

# LIBRARY INSTRUCTION ROUND TABLE NEWS

The purpose of LIRT is to advocate library instruction as a means for developing competent library and information use as a part of life-long learning.

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Thanks to everyone who made the LIRT 25<sup>th</sup> Anniversary celebration such a success! We had a wonderful reception in Atlanta, co-sponsored by the ACRL Instruction Section, which was also celebrating 25 years. The conference program, entitled "Emerging Visions: Libraries and Education in the 21<sup>st</sup> Century", was stimulating and well-attended; and our exhibit booth featured 25<sup>th</sup> anniversary items such as water bottles and specially prepared bibliographies. Our anniversary was celebrated in great style, thanks to the hard work of the task force and the LIRT committees.

As we embark on our next 25 years, now is a good time to take stock of where we are, and where we want to go. At the Midwinter 2004 conference in San Diego, officers and committee chairs will participate in a one-day retreat to talk about the future direction of LIRT. Between now and then, we might want to spend some time thinking about our shared goals and how we can best achieve them.

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## Fall Back, Move Ahead

Here it is, almost the end of another summer. Soon, many of us will be facing the beginning of another school year. To borrow a phrase from Marcia King-Blandford's article, "the freshmen are coming, the freshmen are coming". Perhaps, this is a good time for us to take time and look at how we view the arrival of these new library patrons into our world. Do incoming and returning students appear as a plague of locust on your radar screen? Or are they seen as a challenge to your teaching abilities. Do they inspire you to think of new and creative ways to present information? Before they get here, we need to take stock of what we want to present to students. What is our role in helping them become successful students. Sooner or later, any patron is going to need help from a librarian. Freshmen are perhaps the neediest of all. Many come to college with little or no library skills. They come to the library in search of information to complete an assignment with no idea of where to find what they need. Often times, we are the ones who make the difference between the successful first year student and the one who goes home.

--Carol Schuetz

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## Emerging Visions: Libraries and Education in the 21st Century

By Sharon Ladenson, LIRT Councilor, ladenson@msu.edu

The 2002 ALA/LIRT Conference Program, entitled "Emerging Visions: Libraries and Education in the 21<sup>st</sup> Century," attracted more than 160 conference attendees from a wide variety of institutions, including (among others) academic, public and school libraries. The program took place on Sunday, June 16 at the Marriott Marquis, and featured three impressive speakers: Dr. Louis Schmier, Professor of History at Valdosta State University, and author of *Random Thoughts: The Humanity of Teaching*, and *Random Thoughts II: Teaching from the Heart*; Tim Grimes, Associate Director of Community Relations at the Ann Arbor District Library; and Dr. Jean Donham, College Librarian at Cornell College. The speakers focused on innovative methods, programs and theories for providing effective instruction in the 21<sup>st</sup> century.

The first speaker, Dr. Schmier, delivered a dynamic presentation that captivated and engaged the audience. Schmier emphasized that all teachers are in the "people business;" instructors should focus first and foremost on their students. As a college professor, Dr. Schmier began his student-centered approach to teaching in 1991, after experiencing an epiphany. Schmier realized that while he did not

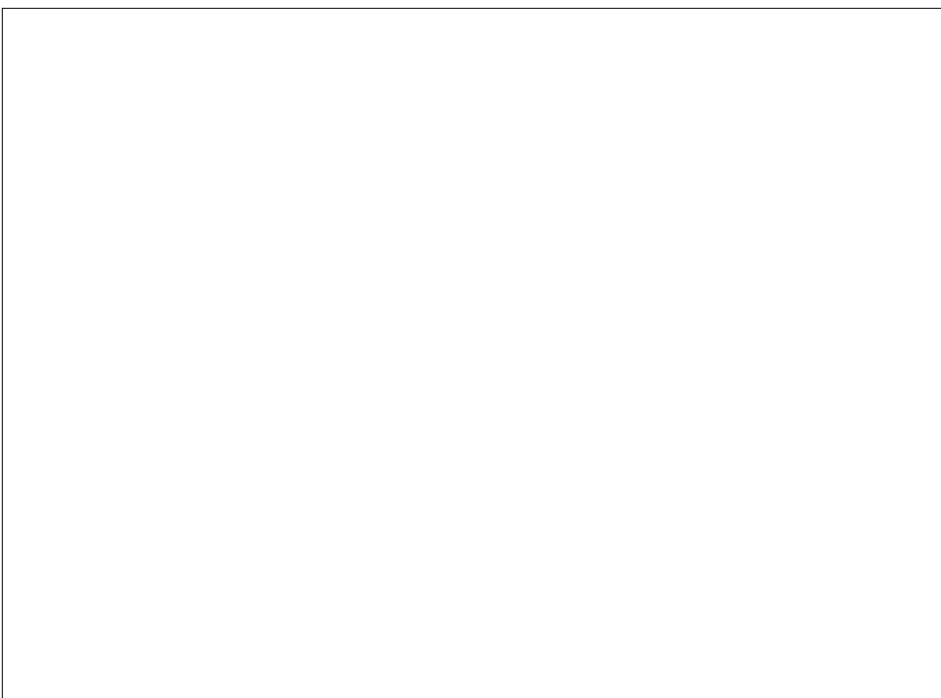
have control over the conditions of work, he did have control over his own attitude toward his job and his students.

Dr. Schmier utilized an interactive approach during the presentation by distributing a picture of a dandelion, and eliciting definitions of the picture from the audience. Definitions included a weed, a flower, wine, and a lion's tooth. Schmier pointed out that our own perceptions shape our reactions and attitudes; one person may view a dandelion positively (as a pretty flower), while another person may view it negatively (as a nasty weed). We choose our own attitudes toward all aspects of life, including our jobs.

An instructor's attitude has a strong impact on students. Students deserve to be taught by someone dedicated to helping them realize their full potential. Each day, teachers should ask themselves if and how they have improved the classroom. Time spent with students is limited, and consequently, instructors should use it well. One small gesture, such as encouraging a student to meet outside of class, can make a big difference. Teachers should realize that every positive action, no matter how small, could have a strong impact on the lives of students.

The program continued with Tim Grimes' presentation on innovative instruction programs in the Ann Arbor District Library. Grimes stated that while public librarians are less likely than academic or school librarians to view themselves as teachers, they do indeed provide instruction. The Ann Arbor District Library (AADL) has a wide variety of instructional programs that serve people of all ages and backgrounds.

Grimes emphasized that assessing the needs of a community is essential to creating effective instructional programs in public libraries. For example, in order to assess the instruction needs of senior citizens, librarians from the AADL met with residents of a local senior center. The librarians learned that the seniors wanted



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The LIRT Research Committee was



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## Common Ground

By Marcia King-Blandford,  
[mkingbl~utoledo.edu](mailto:mkingbl~utoledo.edu)

7. LIRT: What direction do you see LIRT going in the future and what are some of the issues it will be facing?

M.P.: Professional associations are all struggling to remain relevant for increasingly busy librarians, who have much less time to contribute and less money to attend conferences. LIRT is not alone in this situation. LIRT will need to do some strategic planning to find out what are the top priorities for its members and to develop creative ways to involve librarians who cannot always come to conferences. We also need to involve librarians who do not see themselves in an instructional role, but who create web pages, develop content, and customize interfaces for resources. What can we offer this non-traditional group of educators?

I also think that we will see a renewed interest in evaluating the results of

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Greetings and I hope you have been able to spend some down time in contemplation of library instruction ahead! For some of us, the instruction does not stop during a summer session or slower period. I find, though, that summer can be a time for me to think more specifically about the type of library instruction I provide, and whether or not I am accomplishing the goals of information literacy for lifelong learning.

So to aid in your own reflection, this newsletter column is devoted to the current "State of the State" of library instruction and information literacy. Enjoy!

Boff, C. and S.Bushong. "Information literacy K-12 and beyond: Working toward a seamless plan." Ohio Media Spectrum (2002, Winter) 54:

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## Check These Out

continued from page 8...

She also collaborated extensively with teachers to create Web pages for their courses and assist them with county technology portfolio requirements.

The article illustrates that information literacy is independent of elaborate physical or technological requirements.

from a self-paced library skills workbook in use for years at SFSU. The authors outline the technological structure and initial difficulties with converting a workbook to the Web and note the use of online quizzes and grading after each online chapter is completed by the student. OASIS can be seen at <http://oasis.sfsu.edu> and sample test questions are available at <http://oasis.sfsu.edu/testsample.html>.

Minkel, W. "Selling information literacy." School Library Journal (2002) 48:37.

Minkel reports the experience of Eileen Culkin, a school library media specialist who was a classroom teacher for 18 years. After studying the AASL Information Power program, Culkin began to implement these standards by communicating with teachers about the use of reliable databases for research. She created a library Web page portal and encouraged teachers to require the use of the portal for assignments. One result of these efforts has been the formation of a committee to create an information literacy program for all grades in the school district.

O'Sullivan, C. "Is information literacy relevant in the real world?" Reference Services Review (2002) 30: 7-14.

If you have questioned the ongoing impact of information literacy for lifelong learning, this article offers an interesting view. O'Sullivan examines the philosophies of information literacy and knowledge management in the business and management fields. Common abilities to acquire, evaluate, use, and synthesize information are shared by both education and industries. However, O'Sullivan argues that these skills need to be promoted more effectively throughout the corporate world for true lifelong learning.

Rosen, J., and G. M. Castro. "From workbook to Web: Building an information literacy oasis." Computers in Libraries (2002, January): 30-35.

This article provides a nice correlation to the Dunn article about California State University's assessment plan. Rosen and Castro describe the creation of OASIS at San Francisco State University, part of the CSU system. OASIS is a Web-based information literacy tutorial that arose



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# ALA ANNUAL CONFERENCE REPORTS

FROM LIRT COMMITTEES AND TASK FORCES

(Editor's note: Absence of a committee indicates that the report was not received by press time. See the web edition of the [LIRT News](#) for meeting attendance, and chair.)

25th Anniversary Task Force  
Diana D. Shonrock, Chair

LIRT's 25th Anniversary Task Force completed its work with a reception hosted jointly by LIRT and ACRL/IS and held at the Marriott. Several hundred people attended the reception including a number of LIRT's founding members. During the reception, several individuals were recognized for their contributions to the growth of LIRT and IS and for their assistance in planning the celebration. Those recognized included: Beth Woodard, current president of IS and Linda Chopra, current president of LIRT; Lorelle Swader and Mary Jane Petrowsk, the LIRT and IS ALA liaisons; Martin Raish, moderator of BI-L; Chris Pringle, Elsevier representative; and Lisa Hinchliffe, editor of [Research Strategies](#). The 25<sup>th</sup> Anniversary Task Force Members, Emily Bergman, Gale Burrow, Alison Armstrong, Mary Popp, Tim Grimes, Chuck Dintrone, Valerie Feinman, Kari Lucas, Mitch Stepanovich and Billie Peterson-Lugo were also recognized. A special thanks goes to these individuals and to many others who made this event special. Congratulations to the winners of the door prizes.

After four-years of existence, the 25th Anniversary Task Force has successfully completed its mission and can be removed from the list of LIRT committees. Best wishes to everyone in the next 25 years!!!

Adult Learners  
Angela Dunnington, Chair

The committee completed a bibliography of resources on the learning styles of adult learners and the teaching methods most often associated with this population. The bibliography was published as a tri-fold brochure and was available at the

LIRT booth during the American Library Association Annual Conference. The contents of the brochure will be added to the LIRT Web site in the near future.

Kristine Kenney was appointed chair of the Adult Learners Committee for a two-year term (2002-2004).

2002 Conference Program Planning  
Stephanie Michel, Chair

Planning for the 2002 Library Instruction Round Table conference program began in 2001 and concluded with the program in Atlanta. At the end of the Annual Conference 2001, the committee had finalized plans for a program theme and had recommended possible speakers. During fall of 2001, two (librarian) speakers were contacted and they agreed to speak at the annual conference program. The committee met during Mid-Winter conference 2002 and decided to change the program's title from "LIRT 2002: An Instruction Odyssey" to "Emerging Visions: Libraries and Education in the 21<sup>st</sup> Century." The committee also received the budget allocation for honoraria for non-librarian speakers. After Mid-Winter, the chair, Stephanie Michel, began contacting potential speakers in the Atlanta area who were involved in education. Preliminary arrangements with a speaker from Turner Learning (a division of CNN) fell through in May. Louis Schmier, a history professor from Valdosta State University, accepted the invitation to speak at the program. Dr. Schmier was highly recommended by a LIRT member.

The committee's final meetings were held during ALA Annual conference. At the Saturday morning meeting, the committee finalized arrangements for the LIRT conference program. The LIRT program, "Emerging Visions: Libraries and Education in the 21<sup>st</sup> Century" was held on Sunday, June 16 from 9:30am – noon. In addition to Dr. Schmier, Tim Grimes, Associate Director of Community Relations at Ann Arbor District Library and Jean Donham, College Librarian at Cornell College in Mount Vernon, Iowa, spoke during the program. The committee met briefly on Monday afternoon, June 17. During the meeting, the committee reviewed the evaluation forms for the 2002 program (over 100 were received) and discussed how to apply their experiences in planning the program and the feedback from the evaluations to future programs. The Conference Program



## COMMITTEE REPORTS

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### Publications Committee

Patience L. Simmonds, Chair.

This year, members of the Publications Committee with the assistance of other LIRT members who volunteered to help with the project, worked on the LIRT Top Twenty bibliography. The completed project will list all of the LIRT Top Twenty Instruction articles in one publication! "LIRT's Top Twenty Instruction Articles, 1985-2000" will be made available through ERIC. This comprehensive bibliography will include a re-examination of the "LIRT Top Twenty" publications during the past 15 years.

The project will be submitted to Steering Committee for approval and then sent to ERIC for publication by December 2002. Some of the features of the publication will be:

- Summary overview of the contents over the years - focusing on topics and trends in instruction.
- Indexes by authors, subject, type of library, etc.
- Topical arrangement, including essays about trends and important issues in the literature for each topic.
- Full citations and annotations for each article.

Some of the topic areas gleaned from the "Top Twenty" articles are: Computer Assisted Instruction; Library Instruction K-12; Digital Libraries; Teaching Internet Skills; Teaching and Assessment; Instruction and Evaluation; Instruction and Life-long Learning; Learning Teams; Evaluating Library Resources; Public Libraries and Instruction; Development of Web-based Courses and Instruction; Library Instruction for Diverse Populations; Cooperative Learning and Instruction; Active Learning and Instruction; Critical Thinking and Instruction; Instruction Evaluation; Instruction Assessment; Evaluating Library Resources; Collaboration with teaching faculty; Transition from high school to college; Critical Thinking Skills; and International Students and Instruction.

## NON-LIRT LIBRARY INSTRUCTION MEETINGS AT ALA

### "Transformational Learning Communities: Claiming Our Future"

ACRL Monday 6/17/02; 2 - 4 PM

"Transformational Learning Communities: Claiming our Future" was presented as part of the ACRL President's Program for 2002. Barbara Leigh Smith, the keynote speaker, is co-director of the Pew Charitable Trusts' National Learning Community Project, and a renowned author on educational reform, collaborative learning, and learning communities. Smith emphasized that learning communities - an academic structure linking or clustering classes around a common theme in order to foster more interaction between and among students, faculty, and disciplines thereby providing the opportunity for a deeper understanding and integration of the material studied - are integral to academic excellence. Smith offered suggestions for librarian involvement in these communities. This involvement can occur as part of a freshmen seminar course, through information literacy workshops embedded throughout the 'community', in a specially developed, credit-linked research course, or as a full teaching partnership in the program. Following the keynote address, three panelists (Theresa S. Byrd, Randy Burke Hensley, and Joan K. Lippincott) provided their reactions to Smith's address and shared first-hand experiences in implementing learning communities.

Summary by Lori Critz,  
LIRT Liaison Committee

### Public Relations/Membership

Linda J. Goff, Chair

LIRT has 1,281 members as of April 30, 2002 (an increase of 2.235% from the 1,253 members last year). The Public Relations/Membership Committee has continued its efforts to reach out to ALA members from all types of libraries who are interested in instruction. After the conference in San Francisco, the committee contacted everyone who left a card at the LIRT booth as part of the prize drawings. Each person received a greeting that included a link to the LIRT Web site and membership and committee volunteer forms.

### "Teaching Literary Research: Challenges in a Changing Environment"

ACRL Instruction Section/ ACRL Literatures in English Section  
Day/Time: Saturday 6/15/02; 2 - 4 PM

Steven Harris, University of Tennessee, moderated a lively panel of four prominent instruction experts for the ACRL IS/LES program "Teaching Literary Research: Challenges in a Changing Environment". Panelists (James K. Bracken - Ohio State University, James L. Harner - Texas A & M University, Helene C. Williams - Harvard University, and William A. Wortman - Miami University of Ohio) were asked to address a series of questions on curriculum-integrated research methods courses at their institutions. The panelists discussed the need for requiring these courses for both undergraduates and graduate students, the content/curriculum for these courses, assessment of their effectiveness, and possible models for librarian/faculty collaboration in developing similar courses. Discussion also centered on what 'information literacy' means in literary studies, the need for a set list of basic research tools - both print and electronic - that all literature students should gain facility with, and the possible need for competency standards for information literacy in literature departments. The audience, of approximately 150 attendees, was given the opportunity to share experiences and ask questions of the panelists after the moderated discussion.

Summary by Lori Critz,  
LIRT Liaison Committee.

During Mid-Winter in New Orleans, the committee offered the traditional Bites with LIRT at 3 different restaurants (Mulates, House of Blues, and Tujague's). Registration was publicized through LIRT-L, LIRT-S, and BI-L. Billie Peterson provided access to an interactive registration form. During ALA Annual in Atlanta, Bites with LIRT were scheduled for Saturday and Monday at the Azio, the Prime Meridian, and the Irish Bred Pub and Grill. Registration was publicized on the LIRT pages with a link to the interactive registration form.

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Dear Tech Talk—

In the Spring, library staff were inundated with phone calls from instructors who believed that they had received plagiarized papers from students. They wanted the library to help deal with this issue. However, debate raged (and still rages) among library staff as to whether or not we should be involved and at what level we should be involved. Fall is upon us – HELP!!

--Perplexed Plagiarism Pugilist

Dear PPP—

You've presented an age-old issue that's become magnified in an era of copy-and-paste technology. There is certainly no reason why libraries (either academic or school) shouldn't be involved in the resolution of the recent plagiarism problems that are plaguing academic institutions. However, the larger institution

5PP—5PP—5PP—5PP—5PP—



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Finally, when one of these services detects plagiarism, the instructor must follow up and examine the text that was identified as plagiarism. For example, I submitted a previous Tech Talk column to EVE, and it assessed a 3.5% possibility of plagiarism. However, when I looked at the specific examples, there was no evidence of plagiarism.

The last step in this process relates to policies, procedures, enforcement, and penalties. First the institution needs to have set policies and procedures in place. Most do, but perhaps they need to be updated in light of the copy-and-paste technology. Once the policies and procedures are set in place, then it's up to instructors to consistently follow those policies. As Lang points out, if a student plagiarizes a paper for one course a semester, gets caught, but makes restitution and it is never placed on the student's record, that means that student could produce a minimum of 8 plagiarized papers during his/her undergraduate education, with no one seeing the big picture – only the isolated incident. No matter what form of disciplinary action is set into place, if instructors in the entire institution don't use it, then the overall impact of the plagiarism policy is weakened.

Libraries should and are getting involved in assisting institutions deal with plagiarism problems. For examples of what some libraries have been doing with web sites to provide plagiarism information to their constituents, look at the following resources:

- Avoiding Plagiarism: Practical Strategies (Duke University) <<http://www.lib.duke.edu/libguide/plagiarism2.htm>>
  - Cheating 101: Paper Mills and You (Coastal Carolina University) <<http://www.coastal.edu/library/papermil.htm>>
  - Cheating, Plagiarism (and Other Questionable Practices), the Internet and Other Electronic Resources (University of Wisconsin, Madison) <<http://www.library.wisc.edu/libraries/WomensStudies/plag.htm>>
  - Lorenzen, Michael and Laura Julier. "Dealing with Cut and Paste Student Plagiarism" (Michigan State University Libraries) <<http://www.lib.msu.edu/lorenze1/lilly/>>
  - Detecting and Preventing Plagiarism (Dalhousie University) <<http://www.library.dal.ca/how/detect.htm>>
  - Electronic Plagiarism Seminar (Le Moyne College) <<http://www.lemoyne.edu/library/plagiarism.htm>>
  - A Faculty Guide to Cyber-Plagiarism (University of Alberta) <<http://www.library.ualberta.ca/guides/plagiarism/>>
  - Plagiarism: A Guide for Rutgers' Students (Rutgers University) <[http://www.libraries.rutgers.edu/rul/lib/robeson\\_lib/](http://www.libraries.rutgers.edu/rul/lib/robeson_lib/)>
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COMMITTEE REPORTS  
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Public Relations/Membership (continued)

The LIRT booth at the Atlanta Conference was set up on Friday June 14 and staffed by volunteers from Saturday through Tuesday. Membership brochures, bookmarks and the commemorative 25<sup>th</sup> Anniversary water bottles were distributed. The committee solicited gifts for the daily drawings at the booth and as door prizes at the 25<sup>th</sup> Anniversary celebration. Marilyn Whitmore a former committee member and currently the editor and publisher of Library Instruction Publications donated copies of her instruction series. Linda Goff donated a ticket to the Indigo Girls concert. Books from Borders and a gift basket from Coca-Cola were among the donations collected by Tracy Hull for the drawings.

Conference follow-up activities include contacting the 186 people who left cards for the booth drawings and all non-LIRT members who participated in the door prize drawings at the anniversary celebration. Cynthia Wright Swaine will coordinate this effort. Cards of non-ACRL/IS members will be forwarded to Elizabeth (Betsy) Park, the IS Membership Chair.

Teaching, Learning, Technology  
Amy Wallace, Chair  
Kristin Gill, Acting Chair for Annual Meeting

The Teaching, Learning, Technology Committee continued to be a very active group both in person and virtually. Kristin Gill served as acting chair, since Amy Wallace was unable to attend the Annual Conference. Amy gave birth to son Evan on June 21<sup>st</sup>. (Editor's note: Congratulations, Amy!!) The committee welcomed Brett Spencer from the University of Alabama as a new member. Since the Mid-Winter Conference, the committee has submitted two articles for publication in Library Instruction Round Table News: "The Campaign Against Plagiarism: Academic Issues" by Vibiana Bowman (March 2002) and "Keeping Up With The Technology We Teach" by Jamie MacInnis (June 2002). Vibiana Bowman volunteered to report on conference activities for the September issue of the newsletter. Committee members Brett Spencer, Jamie MacInnis, Kristin Gill, and Betsy Springgate agreed to write articles related to teaching, learning, and technology for future issues of the newsletter. The committee will also work with Gale Burrow to facilitate the 2003 Mid-Winter Discussion Forum. The Discussion Forum will focus on the general theme of library services for remote users. Topics for breakout discussion groups will be solicited at the beginning of the forum, and may include topics such as instruction to remote users, online and phone reference services, online tutorials and instructional materials, library collaboration, and support technology. n



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