Breaking the Ice: Introducing First-Year Writing Students to "Scholarship as Conversation"

Amanda Roth, Crystal Goldman, Amanda Solomon Amorao, and Dominique Turnbow

abstract: This article offers a case study of using a flipped, synchronous virtual workshop to introduce first-year writing students to the "Scholarship as Conversation" frame of the ACRL Framework for Information Literacy for Higher Education. Before the workshop, students completed an asynchronous Preventing Plagiarism Tutorial that introduced them to paraphrasing and citations to develop a foundation for the workshop discussion. In the workshop, librarians used the Cephalonian method to introduce students to "Scholarship as Conversation." To provide a real-world example of scholarly discourse, librarians cotaught the workshop with a faculty member who self-identifies as a Filipina American and whose research specialty is in Asian American cultural studies, which coincided with the course theme for the week. Workshop evaluations showed that students responded favorably to the presentation style. Learners expressed an awareness of the "Scholarship as Conversation" concept and the role that citation plays.

Introduction

Facilitating classroom discussion and peer-to-peer exchanges can be challenging in a virtual, synchronous environment. While many video communication platforms offer participant polling, emoticons to react to speaker commentary, and chat functionality for participant interactions, discussion in one-shot library sessions can nevertheless be arduous. The absence of in-person visual cues, unnested chat conversations, and the lack of a relationship between a guest instructor and students can

make group discussions feel stilted, breakout rooms clunky, and think-pair-share activities impractical. Seeking to facilitate better discussion of information literacy concepts, librarians at the University of California, San Diego (UCSD) sought to modify in-person classroom practices for a synchronous virtual environment. This case study looks at how librarians and faculty used a flipped classroom approach and a modified Cephalonian method to introduce "Scholarship as Conversation" to first-year writing students.

Literature Review

Teaching the "Scholarship as Conversation" Frame

The Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education offers a cluster of six core concepts regarding information, research, and scholarship.[1] This case study focuses on teaching one of these concepts, "Scholarship as Conversation." It is explained in the framework as "communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations."[2] A companion document to the ACRL Framework, "Research Competencies in Writing and Literature," lists knowledge practices and dispositions for learners developing their research skills. For the "Scholarship as Conversation" frame, knowledge practices for writing studies include:

- Contribute to scholarly conversations at an appropriate level, such as classroom discussion, online forum/community.
- Appropriately cite primary and secondary sources of all formats.
- Critically evaluate others' contributions by questioning what the writer is responding to, noting which citations are used, and recognizing where the conversation is taking place.
- Analyze scholarly bibliographies, dissertations, conferences, course descriptions, information visualizations, and the like to recognize how scholarly conversations evolve over time, while sometimes privileging certain voices and information over others.
- Turn to relevant reference resources for guidance in acquiring, defining, and using the vocabulary necessary to enter the scholarly conversation.[3]

ACRL is not alone in recognizing the threshold concept of "Scholarship as Conversation" as foundational to academic discourse. In their 2016 article on threshold concepts, Brittney Johnson and Moriah McCracken point to the 2015 book *Naming What We Know: Threshold Concepts in Writing Studies*, which provides groundwork for a shared pedagogical approach.[4] The book's "Threshold Concept 1: Writing Is Social and Rhetorical" describes writing as "both relational and responsive, always in some way part of an ongoing conversation with others."[5] The idea shared by the "Scholarship as Conversation" frame and *Naming What We Know* lends itself to coteaching between librarians and writing instructors. Johnson and McCracken emphasize that "students must understand the ways in which scholarship occurs as conversation in order to participate fully in research-based writing in higher education."[6]

The "Scholarship as Conversation" threshold concept can be troublesome for first-year students, who often lack experience with academic reading and writing. Rachel Scott's exploratory study on student reflections about the ACRL Framework shows "Scholarship as Conversation" to be the most difficult for learners to grasp of all the ACRL frames. Scott's study indicates that students' understanding grows through application, however.[7]

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Kathy Shields and Christine Cugliari point to librarian and faculty collaboration as a necessary component of instruction for the "Scholarship as Conversation" frame. A collaborative teaching effort can include assignments and activities that provide an active path for students to experience firsthand how scholars interact with and build upon the work of others.[8] Exercises that call for self-citation also allow students to engage in scholarship as they converse with previous iterations of their own research and understanding.

As newcomers to academic writing, first-year students are expected to engage in a mode of communication that is unfamiliar to them.[9] Teaching this new way of discourse calls for using instructional techniques that help students fit "Scholarship as Conversation" into their existing mental maps. Karen Bronshteyn and Rita Baladad's suggestion of including paraphrasing and citation as part of information literacy instruction offers a blueprint for how scholarly conversations take place through writing mechanics.[10] The recognition that scholars converse with one another through citation, and that students can also participate in scholarly discourse this way, provides much-needed context for the first-year writing student.[11]

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The Flipped Classroom Approach

The flipped classroom approach is a pedagogical model in which students study new content ahead of and outside class, and then use class time for discussion or activities that explore a deeper understanding of the material.[12] In an online classroom, students view videos and tutorials before class, and instructors use their online synchronous meeting time to enhance student engagement and encourage learners to employ higher-level thinking. Many studies have shown that the flipped approach can increase class participation and improve student outcomes by providing more time to engage in active learning instead of passively absorbing the material.[13] Librarians in this case study used the flipped model in a one-shot instruction session to provide students with background

information about the purpose of citation before they explored the idea of "Scholarship as Conversation" during a live, synchronous workshop.

The Cephalonian Method

The Cephalonian method is based on an instruction technique that uses conversation in a question-and-answer format to facilitate a discussion that is both "stimulating, engaging and enjoyable for students and library staff."[14] The Cephalonian method is typically used in face-to-face interactions with large groups, such as new student orientations or classes in large lecture halls. In a traditional in-person classroom, students receive color-coded cards, each with a query about the lesson. Cards of the same color form a group. When the instructor calls for a color—for example, blue—someone with a card of that color reads the provided question aloud. All cards of one color are read before moving on to the next group. The instructor can answer a question directly or ask the class to respond. The instructor can confirm or correct and build upon existing knowledge.

The color-coded cards of the Cephalonian method provide structure to the discussion, allowing the instructor to build understanding from simple to complex.[14] At the same time, this method ensures some spontaneity because the instructor does not know in what order the cards will be presented; cards of one color can be read in any order, depending on which student volunteers first. The question-and-answer format creates an atmosphere of inquiry and encourages class dialogue. The method encourages participation from a variety of learners, such as those with activist, theorist, and pragmatic learning styles, and helps students receive answers to questions they might be uncomfortable asking independently. As David Hurley and Robin Potter note, in flipped classrooms, the Cephalonian method allows students who did not complete the preliminary work to catch up with the content, while those who did the prework can connect with the material in a new way.[15] Students will also more likely ask their own questions because the question-and-answer format serves as an icebreaker and helps jump-start the discussion.[16] In a library session, the format facilitates a discussion that is "stimulating, engaging and enjoyable for students and library staff."[17] The ability to promote deeper consideration of concepts, encourage participation, and "break the ice" succeeded for UCSD librarians when they taught in-person one-shot workshops; thus, they sought to modify the method for the online environment to introduce students to "Scholarship as Conversation."

Institutional Context

The organizational system at UCSD is fairly unique for an American educational institution because undergraduate students enroll in one of seven colleges, each in its own "neighborhood" on campus and having its own traditions, core curriculum, writing program, first-year experience (FYE) program, and residential facilities. The undergraduate college that librarians worked with for this case study was Thurgood Marshall College (TMC). TMC was established in 1970 as Third College in response to demands for culturally relevant education from a coalition of UCSD professors, graduate students, the Black Student Council, and the Mexican American Youth Association. The college

was named after Supreme Court Justice Thurgood Marshall in the 1990s, and its writing program Dimensions of Culture (DOC) came into being at the same time.[18]

DOC 1: Reading Diversity is the first in a series of three writing courses for first-year TMC students. In this course, students focus on developing their critical reading, writing, and thinking skills while exploring "the promises and paradoxes in U.S. history, culture, and society."[19] DOC 1 is offered during the fall term each year, and librarians introduced the concept of "Scholarship as Conversation" in fall 2020. The "Scholarship as Conversation" workshop fell during the week when content and lectures focused on Asian American history, and both librarians and DOC faculty agreed that the workshop should focus on Asian American scholarship. The librarians asked Amanda Solomon Amorao, director of the Dimensions of Culture program, to copresent with them. Solomon Amorao self-identifies as a Filipina, and her research deals with Asian American cultural studies. Her academic interests not only fit the DOC 1 theme for the week but also allowed the students to see themselves reflected in scholarship, since TMC's student population is approximately 60 percent Asian or Asian American.[20]

Method

Overview

During consultations with librarians, faculty shared a vision for the DOC course series that built upon previous learning. They wanted to encourage students to explore a topic throughout the program and to use discussion posts and other less formal activities as evidence of their progressive understanding of course topics. The less formal demonstration of student understanding included self-citation, a mechanism not covered with the asynchronous Preventing Plagiarism Tutorial assigned to students in the past. Additionally, the faculty expressed an aversion for lecture-style sessions, preferring more interaction between presenters and students.

After their discussion with faculty, librarians identified that the use of self-citation could be used to introduce the "Scholarship as Conversation" frame. Crystal Goldman, Karen Heskett, and Dominique Turnbow's report "Information Literacy Combined Rubric: Mapping the ACRL Framework to the AAC&U VALUE Rubric" categorizes many "Scholarship as Conversation" dispositions as occurring beyond the fundamental or foundational information literacy competencies expected of first-year students.[21] Typically, these competencies begin to take shape later in students' information literacy development. For these reasons, librarians recognized that many of the "Scholarship as Conversation" frame concepts would require guided exploration. The Preventing Plagiarism Tutorial effectively covered the meaning of plagiarism and taught citation mechanics, but it was not well suited for the "Scholarship as Conversation" dispositions. Thus, librarians offered a flipped classroom model for the DOC 1 information literacy instruction. Students would complete the Preventing Plagiarism Tutorial to gain a shared vocabulary and foundational citation skills before attending the "Scholarship as Conversation" workshop.

Arrangements for the workshop were complex because the COVID-19 pandemic necessitated remote instruction. First, the session had to be conducted on the video

conferencing platform, Zoom. Second, the librarians needed to cover the material synchronously three times, once for each lecture of DOC 1. The workshop also had to be recorded for students who needed to participate asynchronously. The time allotted for the librarians' content was 40 minutes, with the remaining workshop time devoted to the week's theme of Asian American racial identity.

Preventing Plagiarism Tutorial

The Preventing Plagiarism Tutorial was created in collaboration with UCSD's Academic Integrity Office and with faculty input. It was designed to help learners define and recognize plagiarism and apply the fundamentals of creating citations. The tutorial's learning goals called for students to identify when to cite, to recognize plagiarism, and to cite sources appropriately. Faculty from multiple disciplines have adopted the tutorial as part of their course content. Students familiar with plagiarism and citation can test out of the tutorial, thus spending approximately 10 minutes; those who require more instruction complete the tutorial in its entirety, devoting about 30 minutes to it. The tutorial is embedded in Canvas, the campus learning management system Librarians do not have access to quiz data; therefore, they rely on feedback evaluation forms for assessment. The evaluation form is presented only to students who do not test out of a content section. It is assumed that if a student successfully tests out of the tutorial, they have met the tutorial learning outcomes.

"Scholarship as Conversation" Workshop

The learning outcomes for the workshop begin where the Preventing Plagiarism Tutorial ends. These include:

- Given an explanation of UCSD's Code of Conduct regarding reuse of work, students will recognize the difference between self-plagiarism and self-citation.
- Given a definition of *plagiarism* and an explanation of the ethics surrounding citation and proper attribution, students will determine when self-citation is appropriate.
- Given an example of scholarship as conversation, students will recognize that scholarly conversations take place in a variety of formats and venues.
- Given an example of scholarship as conversation, students will explain how they could contribute to scholarly discourse at an appropriate level.

It was important for librarians to help students bridge the gap between their understanding of UCSD's Policy on Integrity of Scholarship, which forbids reusing their previous work from another course—that is, self-plagiarizing—and their grasp of self-citation, which provides proper attribution when building on their earlier work.[22] Therefore, the first two learning outcomes related to plagiarism and attribution, while the second two outcomes were more relevant for the concept of "Scholarship as Conversation."

Cephalonian Method Modification

The Cephalonian method had to be adapted for a virtual environment since there was neither an opportunity to distribute cards nor color-coding to group subtopics. A volun-

teer sign-up sheet with a list of questions was e-mailed to students before the workshop. Two students, a primary and an alternate, signed up to read each question aloud. A final call for signups was made at the start of the workshop to fill any gaps, and several students from each section signed up to read a question on the day of the workshop.

Questions were asked and answered sequentially from one to nine instead of in the randomized order characteristic of the Cephalonian method. This process allowed librarians to manage the 40-minute time constraint and smoothly transition between topics. The questions for the "Scholarship as Conversation" workshop were:

1. Is it really plagiarism to reuse my own work? I'm not stealing anyone else's content.
2. I thought I wasn't allowed to reuse my previous work. Can you explain when it's appropriate to cite myself?
3. Is it better to paraphrase or quote my own work if I want to refer to it?
4. How do I cite one of our class lectures?
5. What do you mean when you say scholarship is a conversation?
6. Why would I cite my own work? I'm not a scholar or expert, so wouldn't it be better to cite someone who is?
7. If scholarship is a conversation, which voices are heard?
8. What does scholarly communication look like in practice?
9. As a student, how do I contribute to a scholarly conversation?

Using questions and answers, librarians moved through the workshop's concepts. The first part of the discussion built on the Preventing Plagiarism Tutorial and introduced self-citation to answer questions one through four. Librarians used the structure of citations to showcase the mechanics of how students engage with scholarly voices within their written work.

The second part of the discussion, covering questions five through seven, explored "Scholarship as Conversation" as a broader concept. Using a workflow infographic created for the workshop, librarians centered the student experience within scholarship to illustrate how someone participates in scholarship from a student perspective. Included

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in this discussion was the idea of information privilege relating to access and participation opportunities. This concept began the transition to Solomon Amorao's part of the presentation, questions eight and nine. She talked about the development of her research, starting at the undergraduate level and continuing in her professional work. Her participation helped students contextualize the broader scholarship landscape while also highlighting the experience and voice of an Asian American academic.
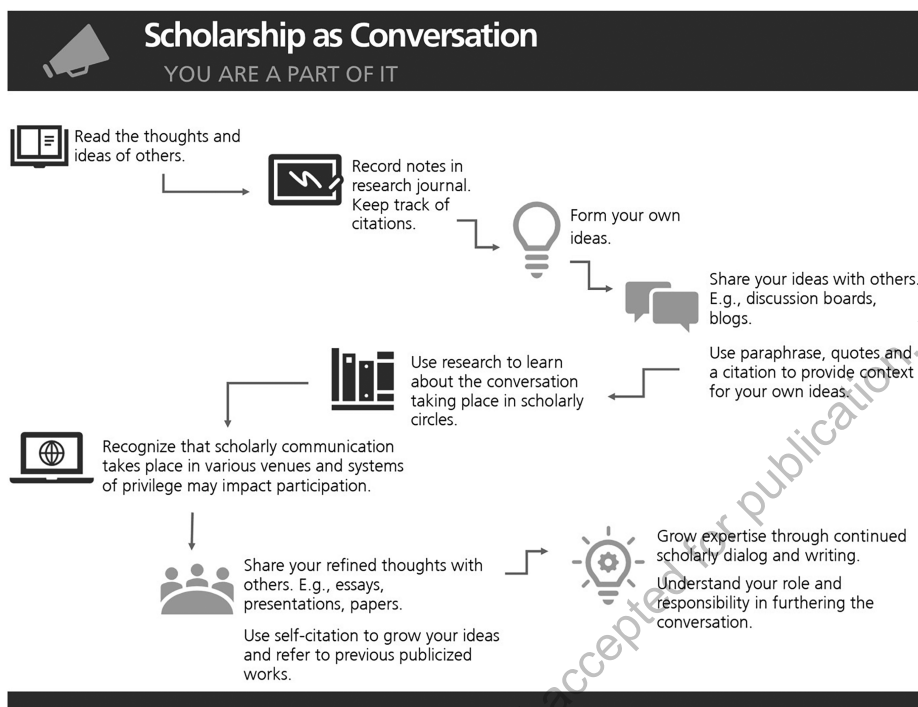
Figure 1. An infographic created for the "Scholarship as Conversation" workshop at the University of California, San Diego (UCSD), illustrating how a student might participate in scholarly discourse.

Support Materials

Librarians created a DOC 1 course guide using the Springshare LibGuides platform to support lesson concepts and provide a visual reference during the workshop.[23] The guide offers general information about the library, links to resources, and other research-related self-help materials. It includes a section on formatting citations specific to the course, such as Zoom lectures, PowerPoint slides, and class discussion posts. This information was used during the first part of the Cephalonian question-and-answer period, questions one through four, and provided performance support for students after the workshop. Other than a brief review of the library's general information and citation formatting, the guide's use during the workshop focused on the tab section for "Scholarship as Conversation." An infographic depicted scholarly communication as a student-centered process (see Figure 1) to help students visualize themselves as part of academic discourse. The librarians used the infographic to discuss questions five through seven, beginning with reading, taking notes, and forming ideas. They then moved through participation in scholarship via student-appropriate venues and engaging in research as a form of scholarly communication. They ended with explaining the student role in the scholarship ecosystem.

A more abstract concept of the "Scholarship as Conversation" frame for students is how a conversation takes place, question eight. A timeline of scholarship by Solomon

Amorao was created to help students visualize this idea (see Figure 2).[24] As mentioned earlier, showcasing an Asian American scholar's work dovetailed with the week's theme and supported librarians' efforts to highlight marginalized academic voices.
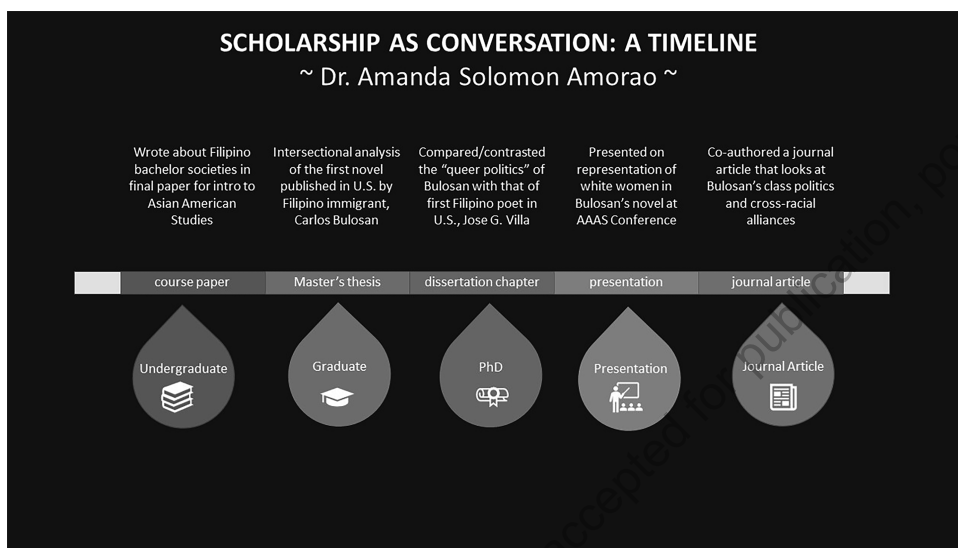

Figure 2. A timeline created for the "Scholarship as Conversation" workshop at UCSD showing the academic career of Professor Amanda Solomon Amorao to help students visualize how scholarship develops over time.

Instruction Assessment/Evaluation

The idea of "Scholarship as Conversation" can be challenging for first-year writing program students. By its nature, the frame categorizes actions of "communities of scholars, researchers, or professionals."[25] It is difficult for students to see themselves in such roles so early in their academic careers. Moreover, it is not appropriate to assess students' mastery of the "Scholarship as Conversation" dispositions after a one-shot information session. The librarians realized that students would integrate the frame's dispositions into their information literacy schema over time. As a result, they focused on evaluation that aligned with level two of the four-level Kirkpatrick model (see Figure 3). Level two, which measures the knowledge and skills learners gain through instruction, was chosen because in one-shot workshops librarians lack access to students after the workshop and so would not see how they applied the concepts in their work. Therefore, the evaluation sought to measure new understanding that resulted from the workshop.[26] Separate evaluation processes were created for the Preventing Plagiarism Tutorial and the Cephalonian method workshop. Student responses will inform future improvements to the workshops. The following results section looks at how formative and summative feedback was used as an evaluation tool.
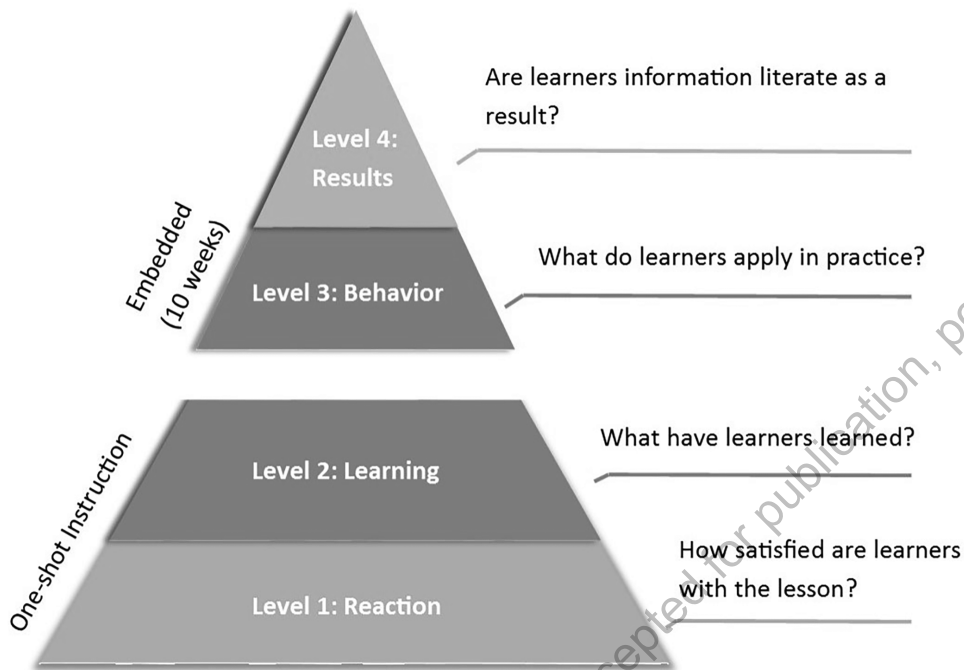
Figure 3. The model developed by University of Wisconsin Professor Donald Kirkpatrick showing the four levels of training evaluation. For the "Scholarship as Conversation" workshop at UCSD, librarians focused on level two of the model, which assesses how much participants have improved their knowledge and skills.

Results

Preventing Plagiarism Tutorial

As noted previously, students complete an evaluation survey if they cannot test out of a content section. There are three surveys, one for each content section, and all survey data are anonymized. The Preventing Plagiarism Tutorial is evaluated based on a students' perceived ability to put newly learned skills into practice (see Appendix A). For example, they are asked, "As a result of this library tutorial, are you able to identify when you should cite a source?" Students are given the following response options.

- I am NOT AT ALL ABLE to identify when I should cite a source.
- I have general awareness of when to cite a source but I will need MORE GUID-ANCE.
- I have general awareness of when to cite a source, but I will need MORE PRAC-TICE.
- I am able to identify when to cite a source SOME of the time.
- I am ALWAYS able to identify when to cite a source.

Librarians expect to see students answer with a response that indicates that they require more guidance or practice. Librarians interpret more guidance responses as a need to improve the content presented in the tutorial. Responses that indicate more practice tell librarians that this could be a new concept to students. While it is unrealistic to think that students new to plagiarism concepts would achieve mastery after one learning event, student responses in this case study indicated that they could benefit from more examples and practice in the tutorial, the curriculum, or both.

Of the 1,050 students enrolled in DOC 1 during fall 2020, 999 (95 percent) completed the tutorial. The tutorial's survey results confirmed that the planned workshop discussion of citation was needed to enhance student understanding. The results used to inform the workshop's follow-up content are detailed in Appendix B.

Workshop

The Cephalonian method's conversational style provides a framework for formative evaluation through targeted questions of students (see Appendix C). Answering questions that call for a binary response, students used yes or no reaction buttons within the Zoom platform.

The formative workshop evaluation consisted of four questions. Four hundred fifty-three students attended one of the three workshops, but not all students participated in the formative activities. Some students may have participated by voting during one question but may have opted out of other questions.

The first two questions gathered brief data about the student's knowledge of plagiarism and of the UCSD Policy on Integrity of Scholarship. The information enabled librarians to clarify policy and plagiarism misconceptions, if appropriate, during the Cephalonian method's question-and-answer format. Students were asked, "Does UCSD allow students to reuse their work from one class to another?" Six of the 263 students who participated voted yes, while the remaining 257 correctly voted no. Additionally, students were asked, "Is it plagiarism to self-cite my work?" Of the 274 students who participated, two students said yes, it is plagiarism. These data indicated that most students had a general understanding of the university's policy regarding the reuse of work and understood the basic idea of self-citation. The student responses met librarians' expectations that a foundation relating to plagiarism had been achieved through the tutorial. More discussion was necessary, however, for students to gain a deeper understanding.

The remaining questions were used to gauge students' grasp of the "Scholarship as Conversation" content. The question "Do all scholarly conversations happen in published journal articles?" checked students' knowledge of the frame's disposition "recognize that scholarly conversations take place in various venues."[27] This concept had not been explicitly covered within the Cephalonian questions. All 162 students who responded selected no, however, indicating that they understood that scholarly conversations occur in various venues.

Finally, students were asked about their willingness to contribute to the scholarly conversation. This question helped judge if students "see themselves as contributors to scholarship rather than only consumers of it," another frame disposition.[28] All 127 students who voted indicated yes. This affirmative answer suggests that students do view themselves as potential contributors to academic discourse.

Although a one-shot instruction session does not lend itself well to assessing behavioral change after a single learning event, there is an interest in understanding if students may apply newly learned ideas or concepts. The final formative question also sought to provide feedback about the potential for application. Although librarians cannot state that the students will contribute formally to scholarly communication, a statement that students can foresee an opportunity is a precursor to behavioral change.

At the end of the workshop, the librarians asked students to voluntarily complete a survey on how much they had learned (see Appendix D). Ninety-one students participated in the four-question survey. The students expressed awareness of how self-citation can be used to show the growth of their knowledge about course topics. They also expressed an understanding of the use of citation and the role it plays in scholarship. When asked how they might apply the concepts learned in the workshop, most students reported they would use the information on citations in future assignments. A few mentioned keeping track of their thoughts and ideas as active participants in future scholarly conversations. There was a broad interest in spending more time on the mechanics of self-citation. Others shared that they were still confused about the idea of "Scholarship as Conversation" and how they might participate in a literal conversation. Overall, the workshop received positive feedback, with numerous statements of appreciation. One participant said, for example, "I really enjoyed this library session because I also had the same questions as some of the premade questions discussed today." One instance of negative feedback included a student's desire to skip the "fluff-filled" explanations and "show how to do it."

> **There was a broad interest in spending more time on the mechanics of self-citation.**

Discussion

Students confirmed in the workshop that the "Scholarship as Conversation" frame is difficult for first-year students to grasp. They are often asked to conduct academic research and read scholarly literature for the first time at the start of their college education, but they may not understand the conversation that occurs through the publication process and other modes of communication because of their lack of experience in reading and engaging with scholarly literature and discourse. During the workshop, students asked for clarification about "Scholarship as Conversation" being a verbal exchange. The infographic that centered the student within the "Scholarship as Conversation" timeline helped illustrate how scholarly academic conversations grow over time. The use of self-citation and citation, in general, helped explain the frame's concepts by providing a mechanism for engaging in scholarship. The citation framework for the discussion acted as signpost for the written dialogue that takes place. Much as quotation marks signal speech in written communication, citation mechanisms helped students identify scholarly discourse. The infographic coupled with an explanation of citation as a method to "do" scholarly conversation is a technique for undergraduate information literacy instruction that could be applicable to a variety of modes of delivery. It need not be limited to a flipped classroom or Cephalonian-style workshop.

The academic timeline showcasing the work of Solomon Amorao was greatly impactful. Not only did it illustrate "Scholarship as Conversation" over an academic career but also it began with student undergraduate work. It tied directly to the assignment and discussion within the course, and Solomon Amorao's participation in the workshop made the concepts relevant and relatable at a level beyond what the librarian guest lecturers could provide on their own. Duplicating this impact in future workshops will require the assistance of faculty. Although librarians can describe their scholarship experience as an example, it may not be as powerful as sharing by faculty who study their students' subject area and who can tie that experience directly to student coursework. Solomon Amorao often remarked on the value of the student voice within the writing process and the academic discourse of the class. Her contribution helped make the conversation around scholarship and students' roles applicable to a real-world scenario. In the absence of a faculty partner, students may struggle to see their participation in academic discourse as valuable or actionable.

Logistically, the Cephalonian method was challenging in a remote classroom. It required two librarians, one to deliver the lecture and engage with students verbally and the other to monitor the chat and engage with students in text form. The method also had to be modified to be more linear, which stripped out the spontaneity that is usually a notable feature. Students signed up to read questions aloud in a sequential manner to help manage time and confusion. Day-of signup was necessary and benefited from a faculty push for students to do so. Anecdotally, librarians felt they received more participation in this workshop than in other sessions they taught during the fall quarter. They also felt the method acted as a good icebreaker and created a spirit of inquiry that other workshops lacked. Moreover, the technique proved an effective way to collect formative assessment.

Conclusion

This case study illustrates the effectiveness of using a flipped classroom to introduce first-year writing students to the "Scholarship as Conversation" frame of the ACRL Framework. A tutorial presented the concepts of plagiarism and citation, while the workshop delved deeper into the idea of "Scholarship as Conversation." The Cephalonian method proved particularly strong in creating a guided discussion and gathering formative assessment. The feedback enabled librarians to address gaps in students' understanding in real time. The partnership with faculty to discuss work within a scholarly discipline from both a student's and a scholar's perspective helped make the concepts relatable and applicable to the undergraduate experience.

Amanda Roth is a reference services coordinator and instruction librarian at the University of California, San Diego, in La Jolla. Her ORCID ID is https://orcid.org/0000-0003-3342-5454, and she may be reached by e-mail at: a4roth@ucsd.edu.

Crystal Goldman is an instruction coordinator librarian at the University of California, San Diego, in La Jolla. Her ORCID ID is https://orcid.org/0000-0002-9828-6005, and she may be reached by e-mail at: clgoldman@ucsd.edu.

Amanda Solomon Amorao is the director of the Dimensions of Culture Program and an assistant teaching professor at the University of California, San Diego, in La Jolla; she may be reached by e-mail at: alsolomon@ucsd.edu

Dominique Turnbow is an instructional design librarian at the University of California, San Diego, in La Jolla. Her ORCID ID is https://orcid.org/0000-0002-3056-3379, and she may be reached by e-mail at: dturnbow@ucsd.edu.

Appendix A

Preventing Plagiarism Tutorial Feedback Questions

Please take a few minutes to answer the following questions. Your honest anonymous answers will not be shared with instructors. Getting credit for this assignment is not dependent on how you answer these questions.

1. What is your course name and number?

Module 1: Common Knowledge

1. As a result of this library tutorial, are you able to identify when you should cite a source?

   ○ I am NOT AT ALL ABLE to identify when I should cite a source.
   ○ I have general awareness of when to cite a source but I will need MORE GUID-ANCE.
   ○ I have general awareness of when to cite a source, but I will need MORE PRAC-TICE.
   ○ I am able to identify when to cite a source SOME of the time.
   ○ I am ALWAYS able to identify when to cite a source.

2. As a result of this library tutorial, are you able to explain common knowledge to a friend?

   ○ I'm NOT AT ALL ABLE to explain common knowledge.
   ○ I have general awareness of the definition of common knowledge, but I will need MORE GUIDANCE to feel ready to explain it to a friend.
   ○ I have general awareness of the definition of common knowledge, but I will need MORE PRACTICE to feel ready to explain it to a friend.
   ○ I'd be able to explain common knowledge SOME of the time.
   ○ I'd ALWAYS be able to explain common knowledge.

3. How long did it take you to complete this section?

   - less than 5 minutes
   - 6–10 minutes
   - 11–15 minutes
   - 16–20 minutes
   - more than 20 minutes

4. If you have comments about this module (positive or otherwise) please include them below. Your responses to this question is confidential and will not be shared with your instructor. It will only be used to help librarians improve this module.

Module 2: Identify

1. As a result of this library tutorial, are you able to identify if something is plagiarized?

   - I'm NOT AT ALL ABLE to identify is something is plagiarized.
   - I have general awareness of the characteristics of plagiarism, but I will need MORE GUIDANCE to identify if something is plagiarized.
   - I have general awareness of the characteristics of plagiarism, but I will need MORE PRACTICE identifying if something is plagiarized.
   - I am able to identify if something has been plagiarized SOME of the time.
   - I am ALWAYS able to identify if something has been plagiarized.

2. As a result of this library tutorial, are you able to explain why something is plagiarized to a friend?

   - I'm NOT AT ALL ABLE to explain why something has been plagiarized.
   - I have general awareness of the characteristics of plagiarism, but I will need MORE GUIDANCE to feel ready to explain it to a friend.
   - I have general awareness of the characteristics of plagiarism, but I will need MORE PRACTICE to feel ready to explain it to a friend.
   - I'd be able to explain why something is plagiarized SOME of the time.
   - I'd ALWAYS be able to explain why something is plagiarized.

3. How long did it take you to complete this section?

   - less than 5 minutes
   - 6–10 minutes
   - 11–15 minutes
   - 16–20 minutes
   - more than 20 minutes

4. If you have comments about this module (positive or otherwise) please include them below. Your responses to this question is confidential and will not be shared with your instructor. It will only be used to help librarians improve this module.

Module 3: Citation

1. As a result of this tutorial, are you able to identify parts of a citation?

    - I'm NOT AT ALL ABLE to identify parts of a citation.
    - I have general awareness of parts of a citation, but I will need MORE GUIDANCE to identify them.
    - I have general awareness of parts of a citation, but I will need MORE PRACTICE to identify them.
    - I am ALWAYS able to identify parts of a citation.

2. As a result of this library tutorial, are you able to locate and follow an example of a particular citation style (e.g., MLA, APA, etc.)?

    - I'm NOT AT ALL ABLE to locate and follow an example of a citation.
    - I have general awareness of how to find and follow an example citation, but I will need MORE GUIDANCE to be able to do it.
    - I have general awareness of how to find and follow an example citation, but I will need MORE PRACTICE to be able to do it.
    - I am ALWAYS able to locate and follow an example citation.

3. As a result of this tutorial, are you able to cite a source using both in-text and bibliographic citation styles?

    - I'm NOT AT ALL ABLE to cite a source using in-text or bibliographic citation styles.
    - I have general awareness of in-text and bibliographic citation styles, but I will need MORE GUIDANCE to be able to use both styles in a paper.
    - I have general awareness of in-text and bibliographic citation styles, but I will need MORE PRACTICE to be able to use both styles in a paper.
    - I am ALWAYS able to use in-text and bibliographic citation styles.

4. How long did it take you to complete this section?

    - less than 5 minutes
    - 6–10 minutes
    - 11–15 minutes
    - 16–20 minutes
    - more than 20 minutes

5. If you have comments about this module (positive or otherwise) please include them below. Your responses to this question is confidential and will not be shared with your instructor. It will only be used to help librarians improve this module.

Appendix B

Results Used for Follow-Up Content in the Workshop

Section 1: When to Cite

Table 1.
Respondents' answers when asked, "Are you able to identify when you should cite?"

Response	Percentage	Number
I'm NOT AT ALL ABLE to identify when I should cite a source.	0.13%	1
I have general awareness of when to cite, but I will need MORE GUIDANCE.	5.83%	45
I have general awareness of when to cite a source, but I will need MORE PRACTICE.	25.39%	196
I am able to identify when to cite a source SOME of the time.	30.44%	235
I am ALWAYS able to identify when to cite a source.	38.21%	295
		772

Section 2: Plagiarism Identification

Table 2.
Respondents' answers when asked "Are you able to identify if something is plagiarized?"

Response	Percentage	Number
I'm NOT AT ALL ABLE to identify if something is plagiarized.	0.27%	2
I have general awareness of the characteristics of plagiarism, but I will need MORE GUIDANCE to identify if something is plagiarized.	6.33%	47
I have general awareness of the characteristics of plagiarism, but I will need MORE PRACTICE to identify if something is plagiarized.	18.57%	138
I am able to identify if something has been plagiarized SOME of the time.	41.45%	308
I am ALWAYS able to identify if something has been plagiarized.	33.38%	248
Total		743

Section 3: Citation Formatting

Table 3.

Respondents' answers when asked, "Are you able to locate and follow an example of a particular citation style?"

Response	Percentage	Number
I'm NOT AT ALL ABLE to locate and follow an example of a citation.	0.67%	5
I have general awareness of how to find and follow an example citation, but I will need MORE GUIDANCE to be able to do it.	12.25%	91
I have general awareness of how to find and follow an example citation, but I will need MORE PRACTICE to be able to do it.	54.78%	407
I am ALWAYS able to locate and follow an example citation.	32.30%	240
Total		**743**

Appendix C

Formative Evaluation Questions

1. Does UCSD allow students to reuse their work from one class to another?
   - Yes
   - No

2. Is it plagiarism to self-cite my work?
   - Yes
   - No

3. Does all scholarly conversation happen in published journal articles?
   - Yes
   - No

4. After this library session, do you think you could contribute to a scholarly conversation?
   - Yes
   - No

Appendix D

Summative Evaluation Questions

The following questions are anonymous and are not associated with your identity. Your honest responses for the following questions will help us improve library instruction.

1. What was one useful thing you learned in today's library session?
2. How might you apply the concepts you learned today in the future (e.g., DOC course assignments, academic career, etc.)?
3. List any topics or areas you were confused about, or that could have been explained more clearly.
4. Do you have any other feedback about today's library session?

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