

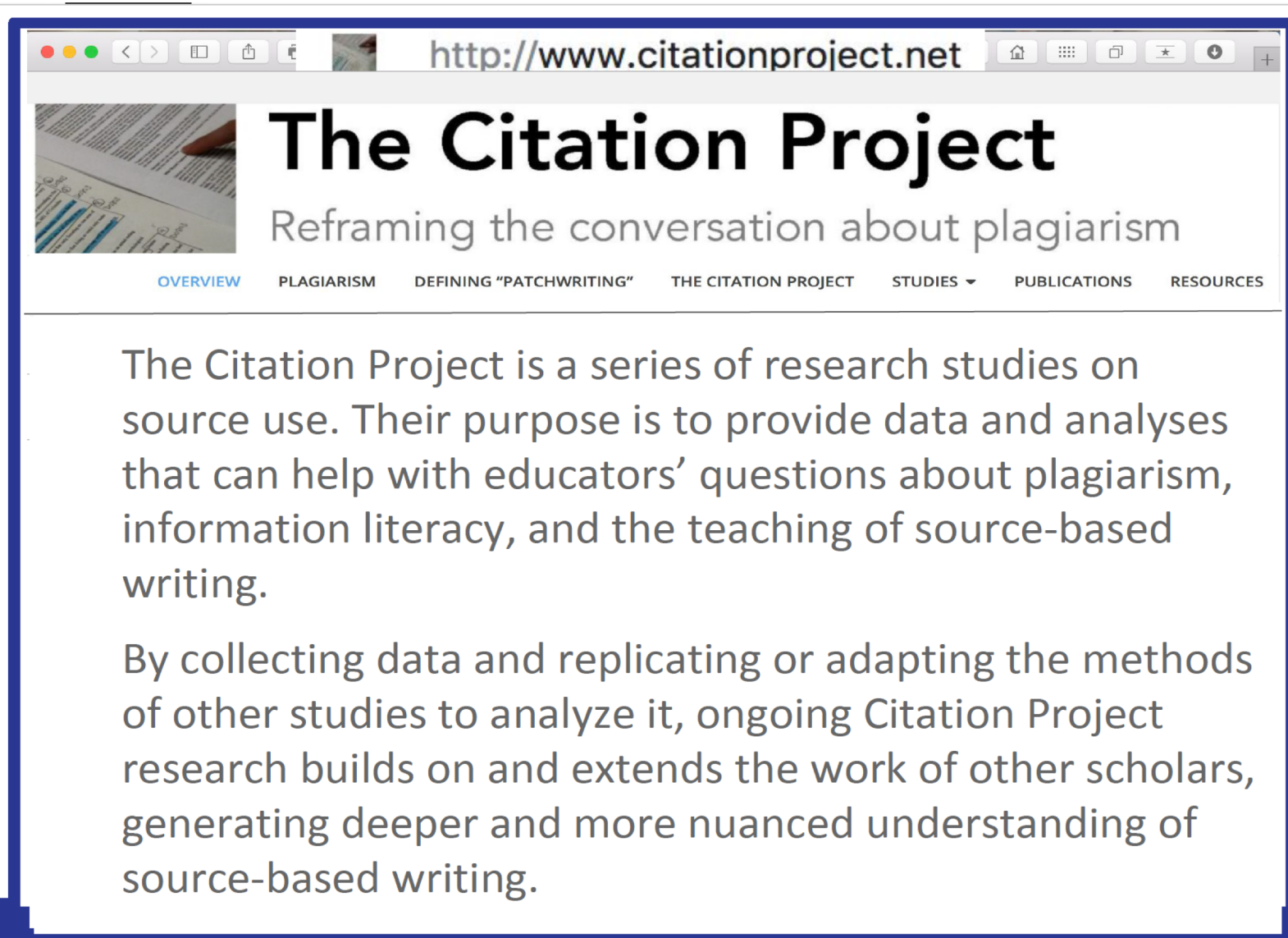
Collaboration & Replication:

How the LILAC Project and
the Citation Project are working
to further understanding of
student research and writing
– and how you can help!

Sandra Jamieson

7th International Conference on Writing Analytics
January 26, 2019



A screenshot of a web browser displaying the homepage of the Citation Project website. The browser's address bar shows the URL "http://www.citationproject.net". The website has a white background with a blue header. On the left, there is a small image of a hand pointing at a document. The main title "The Citation Project" is in a large, bold, black font. Below it, the subtitle "Reframing the conversation about plagiarism" is in a smaller, grey font. A navigation menu is located below the subtitle, with links for "OVERVIEW", "PLAGIARISM", "DEFINING 'PATCHWRITING'", "THE CITATION PROJECT", "STUDIES", "PUBLICATIONS", and "RESOURCES". The "OVERVIEW" link is highlighted in blue. The main content area has a light blue background and contains two paragraphs of text.

http://www.citationproject.net

The Citation Project

Reframing the conversation about plagiarism

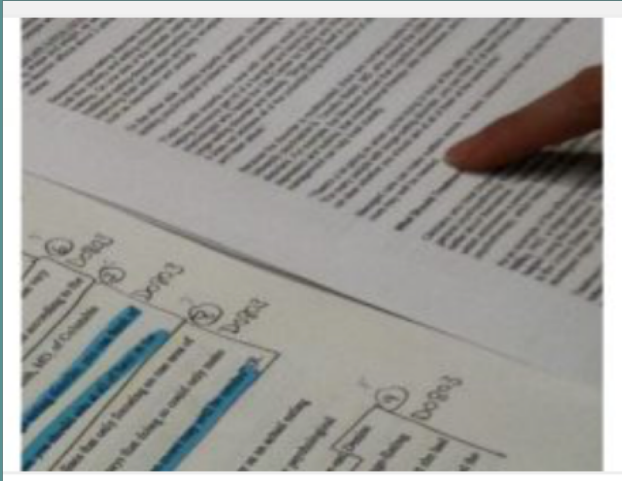
[OVERVIEW](#) [PLAGIARISM](#) [DEFINING "PATCHWRITING"](#) [THE CITATION PROJECT](#) [STUDIES](#) [PUBLICATIONS](#) [RESOURCES](#)

The Citation Project is a series of research studies on source use. Their purpose is to provide data and analyses that can help with educators' questions about plagiarism, information literacy, and the teaching of source-based writing.

By collecting data and replicating or adapting the methods of other studies to analyze it, ongoing Citation Project research builds on and extends the work of other scholars, generating deeper and more nuanced understanding of source-based writing.

Started with
one question
by my co-
researcher,
Rebecca
Moore
Howard:
"How
frequently do
students
patchwrite?"

Sandra Jamieson. 2019



Expanded research questions

How do writers incorporate words and ideas from researched sources into their own texts?

How frequently do college undergraduates successfully quote, summarize, or paraphrase cited materials?

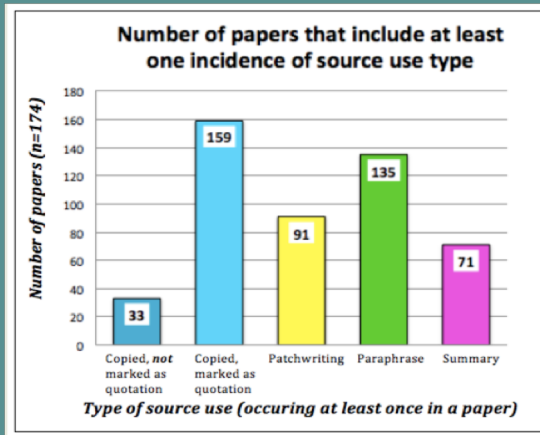
How frequently do they copy word strings or patchwrite?

What impact do source characteristics have on intertextuality practices?

What impact does textual difficulty have on intertextuality practices?

What impact does source type or genre have on intertextuality practices?

What kinds of sources do students find & use; do they depend on one kind of source over others?



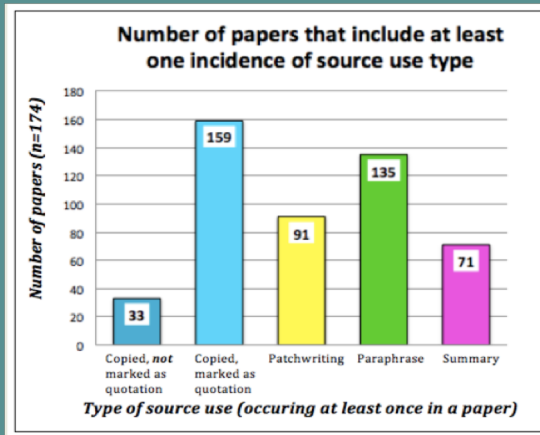
Initial research findings

How do writers incorporate words and ideas from researched sources into their own texts?

FINDING: better and worse than we expected

What impact do source characteristics have on intertextuality practices?

FINDING: difficulty, type, genre makes no significant difference



Initial research findings

How do writers incorporate words and ideas from researched sources into their own texts?

FINDING: better and worse than we expected

What impact do source characteristics have on intertextuality practices?

FINDING: difficulty, type, genre makes no significant difference

SURPRISE FINDING: 46% of the citations came from page 1, and 56% of the 930 sources were only cited once

Page in source		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Page 1	885	46.3	46.3	46.3
	Page 2	443	23.2	23.2	69.5
	Page 3	151	7.9	7.9	77.4
	Page 4	100	5.2	5.2	82.6
	Page 5	73	3.8	3.8	86.5
	Page 6	48	2.5	2.5	89.0
	Page 7	31	1.6	1.6	90.6
	8 +	180	9.4	9.4	100.0
Total		1911	100.0	100.0	



Researching:

Survey, screen capture, and speak aloud protocol gathered as students begin their research (LILAC methodology)

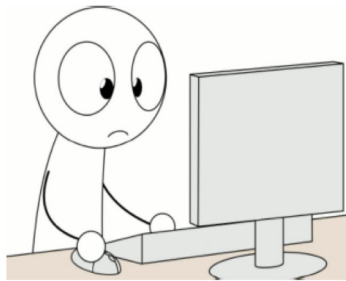
What happens between these two points?



Final papers collected and source-use coded (Citation Project methodology)

The LILAC project tells us about how students select sources

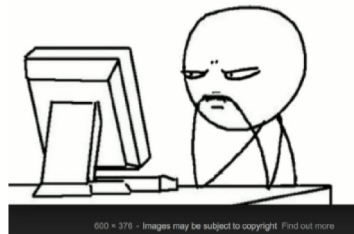
The Citation Project “Writing from Sources” study tells us about how students incorporate words and ideas from sources



Drafting: Screen capture, and speak aloud protocol gathered as students work on a draft using sources

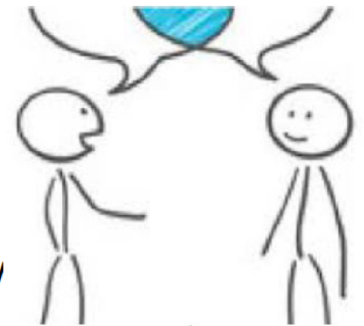
How do college undergrads work with sources as they draft papers?

How do those same students handle source integration as they revise papers using feedback from teachers or peers?



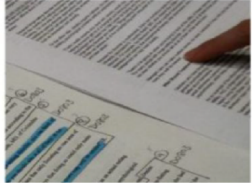
Revising: Screen capture, and speak aloud protocol gathered as students revise using feedback

Reflecting: Final interview once the paper is submitted (using Olsen & Diekema methodology)



How do they talk about the research and writing process once the paper is submitted?

http://www.citationproject.net



The Citation Project

Reframing the conversation about plagiarism

[OVERVIEW](#)

[PLAGIARISM](#)

[DEFINING "PATCHWRITING"](#)

[THE CITATION PROJECT](#)

[STUDIES ▾](#)

[PUBLICATIONS](#)

[RESOURCES](#)



Students and Their Sources - NEW RESEARCH!

This single-site, mixed-methods study replicates and builds on other transcontextual studies of student source selection and use, and their understanding of these processes. By following the research and writing of a group of undergraduates from the first library search to the submission of final papers, researchers hope to gain deeper understanding of student information literacy and engagement with source materials, expanding the understanding provided by data collected in previous studies. Follow-up multi-site studies will be developed once this study is complete.

[DETAILS AND IRB FORMS](#)



Writing from Sources

Citation Project researchers studied researched papers written by 174 first-year students at 16 US colleges and universities and collected in the Citation Project Source-Based Writing Corpus (CPSW). Intertextual analysis of these students' work produced a data-based portrait of student reading and source-use practices, presenting an image of students moving into their sophomore year of college while only sometimes demonstrating expert reading, summary, and citation practices. The findings can guide source-use and plagiarism policies and pedagogies.

[FINDINGS & RELATED
PUBLICATIONS](#)



Teaching the Teachers

This single-site mixed-methods study of graduate students explores what future teachers know about citation practices and how they apply that knowledge in their own work. By using a design-based approach that engaged research subjects in analysis of their own writing, this study enhanced participants' understanding of source integration and helped them develop strategies for teaching, while also generating data for others to study. These pedagogical methods can be adapted to other contexts, and the findings can guide revision of graduate and teacher education.

[FINDINGS & RELATED
PUBLICATIONS](#)

So how
do we
explain
these
findings?

Sandra Jamieson. 2019

Citation Project “Students & Their Sources” (SATS) research team

Jordan Canzonetta (Project Manager)

Diana Fidaoui

André Antonio Habet

CC Hendricks

Rebecca Moore Howard

Sandra Jamieson

Jason Markins

Noah Wilson

<http://www.citationproject.net/studies/sats/>

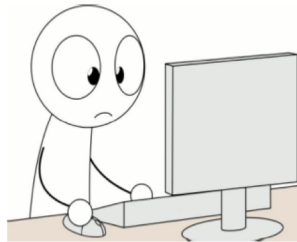
SATS research moments in the research and writing process

From research  to finished paper

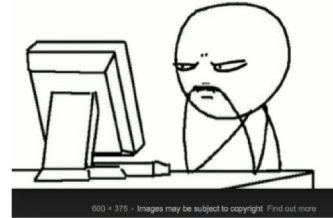


Researching:

Survey, screen capture, and speak aloud protocol gathered as students begin their research (LILAC methodology)



Drafting: Screen capture, and speak aloud protocol gathered as students work on a draft using sources

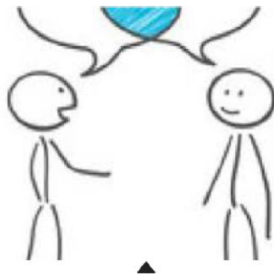


Revising: Screen capture, and speak aloud protocol gathered as students revise using feedback



Final papers collected and source-use coded (Citation Project methodology)

Reflecting: Final interview once the paper is submitted (using Olsen & Diekema methodology)



<http://www.citationproject.net/studies/sats/>

Students and their Sources (SATS) research

Sandra Jamieson. 2019

What student is doing (what we see)		What student is saying (what we hear)	
Main term	sub-terms	Main term	sub-terms
Searching	Searching (for assignment)	Searching	Searching (for file)
	Searching (for google drive for file)		Searching (for new resource)
	Searching (for new words)		Searching (for known resource)
	Searching (for definitions)		Searching (for textual evidence, quotations, statistics)
	Searching (for text)		Searching (for textual counterevidence)
	Searching (for new resource)		Searching (for images, sound files)
	Searching (for known resource)		Searching (for definitions)
			Searching (for new words)
Retrieving	Retrieving (previously consulted source)	Retrieving	Retrieving (course artifacts— assignment/instructions/handout)
	Retrieving (feedback)		Retrieving (previously consulted source)
	Retrieving (previous draft)		Retrieving (instructor or peer feedback)
Returning	Returning (to the google doc)		Retrieving (previous draft)
	Returning (to the assignment)	Returning	Returning (to the google doc)
	Returning (to other course documents/instructions)		Returning (to the assignment)
	Returning (to prewriting/previously written text)		Returning (to other course documents/instructions)
Opening	Opening (google doc)		Returning (to prewriting or earlier draft)
	Opening (prewriting)		

First page
of each
3-page
coding
lexicon

Sandra Jamieson. 2019

student code	AA04002	Coder name: Sandra Jamieson
video code	draft	Date: June 10, 2018
	event [-ing verb]	event [-ing verb]
time	what student can be observed DOING	what student is SAYING about what they are doing
00:00.	reading instructions	I'm going to read over the instructions for assignment
00:10.	reading instructions	reading instructions for assignment (aloud)
00:20.	toggling to another screen	
00:30.	opening sources (selecting from multiple documents)	i'm opening some of the sources I am going to use
00:40.	opening sources (selecting from multiple documents)	
00:50.	scrolling	
01:00.	opening document made by "Big Time Rush" (group project for class)	opening list of sources I am going to use (five, on a google doc)
01:10.	scrolling to annotation	
01:20.	scrolling	identifying list of sources previously used, so I am going to incorporate this first source--a gallup research poll
01:30.	scrolling	
01:40.	opening draft document (with title)	commenting on her uncertainty about whether she will stick with this genre she has selected (online petition). will start writing and see what happens
01:50.	returning to assignment	

Process coding of student moves in video (by hand); capture what we see the student do and she says she is doing

Sandra Jamieson. 2019

Preliminary “eyeball” findings:

- The students engage with sources in much more complicated --and thoughtful--ways than we thought
 - The final papers do not reflect the amount of work we see students doing in the videos or the sophistication with which they select material to incorporate as evidence
- The researching process does not end once the students start writing, and they struggle to identify helpful sources as they draft and revise, just as the LILAC project found them doing in the initial stages of the research



And, the big question

Here we are.

We have some interesting data

we are interested in the videos for the narrative of the research-writing process revealed therein. Hand-coding helps us see that story,

WHAT ELSE CAN WE DO WITH IT?

Thank you!



SATS research methods - studies being (approximately) replicated

THE LILAC STUDY

Blackwell-Starnes, Katt, and Janice R. Walker. **"Reports From The LILAC Project: Designing a Translocal Study,"** In *Points of Departure: Rethinking Student Source Use and Writing Studies Research Methods*. Ed. Tricia Serviss & Sandra Jamieson. Utah State UP, 2017. 62-82. DOI: 10.7330/9781607326250.c002

SPEAK ALOUD PROTOCOL


Emig, Janet. *The Composing Processes of Twelfth Graders*. NCTE Press, 1971

INFORMATION LITERACY INTERVIEWS

Olsen, M. Whitney, and Anne R. Diekema. **"Asking the Right Questions: Using Interviews to Explore Information-Seeking Behavior."** In *Points of Departure: Rethinking Student Source Use and Writing Studies Research Methods*. Ed. Tricia Serviss & Sandra Jamieson. Utah State UP, 2017. 209-226. DOI: 10.7330/9781607326250.c007

THE CITATION PROJECT

Jamieson, Sandra, and Rebecca Moore Howard. **"Sentence-Mining: Uncovering the Amount of Reading and Reading Comprehension In College Writers' Researched Writing"** in *The New Digital Scholar: Exploring and Enriching the Research and Writing Practices of NextGen Students*. Eds. Randall McClure and James P. Purdy. Medford, NJ: American Society for Information Science and Technology, 2013. 111-133.



By way of a
works cited
list...

Sandra Jamieson.
2019