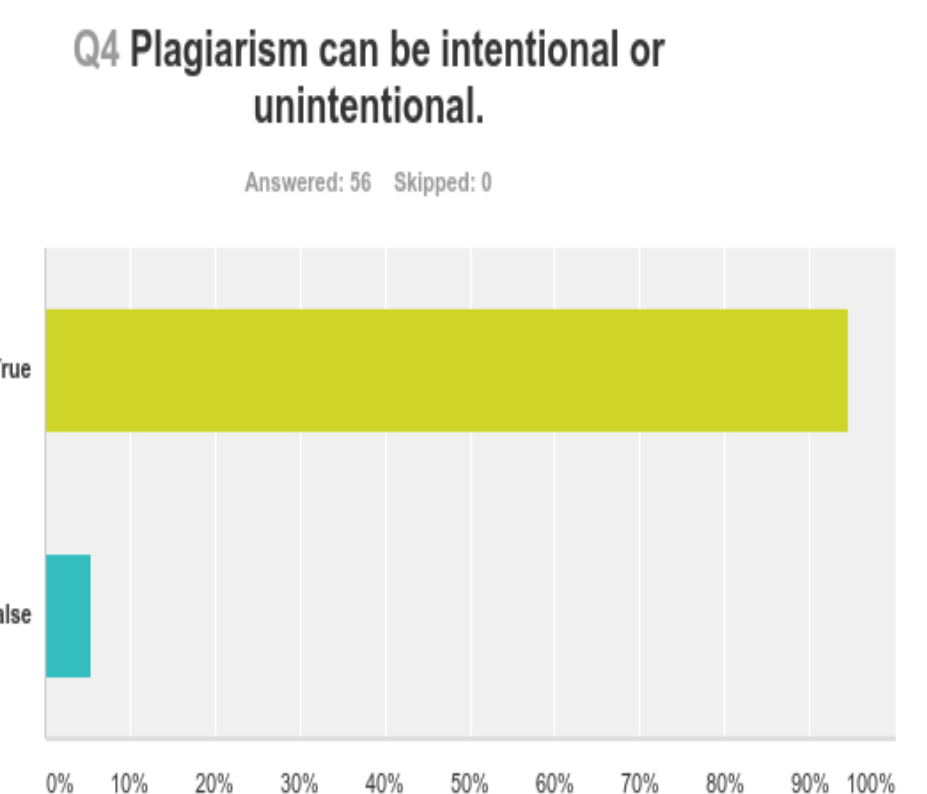
The activity was scheduled for 60 minutes, but both groups completed it in 40. Student groups were eager to complete the activity, and did not struggle with the questions. Many groups were competitive, but there were two clear winners.

Assessment Data

Students were emailed approximately 2 weeks after the workshop with a post-class survey. The tool, designed in Survey Monkey, assessed students’ understanding of both the library instruction class and the plagiarism workshop. The following data is from the questions about the plagiarism workshop: 56 students responded.



Assessment Data (cont.)



Discussion/Conclusion

The program was a success! Students were happy with the format as opposed to a traditional lecture, and the assessment showed that nearly 75% of respondents found the workshop helpful. In addition, the majority of students answered questions about plagiarism correctly on the assessment.

During the program, the librarians in both groups noted the ease of the questions and the timing of the event. The questions were easy and students answered quickly, making the event run faster than anticipated. It was also noted that 10 plus people per group was a little too large for teams.

Some future changes include reworking the questions to be a bit more challenging- including some scenario-based questions, making a total of ten groups instead of eight, and working on the timing so the event does not run too quickly.

The library also hopes to use this event with other student groups and disciplines and will be looking to expand to them this academic year.

Acknowledgements

The presenter graciously acknowledges:

Tawana Cabezas, Assistant Director- EOF

Carmen Ortiz, Director- EOF

David Cupo, Librarian who assisted in moderating the activity

Tony Joachim, Librarian who created the plagiarism tutorial viewed by students before the session

Reference

“Educational Opportunity Fund- Information About Eligibility” (Nov 2016). From the Office of the Secretary of Higher Education, State of New Jersey. Retrieved from: http://www.nj.gov/highereducation/EOF/EOF_Eligibility.shtml