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
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.
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?

CitationProject.net

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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
What happens between these two points?

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.

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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?

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

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?

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So how do we explain these findings?
Citation Project “Students & Their Sources” (SATS) research team

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Sandra Jamieson
Jason Markins
Noah Wilson

http://www.citationproject.net/studies/sats/
Students and their Sources (SATS) research

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

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

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

http://www.citationproject.net/studies/sats/
<table>
<thead>
<tr>
<th>What student is doing (what we see)</th>
<th>What student is saying (what we hear)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main term</strong></td>
<td><strong>Sub-terms</strong></td>
</tr>
<tr>
<td>Searching</td>
<td>Searching (for file)</td>
</tr>
<tr>
<td>Searching</td>
<td>Searching (for new resource)</td>
</tr>
</tbody>
</table>
| Retrieving (previously consulted source) | Retrieving (course artifacts— assignment/instructions/handout)
| Retrieving (feedback)             | Retrieving (previously consulted source)
| Retrieving (previous draft)       | Retrieving (instructor or peer feedback)
| Returning (to the google doc)     | Returning (previous draft)            |
| Returning (to the assignment)      | 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 (google doc)              | Returning (to prewriting or earlier draft) |
| Opening (prewriting)              |                                       |
### Process coding of student moves in video (by hand); capture what we see the student do and she says she is doing

<table>
<thead>
<tr>
<th>student code</th>
<th>Coder name: Sandra Jamieson</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA04002</td>
<td>Date: June 10, 2018</td>
</tr>
<tr>
<td>video code</td>
<td>draft</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>time</th>
<th>what student can be observed DOING</th>
<th>what student is SAYING about what they are doing</th>
</tr>
</thead>
<tbody>
<tr>
<td>00:00.</td>
<td>reading instructions</td>
<td>I'm going to read over the instructions for assignment</td>
</tr>
<tr>
<td>00:10.</td>
<td>reading instructions</td>
<td>reading instructions for assignment (aloud)</td>
</tr>
<tr>
<td>00:20.</td>
<td>toggling to another screen</td>
<td></td>
</tr>
<tr>
<td>00:30.</td>
<td>opening sources (selecting from multiple documents)</td>
<td>I'm opening some of the sources I am going to use</td>
</tr>
<tr>
<td>00:40.</td>
<td>opening sources (selecting from multiple documents)</td>
<td></td>
</tr>
<tr>
<td>00:50.</td>
<td>scrolling</td>
<td></td>
</tr>
<tr>
<td>01:00.</td>
<td>opening document made by &quot;Big Time Rush&quot; (group project for class)</td>
<td>opening list of sources I am going to use (five, on a google doc)</td>
</tr>
<tr>
<td>01:10.</td>
<td>scrolling to annotation</td>
<td>identifying list of sources previously used, so I am going to incorporate this first source—a gallup research poll</td>
</tr>
<tr>
<td>01:20.</td>
<td>scrolling</td>
<td>commenting on her uncertainty about whether she will stick with this genre she has selected (online petition). will start writing and see what happens</td>
</tr>
<tr>
<td>01:30.</td>
<td>scrolling</td>
<td></td>
</tr>
<tr>
<td>01:40.</td>
<td>opening draft document (with title)</td>
<td></td>
</tr>
<tr>
<td>01:50.</td>
<td>returning to assignment</td>
<td></td>
</tr>
</tbody>
</table>
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
What Voyant found in the student reflections on research and their sources (SATS) research.

No surprises? Well, “book” is entirely missing from this picture…

Sandra Jamieson. 2019
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

SPEAK ALOUD PROTOCOL
Emig, Janet. The Composing Processes of Twelfth Graders. NCTE Press, 1971

INFORMATION LITERACY INTERVIEWS

THE CITATION PROJECT