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Case Studies and Pervasive Instruction: Using Journalism Education Techniques in the Information Literacy Classroom

Abstract

Purpose: The purpose of this paper is to explore whether journalism education techniques can be adapted for use in the information literacy classroom as a means of teaching the ethical use of information.

Design: The author uses personal experience as a journalist and graduate of journalism education programs to examine the similarities between journalism pedagogy and information literacy, and whether any aspect of journalism pedagogy is transferrable to the information literacy classroom.

Findings: Journalism educators deliver a potent anti-plagiarism message using case studies and “war stories” from the newsroom delivered through the pervasive instruction method or stand-alone ethics class. Using case studies from a variety of different disciplines in information literacy classes could help students make a stronger connection between honest writing in all subjects. However, until information literacy is taught more widely in libraries as semester-long classes it would be difficult to use journalism’s pervasive method of instruction. The same holds true with the stand-alone class, which does not appear to be used as part of information literacy education.

Originality/Value: Given the many commonalities between journalism pedagogy and information literacy, there have been very few attempts to see whether it would be efficacious to adapt journalism education’s methodology to the information literacy classroom.

Introduction

Journalism pedagogy and the basic concepts of information literacy share many of the same commonalities – evaluation of sources, fact-checking, and the retrieval and ethical use of information, among others. What if instead of examining how anti-plagiarism is taught by librarians and applied in journalism and other classrooms, we looked at how journalism educators are able to make this particular lesson stick? How do they approach plagiarism and fabrication in a discipline that prepares students for careers as – hopefully – trustworthy presenters, analysts, and interpreters of news events?

There appears to be no one way to prevent students from cheating. This paper examines whether journalism education techniques can be used in the multidisciplinary environment of information literacy instruction as a means of getting students to recognize the pivotal qualities of honest and responsible writing and research. Some, but not all, of these methods used to teach young journalists their craft can make the transition to the information literacy classroom. The standards of information literacy are currently undergoing an extensive revision that will create a “framework” of threshold concepts, rather than a one-size-fits all set of competencies. Given that students under this new framework will be valued as “creators and participants in research and scholarship” (Association of College and Research Libraries 2014), it is perhaps a perfect moment to explore if journalism education methods can make a viable contribution to libraries’ teaching of information literacy.

Experienced journalists have been teaching information literacy to journalism majors for as long as the discipline has been part of the academy, and probably longer than that. As noted by Singh in her study of the use of information literacy standards as adopted by the Accrediting

Council on Education in Journalism and Mass Communications (ACEJMC), skills used by journalists in their craft, as well as critical thinking, research, assimilating knowledge and using it to definitive purpose, "...have evolved in higher education as the notion of information literacy" (2005, 295).

This solid connection between journalism education and information literacy was noted by Lampert in her 2004 study of discipline-based approaches to combating plagiarism in which she specifically examines journalism: "The linkage between journalism and information literacy curricular needs is strong" (349). She adds: "Like all disciplines that rely heavily on the synthesis of information garnered from research, the integrity of journalism and journalists is dependent on the ethical usage and dissemination of information" (349).

Plagiarism and fabrication, though often found together, are distinct acts. Plagiarism is defined as "the action or practice of taking someone else's work, idea, etc., and passing it off as one's own," while fabrication is "an invention, a false statement, a forgery" (Oxford English Dictionary 2015). Academic conduct rules generally consider both to be types of cheating. Moten (2014) calls plagiarism "... a form of cheating which is morally and ethically unacceptable" (167). In his study on cheating behavior by college students, Miller (2013) describes cheating as "behavior that intentionally breaks the relevant rules in a situation in order to gain an advantage using deceit or fraud" (214). Plagiarism by this definition is cheating, he states, "...because [students] are intentionally breaking educational rules in order to come out ahead academically while fraudulently representing the work as their own" (214).

Given the core precept of truth-telling that lies at the heart of professional journalism, one would like to believe that journalism education does an outstanding job of instilling an aversion to plagiarism and fabrication in its students, fledgling reporters who will then carry that

disinclination into their own practice of the craft. Research on whether journalism students are more or less inclined to cheat in this manner, however, is mixed. In fact, it would seem to tip in the direction of journalism students being just as likely to plagiarize as anyone else, as this paper will later show. Moreover, the question of whether plagiarism and fabrication begins in the classroom or in the newsroom has yet to be answered by researchers in journalism and mass communication education (Conway and Groshek 2009; Shipley 2009; Reinardy & Moore 2007). Still, having worked as a professional journalist for twenty years, and as a graduate of both undergraduate and graduate-level journalism programs, I would argue that journalism educators do provide a robust anti-plagiarism message that is as much a part of classwork as learning to write the nut graph – the essential paragraph in an article that explains why the story is significant – and crafting a lead. In the ten years since Lampert’s study, however, there has been little if any further investigation into the shared characteristics of information literacy pedagogy and journalism teaching methods.

Background

Journalism is defined as the “activity or job of collecting, writing, and editing news stories for newspapers, magazines, television, or radio” and as “writing characterized by a direct presentation of facts or description of events without an attempt at interpretation” (Merriam-Webster 2014). That it is a human right has even been asserted in the Universal Declaration of Human Rights, which states that all people are entitled to “to seek, receive and impart information and ideas through any media and regardless of frontiers” (United Nations 1948). In short, journalism is a public trust. Cheating in the form of plagiarism or fabrication is a violation of that trust and undermines the public’s faith in the veracity of journalists. As the Society of Professional Journalists (SPJ) notes: “A public that has already expressed a growing mistrust of

the media” in the wake of scandals involving such journalistic misconduct “now has more reason to believe we journalists ‘just make things up’ to suit our purposes” (2003, para. 1). Fittingly, the penalty for this type of infraction has been high. Reporters caught making up stories or stealing from each other have been very publicly fired and disgraced – think Stephen Glass, formerly of *The New Republic*, in 1998 and Jayson Blair, formerly of *The New York Times*, in 2003. Jack Kelly left *USA Today* in 2004 after he was found to have fabricated material in major stories, and used dozens of unattributed quotes from other publications. *Fort Worth Star-Telegram* television critic Ken Parish Perkins resigned in 2005 after being caught using whole sentences and paragraphs in his columns without proper attribution or quotation (Prince 2005). Jonah Lehrer, a staff writer for *The New Yorker*, was dismissed in 2012 after it was discovered he had plagiarized himself, using old work and passing it off as new, as well as manufacturing quotes by Bob Dylan for a book on creativity (Levin 2012). Indeed, research by Lasorsa and Dai (2007) found that plagiarism and fabrication were key elements of the top ten journalism scandals in recent years.

Literature Review

Ethical Policies

To graduates of journalism programs entering the professional world, the ethical guidelines of media and news outlets for reporters should be familiar, as they often reflect the same core competencies developed for their education by the ACEJMC, such as the ability to “demonstrate an understanding of professional ethical principles” and “work ethically in pursuit of truth, accuracy, fairness and diversity” (Accrediting Council on Education in Journalism and Mass Communication 2012).

The ethics policies of news organizations, however, are less philosophical and more direct. Though it stops short of using words such as “fire” or “terminate,” *The New York Times* in

its ethics handbook declares that: “Staff members who plagiarize or who knowingly or recklessly provide false information for publication betray our fundamental pact with our readers. We will not tolerate such behavior” (2004, 7). The *Los Angeles Times*’ ethical guidelines specifically addresses fabrication, stating that it finds any type, including the creation of composite characters or the exaggeration of sources, “unacceptable” (2011, para. 27). National Public Radio reporters are expected to: “...take great care to ensure that statements of fact in our journalism are both correct and in context.” Under its ethics policy’s section on honesty, the news organization states that: “We attribute information we receive from others, making perfectly clear to our audience what information comes from which source” (National Public Radio, nd, para. 6).

Reforming Journalism Education

Professional ethics and process competency have been identified by the Carnegie-Knight Initiative for the Future of Journalism Education as two of five core competencies that journalism graduates need to succeed in today’s digital and non-traditional news environment (2008). The initiative, launched in 2005, does not provide many specifics for strengthening the teaching of plagiarism and fabrication, but instead broadly addresses the need for greater instruction in ethics. Process competency, it states: “... refers less to basic techniques than to knowledge of how to apply the techniques for the purpose of avoiding unintended inaccuracies or consequences (5). In a midterm report by the initiative, five educational goals are expressed under the core competency of professional ethics, including the “stimulating of the moral imagination,” and “recognizing moral issues” (5).

Baines and Kelsey (2013) suggest that in the aftermath of 2012’s Leveson Report on the practice and ethics of the British press that journalism educators adopt the Aristotelian concept of

phronesis, or practical wisdom. Practical wisdom, they note, would be "...applied when there are variables to consider, it is applied to an end or purpose and that end or purpose is a good that can be brought about by action" (34). Baines and his co-author draw a close parallel between business and journalism ethics, crediting their suggestion to business educators including Stewart Clegg, a Professor of Management at the University of Technology, Sydney. Business schools, they note, were cognizant of the role played by their graduates in the global financial crisis. "No clear consensus emerged as to what constitutes the public good" in management studies (Clegg 2012 cited by Baines and Kelsey, 2013, 30). Neither, assert Baines and Kelsey, has one yet emerged in British journalism education.

Plagiarism and Journalism Students

Studies find that journalism students are more forgiving of their peers who cheat, and less forgiving of professional journalists that do so. Conway and Groshek, whose research has focused extensively on the teaching of ethics in journalism and mass communication programs, found what they called an "ethics gap" in which 60 percent of students surveyed believed that journalists who commit plagiarism and fabrication should be fired, while only 5 percent of respondents felt that their fellow students should be expelled for the same offenses (2009, 477). Similarly, Shipley's research on undergraduates' view of academic and professional dishonesty (2009) found that 70 percent of her sample, students taking a required course in the journalism and mass communication curriculum of a Midwestern university, believed that wholesale copying of a text without quotation marks fell under the category of "serious cheating" (47). Yet only 6 percent said they believed that this same offense should result in expulsion for students. Forty-five percent believed that the student should fail the assignment, and another one-third said that the offender should fail the course. More than one-half of the respondents said that

professional journalists who made up quotes, sources or fabricated locations from which they had never reported, should be dismissed. A “reprimand” (49) was punishment enough, however, for reporters who failed to attribute quotes or content from a website, wire service story, or other medium, according to more than half (51 percent).

Still, Shipley found that the longer one is a student, the greater one’s awareness of cheating as a problem in the professional world of journalism. Her findings indicate that those undergraduates most perturbed by serious offenses of academic cheating and who called for the harshest penalties for offenders would “carry those views to professional situations” (51).

Detenber and his co-authors (2012) also found that the longer one stays in school, the more likely one is to be concerned about plagiarism and fabrication in the newsroom. Surveying 826 students enrolled in a journalism and mass communications program at a Singaporean University, the researchers found those in the first year of the program to be more “relativistic” (59) in their view of such misconduct than final-year students, who expressed greater concern about cheating. Interestingly, however, even as these final-year students expressed more unease about plagiarism and fabrication, the level of support they expressed for imposing sanctions on journalists was statistically no higher than that expressed by their first-year peers. Specifically, there was no statistical difference between the groups when it came to harsher punishment for journalists who plagiarized. “It is possible that undergraduate education and work experience are effective in raising students’ level of concern towards these types of transgressions but do not necessarily translate into support for harsher penalties on journalists who plagiarize and fabricate information” (Detenber 2012, 60).

Conway and Groshek (2008) found that journalism students, particularly those who wish to become reporters and broadcasters, view plagiarism as a far more serious offense than do

students in other communication fields. A survey of students at a Midwestern state university's school of journalism over nine consecutive semesters found that those who reported the highest concerns about plagiarism were students most interested in entering the profession in a news gathering capacity; those interested in the mass communication fields of advertising and public relations showed the lowest level of concern, respectively. Yet more than one-half of all students surveyed (60%) believed that journalists who plagiarized should be fired. "For those concerned that these disparate areas of interest demand separate curricula, these findings show the journalism school experience can benefit all students, at least in the area of plagiarism and fabrication" (Conway and Groshek 2008, 12).

This is encouraging, given the rampant level of plagiarism believed to exist in academia today. The potential for plagiarism exists in every discipline, and in every college and university around the world (Decoo 2002, 3-4). The scholarly literature on plagiarism and student attitudes is vast. Lewis and Bu (2011) found no difference in the frequency of plagiarism committed by journalism and mass communication students compared to students in other disciplines. "For journalism and mass communication educators the results may be disheartening: Their students appear to be just as likely to commit the offense as are those in other majors" (Lewis and Bu 2011, 10). Research that does not look specifically at journalism and mass communication undergraduates finds students either unconcerned or unaware that they are cheating (Park 2003). In studies by Foltýnek, Rybička and Demoliou (2014), and Awdry and Sarre (2013), undergraduates, regardless of major, viewed plagiarism as a minor act of academic misconduct. Seventeen percent of students who responded to a survey on plagiarism at a UK HEI (United Kingdom Higher Education Institution) during the 2010/2011 academic year said that they would cheat if they knew they would not get caught (Awdry and Sarre 2013). Of 2,588 students in HEIs

across EU (European Union) countries, 32 percent “did not see plagiarism as wrong” (Foltýnek, Rybička and Demoliou 2014, 25). An equal number responded that they “did not think that the lecturer would care” (25).

Journalism Education

As a working reporter who earned a Master of Science in Journalism, I can speak from personal experience on how journalism instructors are able to create a climate in the classroom that makes plagiarism and fabrication seem thoroughly unacceptable. As Lampert (2004) notes: “Plagiarism is not an unethical act that is taken lightly in the field of journalism” (351).

Scholarly research on the techniques that journalism educators use to teach this critical component of ethics— or on how ethics is taught at all – is scant. As Conway and Groshek (2010) state, there is little information to be found on “formalized ethics instruction” in journalism school (18).

A search of academic resources on journalism and mass media communications studies that included Academic Search Complete, Communication and Mass Media, Dissertation and Theses Global, Education Source, and Library and Information Science Source databases finds that journalism instruction on ethics, including anti-plagiarism and fabrication, has two primary modes of delivery: the pervasive method whereby an ethics component is a part of every journalism course across the curriculum, and the stand-alone class, which provides a philosophical underpinning for those components. The pervasive method was used exclusively before stand-alone classes came into vogue during the late 1970s (Groshek and Conway 2010). A nationwide survey of 260 journalism and mass media communications programs by Lambeth, Christians, and Cole (1994) resulted in a roster of teaching techniques used in stand-alone classes with ethical decision-making case studies the most widely-used among these, and the one

considered the most effective. This teaching technique was used by 98.2 percent of journalism educators (Lambeth, Christians and Cole, 1994; Groshek and Conway 2010). Braun's 1999 survey of mass communication students from three different educational settings – a public university, a private university and a two-year college – went on to find that when given an opportunity to rate these techniques, case studies were not only used most often by instructors, but were the technique students most often wanted to see used in class (65.4 percent).

“It was not surprising that conducting case studies of ethical decision-making led the list of techniques teachers use. If effectively conducted, case studies can engage and enhance critical-thinking skills. However, there is no such thing as an exclusive pedagogical match of techniques used to objectives achieved. A given technique, in the hands of a skilled teacher, can contribute to several course objectives” (Lambeth et al, 1994, 22).

Groshek and Conway (2010), whose longitudinal study of students enrolled in a journalism program at a Midwestern public university focused specifically on anti-plagiarism and fabrication, found the pervasive method a viable means for teaching ethics. According to their research, “...students taught through the pervasive method...were highly concerned about media plagiarism” (13). The most recent data available on the number of stand-alone media ethics courses is a 2001-2002 study by Lambeth, Christians, Fleming and Lee. Of 247 journalism programs, or 64 percent of those surveyed, 157 provided such a class (2004). Ninety-two, or 37.2 percent of the 247 programs, said the course was required. Thirty, or 11.5 percent, made it an option among required classes. By and large, however, journalism programs have been slow to create freestanding courses (Shipley 2009). Those that have, often provide a class that covers both ethics and First Amendment law (Peck 2003), as was the case at the journalism school I

attended. Whitehouse (2011) noted that while media ethics should be a part of every journalism course, separate ethics courses provide more than just “war stories,” but a “solid foundation...for problem solving” (14).

Stand-alone classes and the pervasive method are the means of transmission, but both rely heavily on the teaching technique of the case study and real-world examples (Groshek and Conway 2010). These examples from the professional world of journalism may include stories from instructors’ own experiences as veteran reporters. One cautionary tale used in this manner is the fall from journalistic grace of Janet Cooke, a *Washington Post* reporter who had won the 1981 Pulitzer Prize for Feature Writing with *Jimmy’s World*, a fabricated article about a child heroin addict. Cooke’s deception was discussed extensively by journalism professors during my years in graduate school - even though it had occurred fourteen years earlier. Depicted not only as someone who had committed a deeply shameful offense, Cooke was also presented to us as someone who had forfeited her career.

That plagiarism and fabrication have real consequences was an integral part of the writing and news gathering classes that formed the backbone of journalism education, then and now. Cooke’s case remains a staple of journalism ethics education. As noted by Prince (2010) in an article published by the Maynard Institute for Journalism Education on the 30th anniversary of *Jimmy’s World*: “Thirty years later, Cooke's name is synonymous with the hoax she perpetrated. Her story is taught in journalism schools, and some say a portion of the damage she wreaked on the credibility of the news media remains” (3rd para.). Kraft (2015) notes: “Any journalism program worth its AP Stylebook drills into students from the syllabus and beyond... the foibles of fabrication learned through Janet Cooke...” (para. 8). Cooke, Glass and Blair are far from being forgotten by the journalism profession, although none still work in the field. In his

examination of how their cases, and those of Dan Rather and Judith Miller, formerly of NBC and The New York Times, respectively, became “embedded” in the “collective understanding of journalism,” Carlson (2014, 54) asserts that their journalistic misconduct is kept very much alive by the news culture for the purpose of contextualizing new instances of professional deviancy.

The Uses of Journalism Pedagogy

The following section of this paper will look at how the ability to bind anti-plagiarism message to academic subject allows journalism instructors to teach information literacy in a more holistic way, an approach supported by information science research. Furthermore, it will examine ways in which librarians can use teaching techniques from journalism within the confines of the one-shot information literacy class format, including discipline-specific examples for use as ethical decision-making case studies, exploration of different types of plagiarism and even cautionary tales from the newsroom.

Linking Anti-Plagiarism Instruction to Subject

As Deuze (2005) notes, whether journalism is an academic discipline at all remains the subject of debate. Caught between the professional world and the university, journalism education has wound up as “neither fish nor fowl...unloved by the industry and tolerated, barely, by the academy” (Raudsepp 1989, as quoted by Deuze 2005, 443). Journalism is taught as a combination of the vocational and the academic, much like an occupational-professional program in which students expect to enter that particular field. While there is certainly theory, there is much how-to instruction and technique aimed at preparing students to work in the newsroom, broadcast studio and magazine. Perhaps this makes it easier for journalism educators to demonstrate how one’s classroom behavior can have a profound effect on one’s professional life. As Steve Fox, Multimedia Journalism Coordinator at the University of Massachusetts-

Amherst, states: “For years, journalism educators have preached about the ‘cardinal sin’ of plagiarism. We review the cases of Janet Cooke, Jayson Blair and Stephen Glass and, basically, try to scare students straight” (Fox 2014, para. 6).

To a great extent, it is the creation of this environment and the nature of occupational-professional education that is key to instilling in journalism students respect for the integrity of information. Their future as reporters seems to hang in the balance in a way it might not for Art History majors. Unfortunately, it is something not easily emulated by librarians. Telling a group of Art History majors sent to the library for information literacy instruction that plagiarism could derail their future careers does not carry the same weight as when a working journalist gives the same warning to a class of journalism students. Still, journalism educators do something that librarians *can* do, which is tightly link anti-plagiarism instruction to journalism.

With one librarian often charged with teaching information literacy within a particular discipline, be it biology, business, English, nursing or philosophy, adapting journalism’s case-study technique with examples from these and other disciplines can be part of an anti-plagiarism component. That component would specifically target plagiarism and fabrication within the context of that field. As Nitterhouse notes in her research on plagiarism in business and business education, “...there are many ways that business-people routinely commit plagiarism, and a chilling array of negative repercussions that could result” (2003, 216). A discussion of these “negative repercussions” during an information-literacy class attended by business students has a relevance that a general caution about ethics could not. This could be far more effective than a blanket statement about the misuse of information.

Applying Journalism Teaching Techniques

Unlike journalism faculty members who have an entire semester to get their point across, librarians generally see each information literacy class they teach once a semester for a one- to two-hour session. One could envision, given those parameters, a short, preliminary discussion with students about the discipline they are studying. Using accounting as an example, one could assume that many people in the class hope to enter the accounting or business profession. Once it is established that the career goals of these students are in keeping with the subject, the question of what constitutes plagiarism might be asked. Students at this point may typically talk about copying text from the Internet and pasting it into a paper, or using a quote without proper attribution. The librarian might then explain that those are general ways of plagiarizing and are certainly wrong, but that there are other kinds of infractions, as well. Using journalism methodology as a guide, librarians might consider the following as a means of exploring the less obvious types of plagiarism:

- Collaboration with discipline faculty to find case studies of plagiarism within subjects other than English. Such faculty would likely be the most knowledgeable about ethical issues within their own field and could serve as a resource for this type of information. In addition to teaching students what particular databases or sources are available in biology or accounting, for examples, a lesson plan could also include how information can be used unethically in that field.
- Using case studies of journalistic misdeeds like those of Lehrer and Perkins, whose offenses – self-plagiarization and lack of attribution – might be more ambiguous to undergraduates than those of the far more easily understood sins of Cooke or Blair. Challenge student conceptions about what constitutes plagiarism. Is plagiarizing one's

self wrong and why? Is taking something off the Internet and using it without attribution unethical? What should the punishment be for these acts? How would they be similar to infractions that students might commit? What should be the punishment for their peers? Should it be different for professionals?

- Librarians can always use the discipline of journalism as an example to look at plagiarism, even in classes based in other disciplines. While Cooke, Blair, and Glass may not be familiar names to non-journalism majors, their stories can still be instructive. These narratives provide demonstrable consequences of plagiarism, such as the loss of a job or public disgrace. The ethical beliefs of journalism students, whether they are interested in working in a newsroom or as public relations officers, “are malleable” (Conway and Groshek 2008, 139). The “...demonizing of Jayson Blair, Stephen Glass, Janet Cooke, and countless other errant journalists, sends a powerful message on what behavior will not be tolerated” (Conway and Groshek 2009, 479). Whether the ethical beliefs of students in other majors are as “malleable” as those studying journalism is unclear. Still, one could, and perhaps should, proceed with the hope that this finding would hold true across the board.

A Holistic Approach to Information Literacy

Theory and research in information science support an approach that links information literacy to subject. Grafstein asserts that information literacy skills should not be isolated from subject-based thought. She states: “...IL cannot be effectively taught as a value-added addition to the regular course-based curriculum, nor can it be restricted to the library, with some sporadic collaboration with classroom faculty. Rather, in a robust, holistic IL program, these skills are presented and developed as each course is taught” (2002, 202). Wilhoit (1994) recommends that

a definition of plagiarism be written by discipline faculty explaining what plagiarism means “from the perspective” of that subject. “Plagiarized work in a biology class may look and sound very different from that in a music composition course. Students in every class need to know clearly which acts that discipline considers to be plagiaristic” (Wilhoit 1994, para. 24). One caveat of this approach, however, is the potential for confusion by students who must learn these different ways of recognizing plagiarism in a multicourse academic career, and how to avoid it. It is an aspect of this method that calls for further research.

Conclusion

The use of case studies to explore aspects of plagiarism and the ethical misuse of information can clearly make the transition from the journalism classroom to the information literacy classroom. Students react well to this teaching technique, with respondents to Braun’s 1999 study saying it was the technique they most wanted to see used in class. But whether journalism teaching methods are wholly transferrable remains to be seen; other critical aspects of this pedagogy are not so readily adaptable.

Among the biggest obstacles for librarians is finding the time within the one-shot class format to insert an ethics component. Pervasive instruction is highly workable for those colleges that offer a semester-long information literacy class, as an increasing number do (Burke 2011). The stand-alone ethics class would also be difficult to replicate in the information literacy classroom unless discipline faculty were willing to have librarians devote the class solely to information integrity. But the creation of stand-alone ethics classes taught by librarians is also building momentum, as calls for information literacy to become an academic discipline “...offered with the same rigor...” as any other gain urgency, according to Creed-Dikeogu (2014, 3). Eight colleges, she notes, now offer an information-literacy minor (Creed-Dikeogu

2014). As these trends continue, more of journalism's instruction methods could be used in information literacy classrooms.

Using journalism pedagogy for library instruction would seem a natural fit, and in many ways it is. Journalism students are no paragons of virtue when it comes to the ethical use of information. They are, in fact, little different from undergraduates in other majors. Yet while more forgiving of their classmates' misdeeds, studies find them to be far harder on professional journalists caught plagiarizing or fabricating. So, at some point, awareness that information must be used with integrity is getting through. The use of discipline-specific case studies that examine cheating in the professional world is something libraries should consider including in information literacy lessons. When linked closely to a particular discipline, such as nursing, biology or business, students would gain a greater understanding of what plagiarism looks like in fields they themselves may hope to enter. As Grafstein and Wilhoit note, information literacy – particularly its anti-plagiarism component – works best when taught as part of the whole. As Lambeth and his co-authors (1994) find, case studies can “engage and enhance critical-thinking skills” (22).

There is obviously further room for investigation. If one could extrapolate the findings of journalism and media ethics researchers who used journalism students as their sample to a multidisciplinary student body by updating or replicating these studies, it could lead to very promising innovations in the information literacy classroom. One important avenue of research would be an examination of whether the ethical beliefs of undergraduates in other majors are as pliant as those of the journalism students surveyed in Conway and Groshek's 2008 study. If their ethical beliefs are found to be as malleable, this could have important implications. Such findings would validate the use of journalism instruction on plagiarism and fabrication, and open up new

pedagogical paths for librarians to pursue. An update of Braun's 1999 study on student responses to methods of teaching ethics could also be a significant contribution to this line of inquiry.

While a 2013 study by Schwalbe and Cuillier, found that case studies and discussion remain the most heavily used methods to teach journalism ethics, there seems to be no further study of what techniques journalism students most want used. Much has changed in the 16 years since Braun's research on ethics pedagogy. It would be helpful to know if the case study is still the first choice of journalism students, or just of their instructors.

As noted, there is very little research on what exactly journalism educators do. Until that is remedied, it is not possible to provide an instructional paper that would give point-by-point recommendations on how to use journalism pedagogy. That is unfortunate, because journalism instruction and information literacy share many of the same goals with regard to the integrity of information. The Association of College and Research Libraries' sun setting of the existing competencies in information literacy will make way for a far broader, more comprehensive understanding of what it means to be an information literate person. It will be interesting to see what disciplines in addition to journalism teach about the meaning of plagiarism to their specific field, and whether librarians can use these methods as we formulate new and varied lessons in the ethical use of information.

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