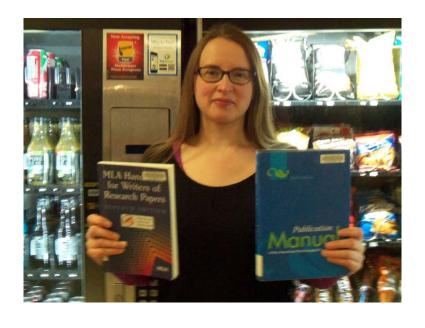# Citation negotiation

## Our problem



## Our solutions

☐ Instruction & negotiation

    ◘ Three ideas from the literature

# Solution: Evaluate & identify sources

□ Teach students how to *evaluate* and *identify* resources (Faix, 2014)

 ▫ "Of the 366 sources cited by students in their annotated bibliographies, 187 were misidentified by students" (Faix, 2014)

 ▫ Evaluation errors become referencing errors

□ **Our action**: Include source-type identification in our citation workshops

# Solution: Score references for quality

- Award points based on quality of sources (Van Helvoort, 2010)

- Points for different types of articles, eg:
  - 10 points: relevant, recent, peer reviewed
  - 0 points: Wikipedia

- Focus on having all elements of the citation
  - Less emphasis on perfect punctuation, italicization, etc.

- **Our action:** 'Evidence informed' conversation with faculty (dept. meetings & retreats)

# Solution: Assignment design

- Instructor writes & distributes a brief essay
  - Assigns articles that would be required reading for that course anyway
  - The essay is based on some of these articles
- Instances of plagiarism corrected by students
  - Students correct reference lists & write a conclusion
  - Resubmit for grading (Weimer, 2012)
- **Our action**: Suggest to instructors; possibly try in our own credit IL course

# References

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**Van Helvoort, J. (2010). A scoring rubric for performance assessment of information literacy in Dutch higher education.** *Journal of Information Literacy,* **4(1).** http://doi.org/10.11645/4.1.1256

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