

Chapter XVI

Using Real Case Studies to Teach Ethics Collaboratively to Library Media Teachers

Lesley Farmer

California State University, Long Beach, USA

ABSTRACT

Case studies provide an authentic way to teach ethical behavior through critical analysis and decision-making because it reveals nuanced factors in complex situations and stimulates productive discussion. Case studies also address the affective domain of learning. The creation and choice of case studies is key for optimum learning, and can reflect both the instructor's and students' knowledge base. Case studies are used successfully in distance education as students share their perspectives and respond to their peers' comments. As a result of this approach, students support each other as they come to a deeper, co-constructed understanding of ethical behavior, and they link coursework and professional lives. The instructor reviews the writing to determine the degree of understanding and internalization of ethical concepts/applications, and to identify areas that need further instruction.

INTRODUCTION

As professionals, librarians are expected to behave ethically. Learning what ethical issues are encountered in school librarianship, and knowing how to address them, constitutes a core knowledge set. Case studies provide a grounded theory means to investigate authentic situations in order to ascertain ethical ways to deal with them.

BACKGROUND

Ethics in School Librarianship

The library profession encounters ethical issues daily: providing accurate information, observing intellectual property rights, dealing with privacy issues, maintaining confidential relationship with clientele. The autumn 1991 theme of *Library*

Trends was “Ethics and the Dissemination of Information.” With the advent of the Internet, ethical questions abound. Because school libraries have a *loco parentis* status, they are more apt than other library settings to deal with ethical dilemmas (Hannabuss, 1996).

The American Library Association began talking about an ethical code in the early twentieth century, with the first code being adopted in 1938 (Rubin, 2000). Their core operational definition of ethics posits an “essential set of core values which define, inform, and guide our professional practice” (ALA, 2004). This Code of Ethics, which was most recently revised in 1995, provides a framework to guide ethical decision-making. It includes statements about excellence in service, intellectual property and freedom, collegiality, conflict of interest, and professional growth.

The Information Ethics Special Interest Group (SIG) of the Association of Library and Information Science Education (ALISE) developed a position on information ethics in library and information science education. Building on the premises of the UNESCO University Declaration of Human Rights, the SIG asserts that it is their responsibility to discuss information ethics critically. They further state that information ethics should inform teaching, research, scholarship, and service, particularly as they instruct preservice librarians. Focusing on library and information science curriculum, the SIG states that students should be able to:

- identify professional ethical conflicts;
- reflect ethically;
- link ethical theories and concepts to daily practice; and
- internalize a sense of ethical responsibility (Association of Library and Information Science Educators, 2006).

While the SIG encourages offering a separate course in professional ethics, a strong case may be made that ethical considerations be integrated,

and explicitly addressed throughout the curriculum. In this manner, students realize that each function within librarianship involves ethical decision-making.

In their set of information literacy standards (1998), the American Association of School Librarians (AASL) explicitly address ethical behavior, stating that “the student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology” (p. 6). In K-12 school settings, which serve as *loco parentis*, the legal and ethical responsibilities of the library media teacher (LMT) surpass the comparable work of librarians in other settings. Dealing with minors adds another layer of legal issues, and implies an additional need to model ethical behavior so children will experience and integrate such values. For instance, LMTs need to make sure that students do not access pornographic Web sites. For that reason, school libraries need to provide telecommunications filters if they wish to accept federal funding. On a more pro-active level, LMTs try to teach students how to be socially responsible in terms of information literacy (AASL & AECT, 1998).

Bloom’s Affective Domain and the Development of Ethical Practice

Professional ethical behavior focuses on individuals and organizational behavior, as much as it does on the specific issue at hand. Policies created by the LMT’s school or district reflect the ethical values of decision-makers, be it in response to plagiarism or facility use. Because the library program should support the organization, LMTs need to support the associated policies. Library profession policies and ethical codes also exist, some of which concern matters that might be encountered at school, such as access to information and selection policies. When the policies of those two entities conflict or when no policy ex-

ists relative to a problematic situation—or when confronted with an ethical situation that is foreign to their experience—LMTs may have to decide for themselves how to act ethically. Therefore, as librarianship educators aim to help preservice LMTs develop ethical stances and practice their craft ethically, they need to attend to the affective nature of value acceptance (Simpson, 2003).

Bloom's 1973 affective domain taxonomy (Krathwohl, Bloom, & Bertram, 1973) can serve as a critical lens to examine how preservice library media teachers (LMT) become ethically competent. This chapter examines how using case studies can facilitate professional ethical behavior. Furthermore, technology-infused instruction and learning can enhance the affective domain. Bloom's taxonomy of the affective domain posits five stages:

1. *Receiving*: getting and holding one's attention relative to professional ethical issues;
2. *Responding*: active participation and satisfaction in learning about professional ethics;
3. *Valuing*: commitment to the underlying value of professional ethics;
4. *Organization*: integration of possibly conflicting values to support professional ethics; and
5. *Value Complex*: pervasive and consistent incorporation of professional ethics.

Typically, each stage needs to be addressed before the next stage can occur.

To establish a professional ethical baseline, instructors can have students identify how they act ethically presently, and what they wanted to accomplish that could be facilitated through professional ethics. By valuing the present level of professional ethical comfort and willingness to risk change and learn, instructors help preservice LMTs feel more relaxed and open to developing a professional ethic. Students should also feel that they can control their learning focus and pacing.

At the initial stages of *awareness and receiving*, instructors can present case studies that demonstrate the benefits of ethical decision-making. At this point, instructors can work with preservice LMTs to identify issues in *site ethics*, particularly in terms of K-12 student behavior and impact. Perhaps clearer communication with parents is needed. Maybe K-12 students have a hard time understanding an ethical concept, or LMTs do not know how to teach it to students. How might ethics provide a solution? By sharing a simple case study focusing on a challenged book and showing a grievance procedure along with a selection policy and challenge form, instructors can provide a nonthreatening tool that preservice LMTs can use immediately to address an ethical issue.

This focus on processes can help preservice LMTs advance to the next stage in Bloom's affective domain: *responding*. Because preservice LMTs are motivated to engage in activities that reduce plagiarism to improve K-12 student learning, they can use an associated case study to brainstorm ways to teach ways to respect intellectual property. For instance, LMTs may mention using organizational resources such as graphic organizers and Cornell notetaking. They also appreciate articles written by other LMTs who learned how to leverage a learning tool to help K-12 students avoid plagiarism.

By this point, preservice LMTs begin to *value* professional ethics (Bloom's third stage within the affective domain), and seek ways to incorporate professional ethics in their library program. To insure that LMTs control their application of ethics, instructors can have preservice LMTs share their own case studies, which may be based on real-life experiences or created to test hypothetical situations. Using telecommunications, they can easily share their case studies with their course colleagues. It should be noted that most preservice LMTs start with ethical case studies that help in their own practice; afterwards, they feel more relaxed about using ethics as a learning tool with their K-12 students. They also value developing

a concrete *product* as a means to demonstrate authentic results. Throughout the process, the emphasis should be on close transfer of learning, not generic ethical practice but issue-specific applications. Of course, instructors have to show that they have dealt with ethnical issues in order to gain credibility with their preservice LMTs.

These efforts lead to the next stage in Bloom's taxonomy: *organization*. It also signals readiness for collaboration. Case studies can address program-wide ethical review and interventions. Typical projects might include technology selection policies, donation policies, plagiarism-proof learning activities design, and research handbooks, all of which foster consistent teaching and assessment.

Particularly if preservice LMTs work in the same school district, such collaborative effort facilitates the top stage in Bloom's taxonomy: *value complex*. Case studies may investigate initiatives to develop an ethics curriculum or create a district policies and procedures manual that would weave in professional ethics. Preservice LMTs might seek outside consulting and funding to sustain their efforts, demonstrating their long-term commitment to professional ethics.

Externalization of Ethical Knowledge

Arnseth and Ludvigsen (2006) suggest that "social interaction with artifacts in an organized setting becomes the site where these processes are made available for study" (p. 171). The interaction between the intellectual discourse and the external setting relative to case studies lead to authentic meaning and the source for relevant action. Each student brings his or her own experiences and values to library courses. As all students are exposed to new information, they make their implicit knowledge explicit. In sharing and reviewing their peers' reflections, they combine and refine the explicit knowledge, and then internalize it in order to improve their ethical values and ensuring behaviors. Indeed, Yi (2006) asserts that in

online learning environments, "sharing one's own experience is the most effective way people use when sharing their tacit knowledge with others" (p. 670).

Interactive and collaborative discussion leads to co-construction of knowledge where the whole is greater than the sum of its parts; no one person could have created the ultimate insight or solution. "Each participant takes up another's contribution and does something further with it" (Suthers, 2005, p. 667). Yukawa (2006) asserted that narrative analysis "accommodates both individual and group learning and provides a means to ascertain the roles of affect and relationship building" (p. 205).

MAIN THRUST OF THE CHAPTER

Using Case Studies to Study Ethics

A case study is basically a story or narrative that illustrates a phenomenon or concept. Critical features that further define a case study include:

- *Boundedness*: the critical elements are self-contained within the situation;
- *particularity*: the focus is specific and consists of a unique combination of elements;
- *descriptiveness*: the study provides a thick dataset of grounded reality; and
- *heuristics*: the study lends itself to reveal "rules" or reasons (Merriam, 1998).

Merriam (1998) further categorizes case studies according to function or intent:

- *Description*: they provide basic information about a topic that has not been well researched; this type of case study often focuses on innovative practices;
- *interpretation*: information is analyzed to generalize a situation or to develop a conceptual framework; and

- evaluation: the underlying issues can be deduced by applying existing theory to the grounded experience.

For the purposes of explaining ethics within the field of school librarianship, a case study sets up a situation that presents an ethical dilemma or conflict of values, which the student needs to resolve.

Case studies constitute an important aspect of library education as they provide a reality check for theories and concepts taught in the classroom; they provide contextualized situations that can bridge abstract theory and daily practice (Bridges, 1992; Mostert & Sudzine, 1996). Case studies offer an authentic way to teach critical analysis and decision-making because they reveal nuanced factors in complex situations and they stimulate productive discussion incorporating multiple perspectives. Students are likely to engage in case studies because they are concrete and typically include some affective elements. They may be approached intuitively, and so can engage the novice learner in a constructivist learning model to make meaning (Gerring, 2007). Allen (1994) noted that case-based teaching not only reinforces course concepts, but the in-depth discussion leads to higher levels of reflective critical thinking. Library educator Hannabuss (1996) asserts:

Case studies can incorporate elements of research, as students work on legal, organizational or political issues which require more factual evidence, concentrate key ideas into achievable learning tasks and objectives for students or groups of students, and enable students to develop skills in presenting not just information but reasoned arguments too. (p. 30)

Case studies provide positive experiences for student learning, but this methodology also has limitations. Indeed, some academicians consider case studies nonrigorous, nonsystematic, and nonscientific (Gerring, 2007). For example, while

case studies provide rich data sets, those data are usually context-dependent for accurate interpretation; overgeneralization of the solutions can lead to misleading perceptions. In a different vein, because analysis usually requires insightful writing, assessment might evaluate writing expertise more than content analysis. Moreover, if students lack academic knowledge or professional experience, they are less likely to interpret the data accurately (Mostert & Sudzine, 1996).

Other common practical problems need to be addressed when using case studies. For example, optimal discussion occurs with groups of 12 to 15 members, so large classes need to be subdivided; online discussion groups should be even smaller in number in order to keep track of discussion threads. Case study discussion can be very time-consuming, particularly if deep analysis is to be gained. Participation may be uneven, so the instructor or facilitator needs to make sure that everyone contributes to the discussion (Mostert & Sudzine, 1996).

Choosing and Creating Case Studies

Faculty effort to identify or create appropriate case studies can be time-intensive, particularly because case studies are usually incorporated *after* concepts are introduced; the case is chosen to exemplify the concept (Bridges, 1992). One of the tasks in using case studies for teaching professional ethical behavior is to select the more effective ones, based on the intended outcome and taking into account the prior experiences of preservice LMT. As with any other potential resource selection in support of teaching and learning, instructors need to develop and apply appropriate evaluation criteria:

- Includes ethical elements;
- includes context for making ethical decisions;
- poses an ethical conflict; and
- offers multiple perspectives or interpretations (Gerring, 2007).

Instructors may locate suitable ethics-based case studies from the professional literature, ask their professional peers for applicable true stories, create their own case studies, or ask preservice LMTs to tell their stories. Each option has its advantages and disadvantages. Probably the most valid action is to locate “vetted” case studies in the literature; these may exhibit real-life situations or may be artificially constructed to make a point about ethics. It should be noted that the quantity and quality of published appropriate case studies varies according to the specific ethical dilemma under investigation. For that reason, instructors may want to construct their own scenarios in order to insure that the points they want to make will be covered in the scenario. In the process of creating a scenario, however, instructors need to make sure that the situation is based on facts and is credible. Getting real-life stories from peers can provide authentic factors, but may jeopardize confidentiality; instructors should ask for a written version of the story and obtain written permission to share it (Mostert & Sudzine, 1996). Yin (2003) notes the importance of using theory as a basis for choosing case studies in terms of research design, defining the critical issues, addressing rival theories, and legitimately generalizing to other cases.

Having students locate or share their own stories or case studies provides an authentic link between classroom practice and real-life applications. Some preservice LMTs serve as library staff, and others work in school setting with easy access to library programs. Other preservice LMTs may intern at libraries or volunteer in a service learning capacity. The American Association for Higher Education (1997) defines service learning as:

a method under which students learn and develop through thoughtfully organized service that: is conducted in and meets the needs of a community and is coordinated with an institution of higher education, and with the community; helps foster civic responsibility; is integrated into and en-

hances the academic curriculum of the students enrolled; and includes structured time for students to reflect on the service experience.

Service learning is especially useful in distant and remote library education because it motivates students and facilitates a community of practice (Mellon & Kester, 2004).

One of the benefits of student-chosen case studies is a sense of ownership. Preservice LMTs are more likely to choose a case study that has personal meaning for them, be it an issue that they have confronted or an issue that they want to explore in a safe learning environment. The choice of case study can also constitute an opportunity for assessment because instructors can determine if the case study is relevant to the topic at hand. As with instructors, preservice LMTs have to deal with authenticity and ethical considerations of sharing when locating or creating case studies. Usually, information shared within a class for instruction and research is not held to the same legal standard as public information, but students should model ethical behaviors even in this selection and sharing process.

Typically, instructors would provide case studies at the beginning of a library preparation program and individual course, but by the end of the time frame, instructors might want to have students locate or create their own case studies as a way to apply prior knowledge and demonstrate authentic performance. To involve students from the start, instructors might consider asking students to describe an ethically critical event that they experienced, stating its significance and detailing their response to the issue. This *narrative* can be analyzed in terms of the aforementioned criteria for possible modification into a formal case study.

Reflection Using Case Studies

A key factor in using case studies is critical reflection. While providing a relevant case study

constitutes a necessary condition for learning, student response constitutes the act of learning itself. Dewey (1933) defined reflection as the “active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends” (p. 9). He asserted that, while thinking was natural, active reflection was a learned skill. Boud, Koeugh, and Walker (1985) pointed out that reflection also includes affective activities “in order to lead to new understandings and appreciations” (p. 19). Spalding and Wilson (2002) further contended that reflection should begin with uncertainty or doubt, with the idea that critical analysis will shed light on the problem and help result it. Ethics, too, demands conscious learning, so the partnership of reflection and ethics constitutes a sound combination.

Valli (1997) positives four types of reflection:

- *Reflecting in/on action*: thinking about one’s own performance in context of a setting or situation;
- *deliberative*: thinking about a range of librarianship concerns (e.g., students, curriculum, organization, strategies);
- *personalistic*: thinking about personal growth and relationships; and
- *critical*: social, moral, and political dimensions of librarianship.

All of these modes contribute to a better understanding of ethics because both cognitive and affective domains need to be addressed in ethical attitude and behavior. Nevertheless, students need to transcend the personal to see the broader theory and implications so they can make ethical decisions about currently unknown situations. Additionally, they need to provide credible evidence to support their stances, and thus build their knowledge base, as well as draw upon affective perspectives.

To help students benefit from case studies, instructors need to structure the learning experience. Here are some valid approaches.

- Have students develop decision-making flowcharts, identifying and tracing the consequences of alternative solutions.
- Have students use a problem-solving model: identify the problem, identify the underlying ethical issues, identify the stakeholders, identify alternative solutions and their possible conflicts, decide on a solution, evaluate its effectiveness.
- Identify an ethical premise. Locate a case study or identify a real-life situation that illustrates the conflict. Identify the underlying reasons for the conflict and their impact. Choose a solution, and trace its ethical ramifications.

Instructors also need to follow up after students reflect upon a case study. According to Spalding and Wilson (2002), timely and specific feedback is a necessary component of reflection because it provides a reality check on students’ perceptions, and helps instructors see what additional information and interventions are needed in order to insure student learning and application. Reflections are evaluated in terms of: 1) demonstrated knowledge of ethical principles; and 2) ability to apply ethics appropriately to specific settings. During a course, the reflective process itself should improve, due to added content and feedback. As students self-monitor their reflections and applications of knowledge, they can increase their understanding, improve their responses, and act more ethically.

Co-reflection increases both the intellectual and the affective integration of ethical behavior. Yukawa (2006) points out that “a core element appears to be living experience within a shared world, and a core recognition is the opacity of interior life and social life, which presents obvious barriers to the attainment of intersubjective un-

derstanding" (p. 207). At the minimum, whereby students individually create or react to a case study in a shared learning space (e.g., open online discussion board), intersubjective understanding and co-constructed knowledge tacitly occurs. By introducing active peer reflection, instructors enable students to share understanding and perceptions explicitly so that relationships can increase. In effect, a triangulation of grounded feedback is established, which provides more valid assessment. Students also appreciate peer observations because it offers an opportunity to interact with others, fostering a sense of belonging and facilitating a sustainable social *and* professional network. By couching reflection in an online environment, distance constraints are virtually eliminated so students can continue their professional relationships wherever they go.

Ethics and Distance Education

One of the benefits of case study is that the core elements—content and analysis—are space-neutral. Students may engage in examination and discussion both face-to-face and remotely, in real time or asynchronously. Indeed, case studies can bring distance learners together, offering a common text for multiple interpretations. Lavagnino, Bowker, Heidorn, and Basi (2001) detailed the incorporation of social informatics (i.e., study of socially-constructed information) in a distance library education program, asserting that case studies underlined the importance of storytelling to learning and simulated real-life processes. Distance education also provides more equitable discourse in that English language learners, low-verbal learners, and more contemplative learners can respond to the case study “prompt” after they have had time to comprehend and reflect on the underlying issues (Tait & Mills, 1999). Researching online discursive activity focused on case studies, the author (Farmer, 2004a, 2004b) noted the following benefits related to the affective domain:

- Increased frequency and quality of out-of-class, student-to-student dialogue (e.g., collaboration on assignments and projects; peer review of work, etc.) via e-mail, online “chat” and discussion group facilities;
- Increased opportunity for faculty-student communication through individual and group e-mail;
- Ability of instructors to evaluate efficiently the quality of student work by means of online quizzes and exams and to monitor student effort and engagement with the subject matter on a more frequent and regular through the use of online discussion groups;
- Mutual reinforcement of out-of-class and in-class student interaction; and
- Increased student confidence in their ability to apply concepts.

Examples of Ethics-based Case Studies

The California State University Long Beach (CSULB) Library Media Teacher program prepares LMTs to work in K-12 school library settings. Throughout the program, these preservice LMTs incorporate service learning and case studies to “flesh out” theory and contextualize it within their daily practice. Ethics-based case studies, provided by both instructors and classmates, facilitate a community of practice, melding the experiences of face-to-face and distance education participants.

The course ELIB 520 Information Literacy and Reference Services provide additional opportunities for candidates to design learning activities that meld information literacy and ethics. This project is done after candidates have read case studies about youth-serving librarians and student information-seeking behaviors in various library settings according to predetermined topics. One of the main ethical concepts is the assurance that all students will have equitable access to informa-

tion resources and services. Students develop a case study at an at-risk population (e.g., unwed mothers, English language learners, reluctant readers), identify barriers to information, discuss the basis and implication in inequity, and offer library based-solutions; peers respond by suggesting another solution based on a reading. The learning activities are assessed in terms of analysis of the population, ethical decision-making, and quality of response (both distance and face-to-face students pair up). As a result of analyzing case study reflections, instructors can modify or add ethics-based case studies to provide knowledge that preservice LMTs need to use appropriate resources, such as practices to insure privacy and confidentiality. An example case study follows.

My Reference Services Overview examined xxx School, a K-3 site in the xxx Unified School District currently serving approximately 572 K-3 students and a staff of 50. xxx is a community of 31, 415 as of the 2000 U.S. Census figures, which indicate 27.8%, are Hispanic or Latino with 28.3% indicating that language other than English is spoken at home. 37.2% of the population is children under the age of 18. Families at the poverty level measure 25.4% using the 1999 figures used in the 2000 Census. The school is located nearest the eastern boundary of the community adjacent to xxx College in an area of low to moderate income. 2002-03 Academic Performance Index (API) Growth Report indicates that 43% of K-3 students participating in the STAR reporting (287 second and third graders) are eligible for Free or Reduced Price Lunch Programs. The key feature of access, both physical and intellectual, is one of the concerns for the marginalized group of poverty level children and families. Access at the school currently consists of a scheduled weekly opportunity for K-3 students with their classes. Some limited extra time for collaboration is available. The Library Media Tech is a part

time position of M-F for twenty hours per week. The classrooms are not equipped with reference materials beyond dictionaries. The Library Media Center has dictionaries in various formats, atlases, encyclopedias in English and Spanish, CD-ROMs, almanacs and other basic "ready reference" resources. Last year an online database was available for curricular support. Students from families struggling at the poverty level will not have these resources in their homes. Given a choice of putting food on the table or buying computers or books is ridiculous to even consider. These K-3 students additionally will need greater "access" to the public library or school library. The funding levels have affected the public library available hours of operation in this community. Students in this group require access to additional print, reference, and computer resources. The Library Media Center is adjacent to a computer lab equipped with 22 networked student workstations using Accelerated Reader/STAR software, Kid Pix, Typing, Storybook Weaver, Math Workshop and other software. Again, classes are on a fixed schedule as well. The Library Media Center itself includes three computer workstations for OPAC searching, word processing or CD-ROM reference use. How will these identified K-3 students become "effective users of ideas and information" given a narrow access of opportunity? As Library Media Teachers we are challenged to help all students succeed. Both the Library Media Center goals and plans in conjunction with the site's technology plans need to reflect inclusion for the entire community. Possible solutions include:

- *The Library Media Center should try to be available before school, during lunch and after school.*
- *Technology access could be available for K-3 students and families to use these resources.*
- *The Library Media Center staff hours should be increased and professional certificated personnel in place.*

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- *Design change to create a reference area “welcoming” K-3 students and staff to the area for research.*
- *Additional materials have been purchased with a cart for teachers to use in the classroom.*
- *Access to the library collection with a Web portal and resources connecting the K-3 students from the public library resources is encouraged.*
- *Increase public relations with the public library promoting literacy connections, summer reading, schedule, invite personnel to literacy night, and share library card sign-up info.*
- *Seek funding to initiate “after school” opportunities with K-3 students and their families in the LMC and using technology and training in their use.*
- *Older computers may be available to loan with some application software.*
- *Research free or reduced Internet possibility.*

Response: Dr. Farmer’s Digital Inclusion, Teens, and Your Library states, “Libraries constitute an effective and efficient means for all people to have access to information technology.” One of the goals of the school library media center is providing information access and delivery. ALA’s Information Power: Building Partnerships for Learning goal for the School Library Media Specialist is “To work collaboratively with the learning community to develop and implement policies and practices that

- *Make resources, facilities, and professional assistance available at the time of learning need through such mechanisms as flexible scheduling, extended service hours, and after-hours technological access.”*
- *...Encourage the widest possible use of program resources and services by*

making them available throughout the school and through remote access as well as in the library media center.”

The Library Media Center Management course (ELIB 550) requires preservice LMTs to analyze critical incidents they face, either as classroom teachers or as beginning LMTs, incorporating ethical issues. Each student posts his/her event on the online course management discussion forum, and must reply online to a peer’s case study with the intent of providing another solution or give another insight. The instructor performed a content analysis of these incidents in order to predict likely ethical issues; as a result, she expanded discussion about communicating with administrators, and increased the use of case studies (Farmer, 2004a). The following is a sample student case study analysis.

Problem: Someone was using the library’s main computer to go to Internet pornography sites and had bookmarked them as well. Action: I notified the principal of the situation. I told all adults who I came into contact with at the school that someone had bookmarked pornography sites on my computer. The principal contacted all groups that used the library after hours to find out if anyone ever touched the computers. The answer in all cases was, “No.” The school district sent over the computer technician to install a firewall on all of the computers in the library. Outcome: I announced once again to any adult who would listen at the school that a firewall had been installed on all of the computers. My suspicions were correct. The parent volunteer, a father, who I suspected had been doing this, stopped volunteering in the library. Problem solved. Discussion: I believe in intellectual freedom, however when it comes to pornography, that is inappropriate for an elementary school. Pornography has nothing whatsoever to do with the elementary school curriculum. It is my job to make sure that

the students are exposed to a safe environment in which they can learn how to use a library and find the materials that are needed for school work and pleasure reading. The parent had no right using the computer for his own personal satisfaction and potentially giving the children easy access to pornography sites. Probably the reason why the father did this at the school was that he did not want it traced to his own computer at home. The public library has an antipornography policy. Therefore, the only available place to do this was at his children's little school library.

Peer response: How sad that a parent set such a negative model for children. It seems that it would be a good idea to interview and screen all volunteers. What kind of policies and procedures are set at the school to minimize that possibility?

The Library Media Technologies course (ELIB 570) requires preservice LMTs to assess a school library in terms of its technology resources and use (according to the state's technology planning guide), and to develop a technology plan for its effective incorporation. In the process, they examine ethical issues that arise in technology incorporation: software piracy, filtering, privacy, copyright infringement. Each student poses an ethical scenario, posting it online, and a peer has to solve the issue using relevant documentation. The student-created case studies usually reflect issues that students encounter in their professional lives, or address problems that they fear they will have to address in their new role as a librarian. Thus, case studies provide a means to expand preservice LMTs' encounter with unethical situations—and their ramifications—in a safe environment. In this manner, they can decide how to design preventative measures to forestall potential ethical disasters. A typical case study follows.

AUP Scenario: Ms. Levin originally went through all of her classes and cleared their Acceptable Use Policy (AUP) for the Internet. She has used the library for Internet research several times

during the fall semester. Now in February, Ms. Levin brings her classes in for the first time in the spring semester. The LMT notices there are some new faces in her classes, and approaches Ms. Levin to ask if all of the students have their AUPs signed. She responds by saying she assumes so but has not checked the new students. What does the LMT do?

Response: First – Make sure you know what the AUP policy is for your school and what the consequences are. You need to know whether a signature is required on a form or if K-12 students just need to be aware of the policy. If some students have had them signed at the beginning of the year, it is likely that the policy says they are required to be signed before using the Internet. In order to protect herself and her school, the LMT should stop the class from using the computers at once and have the teacher go get the signed AUPs to determine who does and does not have them. In the meantime, the LMT can teach a lesson on preparing to do research on the Internet, making sure that students have developed good questions and have sought out print resources for their work as well. Once the teacher returns with the AUPs, they should be checked against the students present. Students without an AUP should be given a blank one and told what needs to be done with them. The LMT should then hold a discussion with all the students, helping them to understand why this is being done and what the legal ramifications are (A teachable moment!). Afterwards, students who have a signed AUP can be allowed to use the computers while the other students continue their work using other resources that are not covered by the AUP. If the teacher pleads lack of time or that the students should be able to use the system "just this once," the LMT should point out to her (privately) that she is putting herself, the LMT and the school at risk by not enforcing a school/district policy. The key here is to know what is in the AUP. Content is not standard for these and enforceability and consequences may vary depending on the language. As

a rule, it's a good idea to be consistent in enforcing the policy in order to ensure that the policy holds water. Assuming that the policy addresses things like slander, defamation of character and posting of inappropriate information/comments, consistent enforcement is critical to the ability to use the policy as a defense in a lawsuit against the district. It is also critical to being able to enforce the policy as a safeguard against plagiarism, hacking and other inappropriate or illegal uses of the Internet. The LBUSD Policy Regarding Student Use of the Internet, for instance, specifically prohibits a number of illegal and inappropriate uses of the Internet and clearly states that the student is releasing the district from liability by signing the agreement. It also says that the student agrees that if they violate the agreement, they will be subject to the same rules and guidelines that are in place for other campus infractions. In addition, it states that parents have the right to determine whether their children should have access to the Internet. Because of these conditions in the AUP, if the teacher or LMT allow students to access the Internet without a signed agreement, they put the school and the district at risk from the consequences of illegal behavior by students, from the actions of parents who did not agree to allow their students access and from the consequences of students who use the system inappropriately. When policies are not consistently enforced, they do not convey the protection that they intend. Assuming that the agreement requires a parent's signature, by failing to have an AUP-signed form, the school also creates a situation that may cause a problem with enforcement of the Children's Online Privacy Protection Act (COPPA). If the school or district has determined that they will require consent from the parents to allow access, not having this on file for some students puts the school in the position of acting in the absence of the parents in some cases and not in others. This opens up the potential for a violation of the COPPA laws. In addition, if the school is bound by the Children's Internet Protection Act (CIPA),

not enforcing the AUP could result in a loss of funding to the school due to failure to comply with the act (ALA, 2005).

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CONCLUSION

This case study approach to professional ethics incorporation into school library programs through preservice instruction mirrors the complexity of changing and maturing attitudes as posited in Bloom's Affective Domain. Researching online reflective activity focused on case studies, the author (Farmer, 2004a, 2004b) noted the following benefits related to the affective domain:

- Increased frequency and quality of out-of-class, student-to-student discussion (e.g., collaboration on assignments and projects; peer review of work, etc.) via e-mail, online "chat" and discussion group facilities;
- increased opportunity for faculty-student communication through individual and group telecommunications;
- ability of instructors to evaluate efficiently the quality of student work by monitoring student effort and engagement in the ethics subject matter on a more frequent and regular through the use of online discussion groups;
- mutual reinforcement of out-of-class and in-class student interaction; and
- increased student confidence in their ability to apply ethical concepts.

FUTURE RESEARCH DIRECTIONS

The use of case studies provides a rich venue for future research. Particularly with increased digital communication, the sources of case studies about ethical dilemmas and the opportunities for discussing them are likely to expand exponentially. A beginning list of issues that warrant further study follow.

- How does complexity of ethical dilemmas in case studies impact decision-making? To what extent does the complexity of the case study impact the ease with which decisions are made? To what extent can ethical case studies be parsed by contributing factors? To what degree does one factor impact another; is this impact a sequential event, or does the holistic issue drive the decision-making?
- How do demographics impact ethical decision-making as seen in case studies, and the discussion of those case studies? For example, what influence do age, gender, race, ethnicity, socio-economic status, health status, locale have on ethical decisions?
- How does the format of delivery of ethical case studies impact decision-making? How would discussion and decision-making differ if the case study were re-enacted on video or captured “live” on video? Do imagery/visual features impact how students respond to case studies?
- How does the format of discussion of ethical case studies impact decision-making? Do face-to-face students respond differently from distance learners? What impact does individual vs. collaborative discussion of ethical case studies have on decision-making?
- How does the setting of the ethical case study impact decision-making (i.e., public library vs. academic library)? What differences in decision-making occur when students are

examining case studies in a different type of library (e.g., preservice school librarians studying a case study about an ethical dilemma in a special library) vs. studying a case study in their intended library setting?

- What instructional practices in the use of case studies effectively scaffold students from one level of ethical decision-making to the next (e.g., choice of case study, critical thinking components, type of discussion, group discussion arrangement, etc.)

In short, the research agenda even for such a specific approach to ethical decision-making and instruction can occupy several individuals for a lifetime.

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KEY TERMS

Affective Domain: Emotional aspects of learning.

Case Study: Story or narrative that illustrates a phenomenon or concept; it typically self-contains the focused critical elements and lends itself to heuristics.

Collaboration: Cooperative efforts between two or more parties in which the results require interdependence.

Constructivist Learning: A student-centric model of learning that encourages self-initiated inquiry and meaning-making.

Ethical Code: A framework to guide ethical decision-making; it typically includes statements about excellence in service, intellectual property and freedom, collegiality, conflict of interest, and professional growth.

Information Ethics: Ethics related to the information profession and information literacy.

Information Literacy: The ability to locate, evaluate, use, communicate, and manage information.

Librarianship Education: Formal academic education (usually at the post-graduate level) that prepares librarians and other information professionals.

Library Media Teacher: A professional/licensed librarian who works in an elementary or secondary school setting.

Reflection: Thoughtful and self-analytical written response.