John Royce : Presentations and Workshops

Presentations and workshops (other than IB workshops) are listed, most recent on top: (last updated May 2016)

Honesty honestly: an alternative approach to academic honesty.

Research studies and experience suggest that many students just do not understand citation and referencing. They seem to know the rules, yet they still make mistakes, sometimes with heavy consequences.

For those who do understand, there is no problem. For those who understand what is expected by way of good practice, the main difficulty may be understanding the understandings of those who do not understand, those who do not mean to cheat but who still break "the rules."

In this paper, I investigate sources of confusion, and possible disconnects between those who teach citation and referencing and those who learn and use these techniques. The study includes a series of surveys of librarians, teachers and students. The paper includes a number of strategies and techniques to promote better understanding and better practice.

Professional paper presented at the Annual International IASL Conference in Maastricht, June 2015.

Searching for, finding, and using other people's words, work and ideas

In the age of the internet, anyone can search for - and find - information. Finding good, reliable, authoritative, scholarly information can be much more difficult. Using the information we find honestly and honourably presents a new range of problems and difficulties.

In this short course/ workshop, we look at tools, strategies and techniques for searching deeply, finding quality information, assessing the merits of the information we find, and at acceptable and academic ways to integrate other people's words and ideas into our own work.

Participants will enjoy hands-on activities, share experience, strategies - and problems!

UCL Qatar : Qatar Museums Authority (and other information workers) one-day workshop

Honesty Honestly

In this short course/ workshop, we consider what librarians (and others) can do to support students, instructors, and the wider community understand and appreciate acceptable use of other people's words, ideas and works. The course takes a positive approach, aiming to promote good academic practice rather than aiming to discover and punish plagiarists and other cheats. Participants will enjoy hands-on activities, share experience and strategies, review policies and procedures, and design activities and exercises which they can use immediately.

UCL Qatar Librarians' Information Literacy Group (one-day workshop)

The honourable delegate: academic honesty in the MUN setting (and beyond...).

"Honourable" is not an empty word. Diplomacy is founded on integrity, trust, respect and honour. Honesty and academic honesty are key aspects of our respect and trust for others, and of our own personal integrity. These are life attitudes and skills and expectations. They matter, not just in MUN, and not just in schoolwork, but in all aspects of our lives, inside and outside education. In this

Contact John : john@read2live.com

workshop, we look at why, when and how to use information and ideas that are not our own honestly, ethically, and honourably.

(THIMUN Qatar Leadership Conference, Doha, 2014.)

Good searching, good finding!

Anyone can use a search engine! But not everyone can use a search engine well, and not everyone makes best use of what the search engine helps them find! In this workshop, we look at how to use search engines better. We look also at tools other than search engines which help find those extra-special more-difficult-to-find resources which can be key to informed position papers, resolutions and speeches.

(THIMUN Qatar Leadership Conference, Doha, 2014.)

In-School Academic Honesty Workshops for students and staff

American School of Doha (two-day in-school training)

In-School Academic Honesty Workshops for students and staff

Qatar Academy (two-day in-school training)

Friction: Teaching Slow Thinking and Intentionality in Research (with Debbie Abilock).

Most online research is fast, intuitive, and emotional but, at key points, slower, more deliberative and logical thinking is possible. We'll identify what we call "points of friction"– opportunities for teaching at key decision-making moments — where we can learn expert strategies and develop thinking routines. This hands-on session walks through typical research scenarios, exploring how to design learning for students, especially those engaged in longer, deeper research projects such as capstone, senior projects, extended essays and similar, and provide professional development that cultivates intentionality in online research.

One-day pre-conference workshop, Triennial ECIS Librarians' Conference (Waterloo) 2014

Contact John : john@read2live.com

No more serenity, no more serendipity? with Christina Nord.

This is the age of surveillance. If we did not know before, Edward Snowden's revelations about NSA and other security organisations' activities have made us all very aware of privacy issues, of how much and how many of our own everyday activities may not be as private as we once thought they were.
Perhaps less well-known or understood is how our personal information, our digital footprint, is used, and not just by security services.
All those wonderful free services on the internet, for instance: they aren't "free." We pay for them with the information we give away, and we give away more than we realise. And those "free" services use it. They use us! Under the guise of helping us and making our lives easier, our digital footprints are used to manipulate us, to narrow our choices, to reduce our access to information. Nineteen-eighty-four is nearer than we think!
In this session, we investigate how we can strike a balance between personal privacy protection to the point of paranoia, and giving ourselves away completely. We look at what we need to know, and what our students need to know, to survive.

(Presentation given at the 7th triennial ECIS librarians' conference, Waterloo, Belgium, 2014.)

Using other people's work, without stress and without tears.

Most cheating is clear-cut: students (and teachers) know they are doing something wrong, something which will give them unfair advantage over others, or which unfairly disadvantages others. This includes deliberate plagiarism.
Experience backed by anecdotal and research evidence suggests that many students (and teachers) come a cropper when using other people's work. It is not that they *intend* to cheat, it's that they make mistakes, mistakes which, despite lack of intent, can have devastating consequences in terms of marks, grades, assessments, reputations. So often, they know but they don't know, they know but they don't understand, they *think* they know so they do not bother to learn.
What is worse: accidental, unintentional plagiarism is far more common than is deliberate plagiarism, but the consequences are just as heavy, just as serious.
In this session, we demystify the requirements of referencing and citation, and demonstrate and discuss approaches which work. We also give opportunity for participants to check what they have always wanted to know, but were too frightened to ask (there being NO dumb questions).

(Presentation made at the 7th Triennial ECIS Librarians' Conference (Waterloo) 2014)

Honesty honestly - a one-day workshop on academic honesty and academic integrity (ECIS pre-conference institute, 2013)

In many schools, there is awareness that different teachers deal with academic misconduct in different ways; there is inconsistency in recognising misconduct, inconsistency in handling misconduct cases, inconsistent consequences. This workshop addresses these and other problems.

Session 1: The difficulties of definition: what is cheating, what is plagiarism?

Session 2: Handling suspected academic misconduct: what to do when cheating is suspected; what to do when cheating is confirmed.

Session 3: Good practice in academic writing.

Session 4: Honesty honestly, the positive approach.

This full one-day workshop was given as an ECIS November pre-conference institute, Amsterdam, 2013.

Contact John : john@read2live.com

Let us do your thinking for you...? Staying aware in the digital world

Let us do your thinking for you...

From the Microsoft paper-clip ("it looks like you re writing a letter...") to personalised search results, technology has tried to make life easier for us, it wants to think for us. But as Ira Winn put it, "The opposite of critical thinking is uncritical thinking." When we stop thinking, we open ourselves to scams and fraudsters. Hype and spin become the new truth – and everyone's an expert.

Young people need evaluation skills in a participatory digital world. But if it is taught at all, source evaluation and critical thinking are often presented in a vacuum of artificial situations and hoax web sites which are divorced from our everyday experience or the school curricula. In the "real" world, students (and teachers) ditch our checklists and forget our mini-lessons in the dizzying stew of click-and-go wikified information. In this workshop, participants will be looking at, discussing, and doing a number of different activities which can be used in lessons on evaluation and critical-thinking.

This workshop was given at the ECIS November Conference in Amsterdam, 2013.

Honestly, honestly...

We expect authentic work from our students, but this does not mean that they are completely on their own, expected to work with no outside assistance or support at all. In this session we explore the bounds of authenticity. As well as human support, we look at the support given by digital and online services such as citation generators and plagiarism detectors. Is it ethical to use them? Just how effective are they, anyway, do they help or hinder learning and authenticity?

This workshop was given at the ECIS November Conference in Amsterdam, 2013.

Think for yourself! "Double-think," "Non-Think," and the importance of critical thinking.

> "I had thought the magic of the information age was that it allowed us
> to know more, but then I realized the magic of the information age
> is that it allows us to know less" (David Brooks, NYT).

True or false? Good or bad? Especially as, more and more, the information we receive has been pre-selected or filtered in ways we may be unaware?
In this interactive workshop, participants will investigate issues and implications, and discuss how we can use critical thinking to raise the awareness of ourselves and our students.

This workshop was given at the ECIS November Conference in Nice, 2012.
An updated version was presented at the Nordic Network Conference, April 2013, Gothenburg, Sweden.

Honesty honestly - a positive approach to academic honesty

It is all too easy, when promoting academic honesty, to concentrate on what is not acceptable, to put the emphasis on academic dishonesty, on plagiarism avoidance for instance, and on consequences and punishment. Research suggests that this approach does not always help students and may confuse many. Nor does it help when different teachers - and parents - have different ideas about what is acceptable and what isn't.
In this session, we look at and share positive approaches to promoting academically acceptable behaviour and practice, from the earliest years through to year 12.

This workshop was given at the ECIS November Conference in Nice, 2012.

Technology and ıts Effects - Inside the Screenage Brain (after an idea by Coralie Clark).

Contact John : john@read2live.com

Technology is increasingly used inside and outside the classroom. Many welcome the trend. Many feel disquiet. One thing seems clear: technology is not going to go away. In this session, current research and anecdotal evidence on the effects of technology use will be shared, with special focus on reading and learning. Participants are encouraged to share their concerns, approaches and solutions.

This presentation was first made at the 2011 Autumn Teachers' Conference in Istanbul. A revised version was presented at the ECIS November Conference in Lisbon, 2011.

Social Wisdom, Social Ignorance: Critical Thinking and Evaluation in the Age of the Celebrated Crowd (with Debbie Abilock).

"The opposite of critical thinking is uncritical thinking" (Ira Winn). When we stop thinking, we open ourselves to scams and fraudsters. Hype and spin become the new truth – and everyone's an expert. Young people need evaluation skills in a participatory digital world. Well-publicized examples of "everyone" as authorities, doctored data and journalistic fabrications remind us that "truth" is complicated. But if it's taught at all, source evaluation and critical thinking are often presented in a vacuum of artificial situations and hoax web sites which are divorced from our everyday experience or the school curricula. Yet, in their "real" world, students (and teachers) ditch our checklists and forget our mini-lessons in the dizzying stew of click-and-go wikified information. In this highly interactive workshop, we'll be looking at, discussing, and doing a host of different activities which can be used in lessons on evaluation and critical-thinking. Don't stop thinking!"

This workshop was presented at the 6th Triennial ECIS Librarians Conference in Istanbul in May 2011.

eBooks and eJournals - is ePublishing Coming Out of the Cold?

ebooks have been around for years, but take-up has been slow. Amazon and the Kindle appear to have changed that: technology appears at last to give consumers what they want at a price they are willing to pay and epublishing is suddenly big business. What are the implications for schools and for libraries? How are students and teachers already using the technology, how might they in the future? In this session we look at a number of the questions and the issues and attempt to answer the ultimate question: 'Are we nearly there yet?'

First presented at the ECIS November Conference, Nice, 2010. A revised version was presented at the 2010 Autumn Teachers' Conference in Istanbul.

Going Beyond Google And Wikipedia: Finding Quality Information In Databases, E-Libraries And In The Hidden Web (with Christina Nord).

Part 1: Desperately Seeking…Effective Search Tools? Start Here and Ye Shall Find
Information is easy to find. Information sources which are reliable, verifiable, scientific, subject to peer referencing or editorial control - authoritative - that may not be so easy. They are there and many are free or low-cost. In this session, we look at a range of tools for tracking down sources and resources which students can use to enhance the quality of their work, including parts of Google which most searchers never reach.

Part 2: Finding Better Finds in Better Places Information is easy to find.
Finding information sources which are reliable, verifiable, scientific, subject to peer-referencing or editorial control - authoritative - that is not so easy. This is confirmed in Extended Essay Examiners' reports, year after year, subject after subject. And yet, they are there, any many are free or low-cost. In this session, we look at and compare databases, e-libraries and other sources and resources which will enhance the quality of student work, and delight teachers and examiners.

Contact John : john@read2live.com

These sessions, co-authored by and co-presented with Christina Nord, Bibliotekarie : Sannarpsgymnasiet, Halmstad, Sweden, were presented at the 2010 ECIS November Conference in Nice.
An updated version was presented, again with Christina Nord, at the Nordic Network Conference, April 2013, Gothenburg, Sweden.

Changing Attitudes : Getting from Plagiarism and Punishment to Positive Practice.

The problems are wide-spread: from students who find that the way they have always worked is no longer accepted, to students confused by different expectations of different teachers, to teachers frustrated with students submitting work clearly not their own, to schools with inconsistent approaches. In this session we look at what schools and colleges are doing, and at what works (and what does not) in the journey to consensus, common understanding and the promotion of good practice.

This session was first presented at the 2009 ECIS November Conference.
It developed into a Professional Paper presented at the 4th International Plagiarism Conference in Newcastle, June 2010.

Copyright, copyleft, copyfree a journey through the copyright maze (with Ahu Özkarahan).

(1) The laws of copyright are often vague. In aiming to be fair (cf. 'fair use', 'fair dealing' and similar terms) and flexible, it is often difficult, even for lawyers, to determine whether a given use is an infringement until the case comes to court - and even then, different judges may give different decisions, even in very similar circumstances. (2) There is no such thing as "international copyright", even amongst countries which have signed up to the Berne Convention or its successors, even amongst signatories to the European Union Copyright Directive. (3) Teachers (especially in international schools) come from different backgrounds and experiences, so have different expectations and awarenesses of what is, and what is not, allowed, acceptable or permissible, they have different understandings of 'educational fair use'. (4) Except where big money is involved, the penalties for copyright infringement tend to be small and inconsequential. So does it matter? Why bother? Why should we be concerned?

In this discussion, presented with Ahu Özkarahan at the 2008 Autumn Teachers' Conference in Istanbul, and at the ECIS November Conference 2008 in Nice, we investigate these thoughts.

Wikipedia or perish : the pros and the cons of 'the free encyclopedia that anyone can edit'.

Wikipedia is extremely popular with students, but it is dismissed by many teachers. Is it a case of getting what you pay for? Can *Wikipedia* and its spin-offs be relied upon? We look at how *Wikipedia* has evolved over the years, see why *Wikipedia* is controversial, and discuss how *Wikipedia* can be used to inform knowledge and research activities.

This was first presented at the ECIS November Conference, 2007.

Adding POINT to PowerPoint : and other presentation tips : 10 *DO*s, 10 *DON'T*s, and 20 *HOW-IT'S-DONE*s.

Think of all the good presentations you've seen, and think about what made them good.   Then think of all the bad presentations you've seen, and think about what made them awful. Here are some tips on effective effects - and what to avoid.

First presented at the 2007 Autumn Teachers' Conference in Istanbul.

Contact John : john@read2live.com

Academic honesty : investigating the grey areas.

Often, cases of cheating are open-and-shut, cut-and-dried. Very often, it's less clear, especially when different teachers have different understandings of cheating and how to handle it. Is there such a thing as accidental plagiarism? Are there degrees of guilt? Is it possible to be both fair and consistent in one's handling of plagiarism and other forms of cheating? This workshop raises more questions than answers - but if there were easy answers to the problem, there wouldn't be a problem! Here we investigate the grey areas, note how academic honesty policies and procedures enable degrees of fairness, consistency and transparency, and consider the effectiveness of honor codes.

The presentation was first made at the 2006 Autumn Teachers' Conference. Later and revised versions of this workshop have been presented at the ECIS November Conference 2006, the School Library Association Training Weekend June 2007, and the IB AEM Summer Workshops for Librarians New to the Diploma Programme in July 2007.

Information 'satisfiction' : how searchers really search (and how to help them search better).

Research reveals paradoxes; for instance, even though most searchers know they should not trust everything they find on the internet, most still accept the first hit they look at, with no attempt to verify findings. Something, anything, "satisfices".

Presented at the Autumn Teachers' Conference 2005, and later at the ECIS Conference in The Hague, November 2005.

From literacy to information literacy: reading for understanding in the real world.

This presentation/ workshop ties together research in reading, critical thinking, and web site evaluation, and provides examples of real-life situations which can be used to show the necessity of critical thinking and constant alertness.

This has seen several incarnations. First presented as a paper at the IASL/ SLA Conference, and re-presented at the IB AEM Workshops in Geneva 2004, it has also been presented as a 45 minute lecture (ECIS November Conference, Nice, 2004, and the ECIS Librarians' Conference, Prague, 2005), a 60 minute mini-workshop (NESA Teachers' Conference, Istanbul, 2005) and as a full-blown 105 minute workshop (I.B. Day, Istanbul, 2005).

Smart searching, better searching : in a Google Wonderland (a study in relativity),

This presentation shows why Google is the best search engine around at this time (although it may not stay the best). We look at lesser-known features of Google, and look at areas where Google may not be quite so successful. We look too at other techniques and strategies for improving our internet reference use.
Presented at the ECIS Annual Conference, Hamburg, November 2003, and at the Autumn Teachers' Conference in Istanbul, 2003.

Between the lines: the holes in the 'net.

This presentation/ workshop deals with the "Invisible Web" - information sources openly available, but which the search engines cannot reach.

This presentation has been revised several times. It was presented at the ECIS Annual Conference, Berlin, November 2002. An earlier version, aimed at an audience of librarians, was presented at the 3rd ECIS Librarians' Conference and Workshop, Budapest, March 2002, . An even earlier version of this workshop was presented at the Fifth Autumn Teachers' Conference, Eyüboglu Schools, Istanbul, October 2001, with the title Beyond search engines : unmeshing the invisible web.

Contact John : john@read2live.com

Plagiarism : keeping up with the cheats

This workshop is somewhat different to those presented at SLA and CEESA (see workshop below); it has more emphasis on detection methods and commercial plagiarism detection services.

Presented at the ECIS Annual Conference, Den Haag, November 2001.

Plagiarism : beating the cheats.

at the School Library Association Training Weekend, University of Cardiff, June 2001. This presentation was aimed at librarians, and so is slightly different to an earlier version presented to teachers at the CEESA Teachers' Conference, Istanbul, March 2001.
An even earlier version of this workshop was presented at the fourth Autumn Teachers' Conference, MEF Schools, Istanbul, October 2000.

Worth A Closer Look? Website Evaluation Revisited

Part 1: From coding to content: first looks at website evaluation
Part 2: Website evaluation in the classroom

Presented at the ECIS Annual Conference, Nice, November 2000.
Part of Part 1 is based on a joint presentation made with Nick Kwan the NESA Teachers' Conference in March 2001.

Information Technology, Information Literacy, and the International Baccalaureate

The role of libraries and librarians in the information age.

Presented at the Headmasters and Coordinators Conference : IB Diploma - A Preparation for Life, Liverpool, October 30 - November 1, 1998.

More than surviving - thriving in the information age : reading as a basis for using information technology efficiently.

Reading and basic literacy are vital survival skills. They are essential for dealing with information overload, without them, nothing!

Presented at the 27th Annual Conference of the International Association of School Librarianship, Ramat-Gan, Israel, July 5 - 9, 1998.

You don't have to be ill to get better

Very much based in the research on the impact of libraries and of librarians, this interactive workshop also demonstrated that many of our issues and problems are shared in common - and that sharing approaches helps to find solutions.

This workshop was compiled for the 1st IBAP Librarians' Conference in Vancouver in 1997, and reprised for the 3rd IBAEM Librarians' Conference in Amsterdam in 1998. (Not a mistake: at that time, IB librarians were conducting conferences, as against participating in workshops.)

Care and repair.

Contact John : john@read2live.com

Participants in this hands-on workshop learned and practiced a number of book care and repair practices.

Presented at the ECIS Annual Conference in Birmingham, November 1991, and again at the 1st Triennial ECIS Librarians' Conference, in Munich, 1996.

How large is good? : evaluating the library programme.

Qualitative and quantitative approaches to evaluating the value and the educational impact of the library programme.

Presented at the ECIS Annual Conference, den Haag, November 1994.

Display on the cheap.

How to produce attractive and eye-catching library displays on a very limited budget.

Presented and exhibited at the ECIS Annual Conference, Hamburg, November 1988.

Contact John : john@read2live.com