Gaming Against Plagiarism: A Partnership between the Library and Faculty

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Why Plagiarism?

- 1997 study of 1,946 students
  - Engineering: 75%
  - Natural Sciences: 64%

- 2005 study of 63,700 undergraduates and 9,250 graduate students
  - Undergrads: 62%
  - Grad Students: 59%
Why A Game?
The Project Plan

**ANALYSIS** - Identify the problem & establish goals for the project

**DESIGN** - Determine content & establish prototypes

**DEVELOPMENT** - Create the product

**IMPLEMENTATION** - Place the product into practice

**EVALUATION** - Assess the product
The Project Plan

Phase 1: Content Development and Evaluation
Sept 2010 - Feb. 2011

Phase 2: Design
December 2010 - December 2011

Phase 3: User Testing
April 2011 - December 2011

Phase 4: Implementation
December 2011 - April 2012

Phase 5: Evaluation
April 2012 - August 2012

Gaming Pedagogy

Game Development
- Game Play
- Art
- Software

- Design Team
- Graphics Team
- Program Team

User testing/evaluation (iterative)

Beta Game

Beta test data (from Phase 4)

Final Product Development

Final Product
Building the Content

Michelle Leonard

Alyssa Diekman

Doug Levey

Don McCabe

Denise Bennett

Margeaux Johnson

Amy Buhler

Donna Wrublewski

Melody Royster
Building the Content

Level One

• Identify major types of plagiarism
• List basic rules to avoid plagiarism
• Identify data falsification and fabrication

Level Two

- Explain the potential consequences of research misconduct both academically & professionally

Level Three

• Apply the rules to increasingly complex scenarios
• Recognize and acknowledge differences in cultural approaches to plagiarism
Designing the Game

Ben DeVane
James Oliverio
Anton Yudin
Jonathan Tietz
Matthew Carroll
Designing the Game

Level One: Identify

Level Two: Consequences

Level Three: Complexity

Game One: Identify & Race

Game Two: Manage Plagiarism

Game Three: Investigate & Argue
Designing the Game

Game One: Identify & Race

Game Two: Manage Plagiarism

Game Three: Investigate & Argue
Designing the Game
Testing the Game

3 week test cycle:

WEEK 1
- Design team develops prototype
- Develop protocols
- Schedule participants

WEEK 2
- Conduct user testing

WEEK 3
- Write Usability Report

Make changes based on user feedback
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Content Development and Evaluation

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Final Product

Institutions:
- NSF funded students (including other programs)
- UF College of Engineering
- University of Central Florida
- Purdue University
- Virginia Commonwealth University
- University of Houston
- Loyola Marymount
- Oakland University
- Rowan University
References


Thank You!

To Follow the GAP project:
http://blogs.uflib.ufl.edu/GAP