FROM THE PRESIDENT

By Anne Houston, ahousto@luc.edu

Thanks to everyone who made the LIRT 25th 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 21st Century", was stimulating and well-attended; and our exhibit booth featured 25th 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.

LIRT ties together instruction librarians in all types of libraries: academic, school, public and special. Our membership represents all these groups but is weighted towards academic libraries. How can we increase membership from all groups, but especially from school, public and special libraries? Librarians are engaging in a wide variety of instructional activities, which range beyond actual classroom teaching. What programs and resources can we offer, which will speak to these diverse needs?

Another question is how to get more of our membership involved in the activities of LIRT. Recently we have formed some new committees based around current issues in library instruction: Adult Learners, and Transition from High School to College. These committees are doing some great work. Are there other emerging issues that we should address?

Our long-standing committees serve essential functions— for example, Conference Program plans the LIRT program for each annual conference; and Nominations, Organization and Bylaws organizes a slate of candidates for each year's election. These committees also continue to need dedicated volunteers. How can we draw more of our membership into these necessary activities? Budget cuts mean that many of us cannot attend conference as often as we like, but the new virtual membership option means that committee work can be done remotely.

LIRT is healthy and thriving, but we can continue to grow. In the complex information world in which we work, library instruction is more important than ever. I'd like to hear your ideas!

Anne Houston, LIRT President and Head of Reference, Howard-Tilton Memorial Library, Tulane University, New Orleans, LA   ■

LIRT's 25th Anniversary
A Research Committee Retrospective
By Carolyn Frenger, cfrenger@gwu.edu

In honor of LIRT's 25th Anniversary, the Research Committee decided to take a retrospective look at itself and where it is headed during the next 25 years within LIRT. I want to acknowl-edge the people who helped me with the preparation of this article, especially the staff at Catholic University of America's Library and Information Science library, whose LIRT News archive I utilized for the research I did for this article. Thanks for all of your help!

Now, sit back, relax and take a stroll down memory lane…

INSIDE

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 21st 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 21st 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 in-person instruction (rather than online tutorials), and that they were interested in learning computer basics. The AADL staff also learned that many of the senior center residents were Chinese, and had a strong interest in learning how to access Chinese newspapers online. The AADL staff designed an instruction program accordingly, and conducted classes in the senior center.
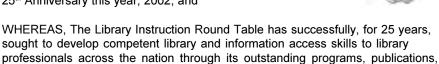
The AADL has also created instruction programs for youth. A recent program involved using music as a pedagogical tool to teach history and library skills to middle-school students. After working with musicians to identify a specific genre of music from a particular historic period, students came to the library to learn to research that musical genre. The students not only learned about library resources, but also about how to put music in historical context.

LIRT 25TH ANNIVERSARY RESOLUTION

WHEREAS, The Library Instruction Round Table celebrates its 25th Anniversary this year, 2002; and

WHEREAS, The Library Instruction Round Table has successfully, for 25 years, sought to develop competent library and information access skills to library professionals across the nation through its outstanding programs, publications, videos and other educational venues; and

WHEREAS, For 25 years, the Library Instruction Round Table has diligently and purposefully represented librarians in all types of libraries- academic, public, school and special—who share a passion for instruction in libraries; now, therefore be it

RESOLVED, that the American Library Association congratulates the Library Instruction Round Table for its 25 years of outstanding service to the profession and extends best wishes to its members

Submitted by Tim Grimes, LIRT Councilor

Seconded by Nancy Bujold, Michigan Chapter Councilor

LIRT's 25th Anniversary

The LIRT Research Committee was established in June 1982, with the charge to "1) Identify state-of-the-art research about library instruction for all types of libraries, and 2) pinpoint areas that need investigation (*LIRT News*, March 1984, p.8)." The first mention of the committee's duties for the volunteer form appeared in December 1984, which read as "identifies, reviews, and disseminates information about in-depth state-of-the-art research about library instruction for all types of libraries. It also pinpoints areas where further investigation is needed with a view toward the development of research proposals (4)."

During the 1980s, the Research Committee was hard at work, designing a questionnaire to gather data on computer-assisted teaching of library skills, researching and writing two bibliographies published in the June and September 1986 *LIRT News*, a two-part one on "End User Searching of Online Databases," the other on "Library Signage," and developing a survey to determine different perceptions of user education, entitled "Aims of User Education." This survey was mentioned in the March 1989 *LIRT News* President's column, highlighting the Research Committee's "eagerly awaited" analysis of their "Aims of User Education" survey to "help us better understand the objectives of user education programs and services (1)." The results of the survey were published in the December 1989 issue of the newsletter, pages 6-7.

One of the committee's major contributions to LIRT in the late 1980s and early 1990 was its six-part series of articles written by LIRT Research Committee members. The articles were:

Arrington, Susan J. "Research Methods and Library Instruction." *LIRT News* 11(4): 4-5.

Bergman, Emily. "Me? Do Research?" *LIRT News* 11(2): 6.

"Writing Up Your Research Results." *LIRT News* 12(3): 5.

Brooks, Libbie. "Asking More Questions: The Discussion and Analysis of Research Results." *LIRT News* 12(2): 6-7.

Gouke, Mary. "How to Get Your BI Manuscript Published." *LIRT News* 13(2): 4.

Maman,Lill. "How to Define a Problem or Select a Topic for Research." *LIRT News* 11(3): 8-9.

As testament to the committee's value, in the December 1987 issue of *LIRT News*, the President's report called upon librarians to engage in research and "to formally report on research dealings with philosophies, principles, and practices of teaching library users (2)." Part of this value was demonstrated with the creation of a Computer-Assisted Instruction interest group as a spin-off from the LIRT Research Committee in December 1986.

In the 1990s, the Research Committee continued to identify new areas of research within library instruction and to create articles and a handbook based on this research. First, the committee published the results of its user education survey in the September 1992 LIRT News, which was based on its "Aims of User Education" questionnaire. The major project the committee embarked on during the 1990s was an examination of bibliographic instruction evaluation forms. The seeds of this project were laid in the beginning of 1993 and continued through 1994, with the aim of publishing an evaluation handbook by the summer of 1995. Led by committee chair and editor Diana Shonrock, the committee's book was published in Fall 1995 by ALA Editions, entitled *Evaluating Library Instruction: Sample Questions, Forms, and Strategies for Practical Use*. The LIRT News advertisement for the handbook in its September 1995 issue described the book as "a "recipe" book to simplify both the essential planning process and the making of evaluation instruments (10)." In addition to the handbook, the committee gave a poster session on the handbook at the ALA Annual Conference in June 1996.

Following the publication of the handbook, the Research Committee spent the remainder of the '90s working on several other projects, including the creation of a series of library instruction tutorial evaluation web pages, <**http://www.baylor.edu/LIRT/lirtproj.html**>, on the LIRT web site (for which the committee formulated a master list of web site evaluation criteria solicited from LIRT members, which was also put up on the web site as well as a bibliography of relevant journal articles, web sites and

books on library instruction tutorials, etc.), the writing and publishing of a series of "Teaching Tips" brochures on four instruction topics: Classroom Materials, Presentation Skills, Classroom Management and Technology in the Classroom. These brochures were distributed both in the *LIRT News* and at the ALA Annual Conference in June 1999.

The beginning of the 21st century finds the Research Committee still committed to its original mission of reporting on the research being done in the area of teaching library users, but it has also expanded on that mission, continuing to create useful and informative publications. In June 2001, the committee published its first "Library Instruction Distance Education Tips" brochure, which focused on "Serving Your Library's Local & Campus Users Remotely." Next summer, during the LIRT 25th Anniversary celebration, the committee will publish a special brochure on 25 years of library instruction research, for distribution at the conference. Also, the committee will publish its second brochure on distance education on creating a distance education program from the ground up.

Looking back at the past 25 years of LIRT and the past 20 years of the LIRT Research Committee, I am amazed and thrilled by all of the hard work and creativity that this round table and the Research Committee have inspired. If the past 20 years are any indication, the next 20 years and beyond are going to be fantastic. The accomplishments of this committee are a powerful example of what team work and dedication can accomplish.

Carolyn Frenger is Chair of the Research Committee, and User Education Librarian at The George Washington University ∎

News-Bites

Kelley Lawton (Publications Committee) is the Interim Head of the Lilly Library at Duke University.

Vivien E. Zazzau(Pub. Committee) has been inducted into Beta Phi Mu.

Mimi Pappas (LIRT Secretary) has left the University of Florida, and has relocated in Houston, TX area.

An Interview with LIRT Veteran Mary Popp

By Carol Carson Schuetz, Carol_Carson@baylor.edu

The 25th Anniversary celebration in Atlanta gave us a chance to look back on past accomplishments and look forward to future challenges. This has also been a time when we can acknowledge the leadership and contributions of those who have been active in LIRT over the years. We continue our look back into the past by having Mary Popp share her recollections of LIRT.

1. LIRT: When did you start working with LIRT?

M.P.: I attended my first LIRT meeting in 1978 when the group was just organizing. In 1979, I found myself on my first LIRT Committee—the Public Relations Committee (this was pre-PR/Membership)

2. LIRT: What were the important issues in library instruction that LIRT was dealing with at that time? How are these different from issues that you considered in LIRT 5 years later? How do they differ from issues in instruction that we all face today?

M.P.: At that time, the field of library instruction was new. Everyone was trying to figure out what was the best material to teach and what were the best methods to provide this information to users. The literature was beginning to grow. 5 years later, we still had a lot of the same concerns, but there were additions to the discussion. These additions included:

• The need to teach concepts rather than just how to use a particular resource.
• How to evaluate learning. Did instruction make a difference?
• We were just getting our first CD-ROM electronic databases for end users to search, particularly in academic libraries. These consumed a lot of thinking time.

Today, all of these issues are still around and, although we have made progress, we haven't solved them. We are working with many more electronic resources now than in the past and the issue of evaluating sources has gotten more important. The technology is much more sophisticated, but the thinking processes have not changed all that much.

There is another important difference between then and now. With the web, the role of the instruction librarian has changed. We now have more control over instructional resources, databases, etc. and how they are presented to users. Our instructional knowledge is being used in different ways to create information resources.

3. LIRT: What do you see as some of the benefits of participating in LIRT?

M.P.: There are many benefits. Some of these are part of the conference and committee experience. Others can be shared by all of the members of LIRT.

For me, the most important benefit has been the contacts with people and the friends and colleagues I have encountered over the years. I can feel comfortable calling a LIRT colleague for advice or sending email with a question. I have learned a lot over the years, too, from the conference programs and, from the LIRT News. Some of the most valuable LIRT News articles for me have been related to instruction and technology. Finally, there is satisfaction in knowing that I have contributed something—in a committee, in the LIRT News, or in a discussion forum—that others can use.

4. LIRT: What things stand out in your mind as the most exciting about your years in LIRT?

M.P.: There were many interesting moments, but the most exciting was the first of the two World Book-ALA Goal Awards that LIRT has won over the years. This first award was the result of past-president May Brottman's hard work to create a setting in which practitioners from all types of libraries would share their knowledge; then this knowledge would be made into a book, The book draft was tested in a preconference at an ALA meeting, and we published the final version to make it broadly available. LIRT was on the map within ALA!!!

This book, entitled The LIRT Library Instruction Handbook, has used as a text in our library school classes for a number of years.

There have been other Goals Awards for LIRT and other wonderful publications, but the first was a real high!

5. LIRT: What was the activity in LIRT that was the most fun? OR what is your favorite LIRT story?

M.P.: In our earlier days, we were all less conservative than we are today (and a lot younger!) Marilyn Barr, a children's librarian who has worn many LIRT hats, including that of President, started a tradition that we kept up for a number of years. Whenever a new president took office at the end of an ALA Annual Conference, that person was "crowned" in a ceremony at the end of the final Executive Board meeting. Marilyn was good at finding "crowns" in the various cities where the conferences were held. Usually, these were the soft foam "hats" that were sold to tourists. We had a Statue of Liberty "star halo," a crawfish, and the Golden Gate Bridge, to name a few. Some of these pictures found their way into the displays at the 25th anniversary party in Atlanta this past summer.

I have many favorite stories associated with LIRT. The most unusual occurred at the LIRT 15th Anniversary Celebration in San Francisco. We used a futurist theme, complete with a well-known science fiction writer to give his idea of the future. Before the meeting, we were told that this writer was feeling a little under the weather. He needed some cough medicine. It turned out that the cough medicine of choice was fine brandy. Lois Pausch, the co-chair of the event, had to go up to the bar and convince the staff to sell her several small bottles (the sort one gets on planes), to give to the speaker. It provided him a nice lift and the the program was on its way!

6. LIRT: If a new librarian contacted you and asked about volunteering for a LIRT committee, what would you say?

M.P.: I would tell that new librarian, as I have told a number of colleagues over the years, to fill out the volunteer form. He or she would never regret it! I would suggest that the librarian initially volunteer for one of the more social groups, in particular the Liaison Committee, to get a chance to represent LIRT at a variety of meetings. As I mentioned earlier, one of the real strengths of LIRT is its membership. The more people a new librarian is able to meet and to interact with on some regular basis, the more he or she will learn. And have fun, too!

Common Ground
By Marcia King-Blandford,
mkingbl~utoledo.edu

"The freshmen are coming, the freshmen are coming!" Each fall academic librarians begin the process of introducing college freshmen to an academic research library. The process starts by gearing up for the same questions that get asked every fall. It is truly amazing that every year each new class asks the very same questions. How can I find a book? Where can I study? I need a scholarly article. Where is "Reserves?" How many books can I take out? Across the nation, academic librarians are emailing each other the same question, "What will it take to get a computer literate freshmen student to move from Yahoo to Lexis-Nexis?"

Incoming freshmen have been the focus at The University of South Carolina's *National Resource Center for the First Year Experience and Students in Transition* [http://www.sc.edu/fye/]. Chartered in 1986, The Center is an outgrowth of a belief that educators at the University and throughout the nation needed to enhance the learning, success, satisfaction, retention, and graduation of college students in transition. Faculty members at The University of South Carolina had offered a freshman seminar class called *University 101* since 1972. This experience prompted these early pioneers into incorporating University 101 into the work *The National Resource Center for the Freshmen Year Experience* would undertake. The creation of this organization resulted in a higher education movement that would reach out across the United States.

Today, a majority of higher education institutions in the United States have adopted the USC First Year Experience program, in whole or in part. Other similar types of freshmen programs are also in existent. The First Year Experience has moved into the consciousness of higher education as higher education moves towards educating the whole student within a learning community.

Academic libraries have a long history of focusing on the library and research skills of college freshmen. It is hard to believe that Mary George's *Wish list for College Freshmen* is almost 15 years old now! As the landscape of higher education is redirecting itself towards student recruitment and retention, academic libraries are carving out a leadership role. As academic libraries begin to take a more visible and active role in the Freshman Year Experience by demonstrating the role of information in student success, academic libraries are finding new avenues for supporting their university communities. Attesting to this growing freshmen experience phenomena was the daylong ACRL-IS Pre-Conference held in Atlanta on June 14, 2002, called "Instruction for First-Year Undergraduates." A panel of librarians looked at the transition of information seeking skills from high school to successful college freshmen.

Recently, academic libraries have begun to identify library positions dedicated to meeting the information needs of incoming freshmen. Some examples of these recently created library position can be found at Jerome Library, Bowling Green State University and Langsam Library, The University of Cincinnati. Duke University is currently conducting a search for a First Year Experience Librarian. This new position at Duke will be under the guidance of Emily Werrell, Coordinator of Instruction and Outreach. Ms. Werrell feels it is important to have a position in the library that can focus specifically on information and research needs of freshmen students. This group of information users really needs attention and assistance to make a successful academic transition to a research university.

The creation of these First Year Librarian positions demonstrates the commitment these academic libraries feel towards their university communities. To stay integral to the university community the library serves, the library must see itself as an equal partner in the university's mission. To paraphrase Isadore Mudge, these First Year Librarians are the right decision at the right time.

Marcia A. King-Blandford is a professor and administrator at Carlson Library, The University of Toledo Toledo, OH ∎

Interview with Mary Popp

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 instruction. There is already published research in the school arena. What can we say to administrators of public, special and academic libraries? What methods work best? Are web tutorials really effective? Is live instruction the way to go? Where is the data?

The technology continues to rule a great deal of our lives. The Web is ubiquitous. How do we deal with users who are too impatient to learn how to do research? What are effective ways to reach those users?

These are exciting and interesting times for librarians. LIRT has to make sure that it is in the forefront of thinking, publishing and discussions.

Carol Carson Schuetz, Social Sciences and Humanities Reference Department, Baylor University Libraries, Waco, TX ∎

✓ CHECK THESE OUT!

By Cynthia Akers, akerscyn@emporia.edu

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:* 5-9.

The authors argue that information literacy skills can and should bridge any gap between K-12 education and "lifelong information literacy success." They identify five crucial research skills for ongoing information literacy: fee vs. free Internet resources; basic online search strategies; critical thinking skills; bibliographic citation formats for print, non-print, and Web resources; and knowing when to ask an expert. References to the ACRL Information Literacy Competency Standards and the Information Power Standards from the American Association of School Librarians are included as comparisons to the skills highlighted by the authors.

Brown, C., and L. R. Krumholz. "Integrating information literacy into the science curriculum." College and Research Libraries *(2002) 63:*111-123.

How are the ACRL Information Literacy Competency Standards actually used in creating assignments or lesson plans? In this article, a good illustration is given of their use in a senior-level geomicrobiology course. The students were first given a questionnaire to assess their present levels of information literacy. Two library instruction sessions were then held, focusing upon specialized scientific databases for research. The students gave oral presentations of assigned

refereed articles published in the journals *Science* and *Nature* between 1982 and 1997, and each student was also required to perform a literature search for two related articles to the one presented. Follow-up revealed that there was overall an 11 percent increase in the students' concepts of information literacy, but higher-level information evaluation and judgment is still lacking.

Cahoy, E. S. "Will your students be ready for college? Connecting K-12 and college standards for information literacy." Knowledge Quest (2002, March/April) *30:*12-15.

The author speaks from her experiences both as a school library media specialist and as an information literacy librarian at Pennsylvania State University. Like Boff and Bushong, Cahoy analyzes the information literacy standards from ACRL and AASL and notes that the two sets "complement one another perfectly….thoughtfully worded and designed with attention to future pertinence and validity." She advises school library media specialists to evaluate their schools' library skills curriculum, examine and implement performance-based assessment methods for information literacy, network with local community colleges and universities to cooperate in library instruction for high school classes, make contact with librarians at different educational levels, and pursue professional development opportunities to learn more about information literacy and related topics of critical thinking and assessment.

Dalrymple, C. "Perceptions and practices of learning styles in library instruction." College and Research Libraries News (2002) *63:* 261-273.

Dalrymple offers a concise overview of learning style theory, especially the two models familiar to many instruction librarians: Kenneth J. and Rita Stafford Dunn's Learning Style Inventory and Howard Gardner's Theory of Multiple Intelligences. To assess librarians' knowledge of learning style theory, the author sent a survey to 1,500 members of the ALA Library Instruction Round Table and Instruction Section

members in April 2000. 908 surveys were returned, with results indicating that nearly 82% of the respondents were aware of learning style theory. However, many respondents expressed frustration with the difficulty of addressing various learning styles in the limited time of a typical 50-minute library instruction session. The incorporation of learning style theory into library instruction needs to take place not only in library schools, but also in the "real world" of practicing instruction librarians sharing their instructional models and techniques.

Dunn, K. "Assessing information literacy skills in the California State University: A progress report." Journal of Academic Librarianship (2002) *28:* 26-35.

California State University has been assessing for years their students' information literacy skills to enable the students "to be information competent in a complex, information-driven world." CSU lists seven core competencies for information literacy, and in this article the competencies are compared to the ACRL Information Literacy Competency Standards. The ongoing assessment is in three phases: a questionnaire to establish basic information competence; a qualitative study through observation and recording of students' information searches; and eventually a larger study involving such methods as control groups, entrance and exit exams of information literacy, and faculty attitudes toward students' information competence.

Lehman, K. "Promoting library advocacy and information literacy from an "invisible library"." Teacher Librarian (2002, April) 29:27-30.

It seems easy to teach information literacy skills from the relative comfort of a fully equipped and wired library or electronic classroom. However, how can information literacy continue to be promoted when the library is not available physically and the print sources are boxed in storage? Lehman details her experiences in her first year as a high school library media specialist. While a new library resource center was being constructed, Lehman took advantage of school newsletters, posters, flyers, and especially a laptop computer and LCD projector to inform teachers of resources.

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.

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

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>.

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To learn more about the way in which first-year undergraduate students view the importance of information literacy competencies, Seaman undertook in Fall 2000 a study of students enrolled in an English composition course. Nine students and the instructor ultimately took part in the study. Three phases were implemented: an E-mail questionnaire about previous library experience; an electronic dialogue with the students based upon the answers from the questionnaire; and face-to-face interviews with the students using the ACRL Information Literacy Standards as guidelines to see how the students use information for research. Seaman also interviewed the instructor during the third phase for additional insight. She concludes that instruction librarians need to become much more aware of students' relative ease with technology and underlying lack of knowledge about resource evaluation, encouraging further cognitive thinking.

OF FURTHER NOTE:

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Cynthia Akers, University Libraries and Archives, Emporia State University, Emporia, KS ∎

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"Thinking and Talking About Plagiarism".
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Trotter, Andrew. "Educators Turn to Anti-Plagiarism Web Programs to Detect Cheating". Education Week (December 13, 2000): 13.
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University of Melbourne. "Software Solutions for Academic Staff."
    <http://www.services.unimelb.edu.au/plagiarism/olutions.html#dotheywork>
Vernon, Robert F. Shirley Bigna, and Marshall L. Smith. "TechNotes: Plagiarism and the Web". Journal of Social Work Education (Winter 2001): 193-196

As always, send questions and comments to:

Snail Mail: Tech Talk
        Billie Peterson-Lugo
        Moody Memorial Library
        P. O. Box 97143
        Waco, TX 76798-7143
E-Mail: Billie_Peterson@baylor.edu ∎

ALA Annual Conference Reports
from LIRT Committees and Task Forces

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 25th 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 21st 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 21st 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 Planning Committee 2002 has officially completed its duties.

Conference Planning Committee 2003
Deborah Bernnard, Chair

The committee reviewed the evaluations collected at the conclusion of the 2002 program. Based on these evaluations, the committee made the following changes to the plans for the 2003 program: shorten the program to two hours; limit the presentation time for speakers; include an intermission with activities; and include a poster session. The program title will be "*Creating Critical Thinkers: Teaching Thought and Process*". The committee also discussed possible speakers for the program.

Continuing Education Committee
Jonathan Helmke, Chair

The committee discussed activities related to the 25th Anniversary celebration. The Top 20 for 2002 was also discussed.

Elections Committee
Elizabeth Margutti, Chair

The committee in collaboration with Linda Chopra (LIRT chair) and Anne Houston (LIRT chair-elect) developed a list of potential candidates for the upcoming election for 2003/2004. A call for candidates was also made at the Steering Committee I and II meetings. A plan was developed to contact potential candidates in July and August and to prepare a slate by September 15, 2002. Nomination forms were given to all committee chairs for distribution and arrangements were made to include the form in the September newsletter. The nomination form will also be available on the LIRT Web site (as an interactive form).

Newsletter
Carol Schuetz, Chair

The content of the next issue of the newsletter was discussed and planned. Caryl Gray will collect the meeting summary forms from each committee and edit the reports for inclusion in the September issue of the newsletter. Jana Ronan announced that she planned to step down as production editor for the newsletter. Plans for appointing and training her replacement were made.

Member A-LIRT

Trisha Mileham

Trisha Mileham, the chair of LIRT's popular Transitions to College Committee, has been a member of LIRT since she graduated from library school at the University of Iowa in 1998. When asked about her participation in LIRT, Trisha replied, "I'm active in LIRT because it's so easy! The committees are varied (and becoming more so) and everyone is very approachable and excited about what they are doing. With such a group, it's easy to join in and see things get done. I really like the diversity (and potential for more) that LIRT offers across the instruction spectrum, giving us a chance to work with librarians from all types of libraries. We are also focusing on mentoring new members and I think that's key to our continued success. Bottom line, I get a sense of honest collegiality with LIRT. Folks whose writing I read in graduate school are now people I can chat with at conference-that's still a thrill."

Trisha is a Librarian with the rank of Assistant Professor, Instruction Services Coordinator, and Library WebPage Manager at Valparaiso University in Valparaiso Indiana. She has made numerous presentations including at LOEX in May of 2000 ("All Abroad! Library Staff Making a Difference for Students'

Orientation,"poster session) and at ACRL in March of 2001 ("Playing Well with Others: Ideas to Increase Your Library Campus Partnerships," panel session). She is also the co-author of a forthcoming article in Collection Management (July 2002). In addition to her service in LIRT, she is a member of LOEX's National Steering Committee and a past member of the Steering Committee of Indiana Library Federation's Bibliographic Instruction & User Education Committee.

Trisha's enthusiasm for library instruction is evident in a recounting of her most memorable library moment. "While I've had many good (and of course a few not-so-good) library instruction sessions in the past four years, I still remember so clearly my first session: an upper-level nursing class that needed to learn both database skills and how to use census information. To say I was nervous is an understatement, but at the moment someone asked that first question, and I knew the answer, the rush was in and I was hooked. Databases go down, assignments change, lesson plans get tossed - in the end, that connection in the classroom is what gets me through anything else."

Her advice to a new instruction librarian is equally enthusiastic: "Don't go it alone! Stay connected: to people you worked with well in library school and those professors that can continue to mentor you; to the readings that give us common ideas and strength; to the sense of library culture that those librarians around you (at your library and those nearby) offer; to your community, whether it's a campus or a town or a school; and of course, to those organizations like LIRT that offer professional growth and support. Burnout happens too quickly in this position when you think you are doing it all by yourself."

Trisha has a B. A. in English from the University of Wisconsin-Stevens Point and in her spare time she reads and continues her creative writing. A newly-wed, she and her husband are working on their 1910 bungalow and yard. In addition, a daughter in high school, two dogs, golfing with her husband, and taking long car trips to visit family out-of-state keep Trisha busy when she is not at work. In summing up her career Trisha said, "My happiness in the way that my career has developed reflects bottom-line enjoyment of teaching and helping students learn about research as well as some luck in being able to work with great people on my campus and in the profession. While I work hard, I also feel very blessed." LIRT itself is blessed to have the active participation and the leadership of someone with Trisha's passion and commitment. ■

Emerging Visions
continued from page 3...

The AADL also meets strong community needs by providing instruction and re-sources to residents of diverse back-grounds. One project involved designing an exhibit of the history of the local African-American community. The library also created a video that featured interviews with community residents that was aired on local television. The AADL also pro-motes resources and services for the visually impaired, such as closed-circuit television (CCTV), and PW Webspeak software, a program that facilitates ac-cess to the text of web sites.

Dr. Jean Donham, the final speaker, fo-cused on the theory and practice of teach-ing and learning in academic and school libraries. Donham emphasized that instructors should know the learning needs of their students. She outlined

research indicating that while teens and young adults may have a strong com-mand of current technologies, they do not have the ability to perform efficient, pre-cise information searches, or to identify reliable, authoritative information sources. The literature also indicates that signifi-cant numbers of undergraduates have low levels of information literacy; for ex-ample, such students do not know how to identify a scholarly journal or a primary resource. Thus, instruction is a funda-mental activity in libraries.

Donham emphasized that learning is a constructive process. Students derive meaning from new information by relating it to their personal experiences. Allowing students to reflect during and after an instruction session can facilitate the learning process. Furthermore, learning is a social activity, and, consequently, instructors should provide opportunities for students to verbalize what they have learned.

Donham also indicated that librarians should teach search concepts and pro-cesses, in addition to providing informa-tion on tools and resources. For ex-ample, when presenting a specific data-base, a librarian can use the opportunity to teach search concepts that apply to all databases. Librarians should share their knowledge of search processes with faculty members, so that professors recognize that we can help students during every step of the research process. This will also help faculty to understand that we promote and foster lifelong learning.

The speakers presented a thought-pro-voking and informative program, enhanc-ing the awareness, among those who attended, of the importance of their role as educators.

Sharon Ladenson, Social Sciences Bibli-ographer and Reference Librarian, Michigan State University East Lansing, MI ■

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 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.

TECH TALK Plagiarized Papers

By Billie Peterson, *Baylor University*

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 can't leave the resolution of these problems to the library or library staff. A number of people throughout the institution need to be involved; a team or task force made up of teachers, students, administrators, and librarians would certainly be a good place to begin.

First, why do students plagiarize? It isn't always because they want to make an "easy A". Some other reasons for plagiarism are: lack of knowledge on how to correctly cite information; incorrect assumptions that information on the Internet doesn't need to be cited; time pressures; and grade pressures. The student who wants to make an "easy A" has a much different mind set than those students who plagiarize for one of the other reasons listed above. For those who accidentally plagiarize or plagiarize out of desperation, educating them about what plagiarism is in general and specifically what it is in a particular class may actually prevent most plagiarism – a much preferred outcome. Instructors are in the best position to prevent plagiarism. They control the information distributed in the classroom and the nature of the assignments. Educate the students about plagiarism and then develop assignments that are "plagiarism resistant":

- Define plagiarism;
- Work with students on the proper citation of sources;
- Use plagiarism tutorials or quizzes (see below for some examples);
- Require very narrow, specific topics (less likely to be in Internet paper mills);
- Require current resources in bibliographies (bibliographies in papers from Internet paper mills tend to be less current);
- Emphasize the process of writing by requiring oral presentations and class discussions of proposals, outlines, working bibliographies, multiple drafts, meetings to discuss progress, etc. scheduled throughout the course;

- Require photocopies and printouts of the source material;
- Require in-class writing exercises, for example, on the paper due date, have each student write a brief essay on his/her research experience, what worked, what didn't work, etc.;
- Demonstrate knowledge about the existence of Internet paper mills, perhaps by using poorly written papers obtained from paper mills to discuss good writing techniques;
- Use research assignments other than term papers (see "Alternatives to Term Papers" <http://www. cgcc.cc.or.us/Library/alternatives.htm> – provided by Columbia Gorge Community College for ideas).

Librarians can assist faculty in these plagiarism prevention tactics by creating plagiarism web pages that list ideas for assignments that are plagiarism resistant and link to other web pages where good ideas for developing plagiarism resistant assignments can be found, such as McKenzie's, "The New Plagiarism: Seven Antidotes to Prevent Highway Robert in an Electronic Age". Librarians can develop plagiarism tutorials or quizzes, perhaps even incorporating them into existing information literacy tutorials. Some individuals and institutions that have developed web-based tutorials or quizzes are listed below:

- Copyright and Plagiarism Tutorials (Rochester Institute of Technology) <http://wally.rit.edu/instruction/dl/cptutorial/>
- Indiana Plagiarism Tutorial (Indiana University) <http://education.indiana.edu/~frick/plagiarism/>
- Lemonade Plagiarism Tutorial (University of Southern Florida) <http://www.coedu.usf.edu/~dorn/Tutorials/plagiarism/resources.htm>
- Longmans Avoiding Plagiarism Tutorial (Addison Wesley Longman Publishers) <http://occawlonline. pearsoned.com/ bookbind/pubbooks/exercisezone_awl / medialib/ap/index.htm>
- Plagiarism (Bournemouth University) <http://www.bournemouth.ac.uk/infoskills/html/plagiarism.html>
- Plagiarism Tutorial (North Carolina State University) <http://www.lib.ncsu.edu/scc/tutorial/plagiarism/>
- Roig's Plagiarism Knowledge Survey <http://www. skidmore.edu/~hfoley/plagiarism.htm> (scroll down to see it)
- Plagiarism Quiz (Rutgers University) <http://www. libraries.rutgers. edu/rul/libs/robeson_lib/new/quiz.html>
- Plagiarism and Academic Integrity at Rutgers University (Rutgers University, New Brunswick Campus) <http://scc.rutgers.edu/douglass/sal/plagiarism/intro.html>
- Pilot Information Literacy Tutorial: Module 6 Citations and Plagiarism (University of Massachusetts, Boston) <http://www.lib.umb.edu/webtutorial/module6/module6-0.html>

Even with prevention measures in place, plagiarism will not be eradicated. So the next step is detection and investigation. At this step, librarians are often asked for assistance.

The reference desk receives a frantic phone call from an instructor who believes some or all of a paper has been plagiarized and needs to find evidence.

By the time the call has been received at the reference desk, the instructor has observed suspicious content in a paper, such as:

• Language and grammar that is too sophisticated for the student;

• Inconsistencies in language and grammar;

• Mixed font styles and sizes;

• Resources not available in the library listed in the bibliography (in light of interlibrary loan services, this may not be a valid clue);

• A bibliographic citation style that doesn't match the one specified; Paper doesn't meet specified requirements

There are about four ways that the evidence can be collected: (1) Search full-text proprietary databases owned by the library; (2) Search Internet search engines; (3) Search within paper mills; (4) Use a plagiarism detection service. Besides actually searching for the information, how can librarians provide assistance? By providing easy access to the tools needed to do the investigation and by providing the search tips needed to find relevant information effectively. Create a plagiarism web page that provides links to:

• The most common full text database, with information on how to search for exact phrases;

• Two or three major Internet search engines that provide phrase searching, with information on how to search for exact phrases;

• Resources for Internet paper mills; three excellent resources to use are:

> • Coastal Carolina University, Kimbel Library Internet Paper Mills <http://www.coastal.edu/library/mills2.htm>;
>
> • the Google Directory Fee-based Academic Papers <http://directory.google.com/Top/Reference/Education/Products_and_Services/Academic_Papers/Fee_Based/>;
>
> • the Google Directory Free Academic Papers, <http://directory.google.com/Top/Reference/Education/Products_and_ Services/Academic_Papers/Free/>; and

• Plagiarism detection services available either at your institution or on the Internet in general.

Below is a list of plagiarism detection services currently available, with a brief description of each one:

CiteMaster <http://www.citemaster.com> – Produced by Knowledge Ventures, this service is to be implemented in September 2002. Current information states that submitted papers will be compared against "a database of more than 2 million files containing essays aimed at high school students and college undergraduates."

CopyCatch <http://www.copycatch.freeserve.co.uk/vocalyse.htm> – This service uses software that is installed on a local computer or a network. The comparisons are run on papers turned in for a single class, as opposed to a database of papers or resources that might be available on the web.

EduTie <http://www.edutie.com> – Similar to TurnItIn.com, this is a web-based service to which the papers are submitted and compared to resources in the database, with the results (including hypertext links to similar web pages or papers) are available

Free trial available. Read the caution below.

Essay Verification Engine Eve2 <http://www.canexus.com/> – This service uses software that is installed on a local computer. The software is used to identify the papers (files stored in text file format on the local computer) to be checked against a database located on the Internet. Results are returned within a matter of minutes (depending on the number of and length of files to be checked). Free trial available.

Glatt Plagiarism Screening Program <http://www.plagiarism.com/> – This service could be used to verify suspected plagiarism in that the software removes every fifth word, leaving a standard space in place of the word. The writer of the paper is expected to accurately replace those words, within a reasonable time. This company also provides the Glatt Plagiarism Teaching Program and the Glatt Plagiarism Self-Detection program to help educate students about plagiarism.

PlagiServe <http://www.plagiserve.com/> – A free version of EduTie. Read the caution below.

TurnItIn.com <http://www.turnitin.com/> – Similar to EduTie, this is a web-based service to which papers are submitted and compared to resources in the database, with the results of the comparison (including hyperlinks to web pages or other papers with the same text) sent to the instructor. Note, a copy of the submitted paper is kept in the database.

WordCheck <http://www.wordchecksystems.com/> – Similar to CopyCatch, WordCheck resides on a local computer and uses a local database to "help identify key word use in documents to assist in the identification and analysis of intellectual property. It specifically allows classroom teachers college professors to develop and maintain key-word profiles of classroom essays, and helps determine re-use of previously submitted assignments."

There are some caveats associated with the use of these plagiarism detection services. According to Lou Bloomfield <http://plagiarism.phys.virginia.edu/links.html>, PlagiServe and EduTie share IP addresses with a number of term paper mills. However, he states that he has contacted those responsible for PlagiServe and EduTie and that they say that there is no connection between these two services and any term paper mills. Also, Gretchen Pearson expresses concerns about this relationship. In making decisions regarding the use of these detections services, it's important to be aware of this potential relationship. With a service like TurnItIn, the issue of copyright is raised because all papers submitted to TurnItIn are retained in the TurnItIn database. Some institutions have chosen not to use TurnItIn because of potential legal problems; others are using it, but faculty must make students aware that their paper is kept in the TurnItIn database. (Foster) Privacy is another area of concern because the students' names are associated with the submitted papers. Robert Harris raises the issue that the use of these services in a class immediately defines an atmosphere of distrust; he prefers to emphasize the use of prevention techniques. Likewise, Howard emphasizes the use of effective teaching to combat plagiarism.

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 Rugters' Students (Rutgers University) <http://www.libraries.rutgers.edu/rul/libs/robeson_lib/flash_presents/text_plag.html>
- Plagiarism: How to Recognize It and How to Avoid It (University of Connecticut) <http://www.lib.uconn.edu/LILT/plagiarism.htm>
- Plagiarism Prevention (University of Wisconsin, Platteville) <http://www.uwplatt.edu/~library/reference/plagiarism.html>
- Plagiarism: Strategies to Prevent Student Fraud (Univ. of Melbourne) <http://www.services.unimelb.edu.au/plagiarism/>
- Preventing and Detecting Plagiarism (Milliken University) <http://www.millikin.edu/staley/plagiarism.html>
- Preventing and Detecting Plagiarism (Univ. of Texas, Austin) <http://www-old.lib.utexas.edu/services/instruction/faculty/plagiarism/>

Even K-12 schools are getting involved:

- Apple Learning Exchange. "Writing-Plagiarism Advice for Lessons: Grades 1-12". <http://henson.austin.apple.com/edres/ellesson/elem-writplagerism.shtml>
- Safety 'Net@2Learn.ca On Plagiarism <http://www.2learn.ca/mapset/SafetyNet/plagiarism/plagiarismframes.html>
- Plagiarism (Downers Grove North High School Library) <http://www.csd99.k12.il.us/north/library/plagiarism.htm>

Additional Resources:

"About Plagiarism (from TIPSters)" <http://www.skidmore.edu/~hfoley/plagiarism.htm>
Bloomfield, Lou. "Plagiarism Resource Site: Charlottesville, VA" <http://plagiarism.phys.virginia.edu/ >
Culwin, Fintan and Thomas Lancaster. "Plagiarism, Prevention, Deterrence & Detection". <http://www.ilt.ac.uk/resources/Culwin-Lancaster.htm>
"Dealing with Plagiarism Issues" <http://www.rmcdenver.com/useguide/lessons/plagiar.htm>
Ehrlich, Heyward. "Plagiarism and Anti-Plagiarism". <http://newark.rutgers.edu/~ehrlich/plagiarism598.html>
Foster, Andrea L. "Plagiarism – Detection Tool Creates Legal Qaundary". Chronicle of Higher Education (May 17, 2002): A37
Google Directory – Reference – Education – Educators – Plagiarism <http://directory.google.com/Top/Reference/Education/Educators/Plagiarism/>
Harris, Robert. "VirtualSalt: Anti-Plagiarism Strategies for Research Papers". <http://www.virtualsalt.com/antiplag.htm>
Harris, Robert A. and Vic Lockman. The Plagiarism Handbook: Strategies for Preventing, Detecting, and Dealing with Plagiarism. Los Angeles, CA : Pyrczak Publishing, 2001. <http://www.antiplagiarism.com/>
Howard, Rebecca Moore. "Forget About Policing Plagiarism. Just Teach". Chronicle of Higher Education (November 16, 2001) <http://chronicle.com/weekly/v48/i12/12b02401.htm>
Joint Informative Systems Committee (JISC). "JISC Electronic Plagiarism Detection". <http://www.jisc.ac.uk/plagiarism/start.html>
Lang, James M. "Dealing With Plagiarists". Chronicle of Higher Education (May 14, 2002) <http://chronicle.com/jobs/2002/05/2002051401c.htm>
Lathrop, Ann and Kathleen Foss. Student Cheating and Plagiarism in and Internet Era: A Wake-up Call. Englewood, CO: Libraries Unlimited, 2000. <http://www.netlibrary.com/ebook_info.asp?product_id=42987>
Lincoln, Margaret. "Cheating: An Insider's Guide to Cheating at Lakeview High School. <http://academic.kellogg.cc.mi.us/k12lincolnm/cheating98.pdf>
McKenzie, Jamie. "The New Plagiarism: Seven Antidotes to Prevent Highway Robert in an Electronic Age". <http://www.fno.org/may98/cov98may.html>
Minkel, Walter. "Web of Deceit". School Library Journal (April 2002): 50-53.

LIBRARY INSTRUCTION ROUND TABLE
STANDING COMMITTEES

Adult Learners
Assists library professionals to understand, find information or promote ideas on learning styles, teaching methods, and training resources most often associated with adult learners.

Conference Program
Plans the LIRT program for the ALA Annual Conference. Makes arrangements for speakers, room, handouts, and activities during the program.

Continuing Education
Conducts research and develops plans, actual materials, and directories to further the education and help meet the information needs of librarians engaged in user education.

Liaison
Attends and reports to LIRT Steering Committee and members about committees within ALA involved in library instruction activities. Distributes to conference attendees a listing of instruction-related programs and meetings at ALA Conferences.

Long Range Planning
Develops short and long range plans for LIRT. Implements planning and operations for the activities of LIRT. Chaired by the president-elect.

Newsletter
Solicits articles, prepares and distributes the LIRT newsletter. The Executive Board of LIRT serves as the Editorial Board for the LIRT newsletter.

Nominations, Organization & Bylaws
Reviews, revises, and updates the organization manual of LIRT. Recommends to the Executive Board, and through it to LIRT members, the establishment, functions, and discontinuance of committees and task forces. Maintains the Constitution and Bylaws of LIRT and recommends amendments to those documents. Prepares a slate of candidates for LIRT offices and maintains records on procedures, candidates, and election results. Solicits volunteers for LIRT committees and maintains files of prospective committee appointees.

Public Relations/Membership
Publicizes LIRT purposes, activities, and promotes membership in LIRT. Develops brochures and news releases to inform members, prospective members, and the library profession about LIRT activities. Sponsors an exhibit booth at the Annual Conference. Organizes BITES (meals for instruction librarians to meet for food and discussion) at conferences.

Publications
Establishes, maintains, and disseminates LIRT Publication Guidelines. Solicits ideas for publications and advises as to the appropriate means for publication.

Research
Identifies, reviews, and disseminates information about in-depth, state-of-the-art research concerning library instruction for all types of libraries. Pinpoints areas where further investigation about library instruction is needed.

Teaching, Learning, & Technology
Identifies and promotes use of technology in library instruction, with special attention given to technologies that enhance learning and can be easily adapted to a variety of different learning environments.

Transition from High School to College
This committee builds and supports partnerships between school, public, and academic librarians to assist students in their transitions to the academic library environment.

LIBRARY INSTRUCTION ROUND TABLE
COMMITTEE VOLUNTEER FORM

If you are interested in serving on a LIRT Committee, please complete this form and mail it to the Vice-President/President Elect of LIRT:

Stephanie Michel, Wilson W. Clark Memorial Library, University of Portland
PO Box 83017, Portland, OR 97283-0017
Work: 503.943.7418   Fax: 503.943.7491 Email: michel@up.edu
<http://www.baylor.edu/LIRT/volform.html>

Name and Title:

Telephone (Work):   (Home):
FAX: E-Mail:

Institutional Address:

Home Address:

Date of Application:

LIRT Committee Preferences: (Use the numbers 1-9 to indicate order of preference, with 1 being the most preferred. If you are willing to serve as recorder for this group, follow your number preference with the letter "R")

_____Adult Learners   _____PR/Membership
_____Conference Program   _____Publications
_____Continuing Education   _____Research
_____Liaison   _____Teaching, Learning, & Technology
_____Long-Range Planning   _____Transition from High School
_____Newsletter   to College
_____Nominations, Organization & Bylaws

Can you regularly attend LIRT meetings at the ALA midwinter and annual conferences?
_____YES   _____NO (but would like to participate through email, and online)

Please attach a separate sheet listing committees or offices (if any) previously held in LIRT, ALA or state/regional associations, with years of service.

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 25th Anniversary water bottles were distributed. The committee solicited gifts for the daily drawings at the booth and as door prizes at the 25th 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 21st. (*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 <u>Library Instruction Round Table News</u>: "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. ∎