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Message from the Editor

Dear colleagues,

We are looking forward to seeing you in Ankara, Turkey at the 21st BOBCATSSS Symposium 2013, for the first time organized by Turkish LIS students in cooperation with well-experienced LIS students from Denmark! This time there will be a special session within the symposium for LIS Schools/Departments and iSchools to introduce themselves. Please find more information on p. 20.

Do not miss the deadline for the current IFLA elections! Some of our SET Standing Committee members will have to leave the SC, and all SET members are requested to nominate new SC members for the term 2013–2017. Please help to make sure the continuation of good and efficient SET SC work by nominating your favorite candidates!

The articles on LIS Education and Training coming from India, Uzbekistan, United States, Norway, and Germany show a wide range of various examples of LIS ET all over the world

The conference reports come from the IFLA 2012 conference in Helsinki, Finland – both from the SET joint session and the special point of view of our first timers Martin & Mariel from the Philippines, the winners of the IFLA LIS Student Paper Award 2012. Please pay attention to the new award naming with the sponsor's name included. Thank you to ekz for its ongoing sponsorship of the now IFLA/ekz LIS Student Paper Award!

Any suggestions for the next issue? Please welcome to contact me, the editor,

Petra Hauke



Looking forward to seeing you at the 21st BOBCATSSS Symposium in Ankara, Turkey, 23–25 January 2013!

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Impressum

The SET-Bulletin is published twice a year in January and July. Please share your ideas and comments by sending your contributions or suggestions to the editor Dr. Petra Hauke, Berlin School for Library and Information Science (BSLIS) at Humboldt-Universität zu Berlin, Dorotheenstraße 26, D-10099 Berlin, Germany, Fax: ++49 30 74070216, email: petra_hauke@web.de. Latest Revision: 4th January 2013 – Copyright © International Federation of Library Associations and Institutions, www.ifla.org, SET-Bulletin online: www.ifla.org/en/set

Section on Education & Training Spotlight



Letter from the Chair

Clara M. Chu

Dear Colleagues,

The year 2013 signals the beginning of the preparation for the 40th anniversary of our Section on Education and Training (SET). SET was established in 1973 with its first formal event in 1974. Standing Committee (SC) members interested in working on the 40th anniversary celebration met in Helsinki to plan and decided that activities should have the goals of examining the past 40 years of SET's role in LIS Education and LIS education in general, and illuminating both the future of SET and LIS education through research, writing, summit meeting and publication. The "*Library and Information Education and Training: 40 Years and Evolving*" project has received funding from IFLA and has the following objectives:

- 2013: Develop a framework for a publication that looks at LIS education and training from historical and future perspectives, and plan a summit that will forecast LIS education in 2050.
- 2014: Complete drafts of historical chapters of the book, plan and execute the LIS education and training 2050 summit, and publish a SET 40th anniversary book with historical chapters and position papers from summit, and an Executive Summary.

Michael Seadle (SET SC member) and I will supervise the project with the guidance of an Advisory Board, the members of which will also serve on the Editorial Board and/or Summit Planning Committee. The Advisory Board is made up of SET SC members from different regions, and currently include the two project supervisors (America and Europe), Karen Downing (USA), Mitsuhiro Oda (Japan), Anna Maria Tammaro (Italy, former SET SC chair) and Najia Abdallaoui (Morocco). There is a lot of work ahead so we invite you to contact us (seadle@ibi.hu-berlin.de and cmchu@uncg.edu) to volunteer your ideas, skills, time and resources.

SET activities continue in the following areas:

Collaboration and Interchange

For our programs at the 2012 conference in Helsinki, we worked with the Section on Information Literacy, the E-learning SIG, the Section on Library Theory and Research, the LIS Education in Developing Countries SIG, the Section on Information Technology, and the Section on Preservation and Conservation. For the 2013 conference in Singapore we are working with the Library Services to Multicultural Populations Section (Theme: "Indigenous knowledge and multiculturalism in LIS education and library training: infinite possibilities"), the Continuing Professional Development and Workplace Learning Section (Theme: "Libraries as learning organisations: how to nurture growth in our staff and our communities"), and the Libraries for Children and Young Adults Section (focus on directions for the education and training of children and youth librarians. Information about proposals and deadlines are at: <http://conference.ifla.org/ifla79/calls-for-papers>. SET will sponsor a satellite conference with the Consortium of iSchools Asia Pacific www.cisap.asia/index.htm at Nanyang Technological University on 5th August 2013 (<http://conference.ifla.org/ifla79/satellite-meetings>). Lastly, I wish to thank Gillian Hallam as the convener of the E-Learning SIG which provided a forum for exchange on the then new issue of e-learning. The SIG has completed its four-year term and is disbanding as the issue is now being addressed in SET and across IFLA.

Connecting theory and practice

The "International Internship Survey, Resource and Marketplace" project is in the process of collecting data and in 2013 will have available its web-based data resource of internship guidelines and expectations of LIS programs around the world. The web-based international internship marketplace to facilitate matching of internship opportunities and interested students has not been funded and is being deferred, thus, the project's focus is on resource sharing of internship guidelines and practices.

The 4th revised edition of the *Guidelines for Professional Library/Information Educational Programs* (2012) has been updated by Kerry Smith, Gillian Hallam and

S. B. Ghosh, and approved by IFLA.¹ The Guidelines have been updated for currency, and to incorporate and recognize indigenous knowledge in LIS education. In order for the Guidelines to have their broadest reach, SET is interested in having them translated into the IFLA official and other languages. This leads to our second invitation. We invite volunteers to translate our new Guidelines and to contact Kerry Smith who is coordinating the translations (k.smith@curtin.edu.au).

Contact the Section

www.ifla.org/en/set

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Outreach to students

The IFLA LIS Student Paper Award, an idea introduced at the IFLA conference 2007 in Durban, South Africa, now has a permanent sponsor. IFLA and the German library supplier ekz.bibliotheksservice GmbH² have sponsored the Award since its inception in 2009. SET acknowledges ekz for its generosity in continuing to fund the Award, which at the 2012 IFLA conference in Helsinki has been renamed the IFLA/ekz LIS Student Paper

Award.³ One of the five objectives of the Award, “to prepare and encourage the new LIS generation to participate in IFLA activities,” is being achieved with Agnese Perrone, the first Award winner (2009 IFLA conference in Milan), who began serving on the SET Standing Committee that year and is our Web Editor. Petra Hauke coordinates the IFLA LIS Student Paper Award Committee and is thanked for working with ekz and for securing its ongoing sponsorship.

In the last Chair’s letter I posed the question: What of LIS education worldwide? As a response I wrote about developments in LIS education in the United States as indicators of global developments. This time, I wish to address the question by sharing the perspectives of selected bloggers and projects to reveal the changing library landscape for which LIS educators are preparing students and the profession to work and lead:

- Helene Blowers, creator of the 23 Things program <http://plcmclearning.blogspot.com.es/>, shares her perspective of libraries as “lifebarriers”, www.heleneblowers.info/
- Blogger Mita Williams explores the future of academic libraries, <http://librarian.newjackalmanac.ca/2012/11/the-future-of-libraries-is.html>
- Brian Mathews views the future academic library as “a place for experiences,” a place for learning encounters moving beyond access to multimedia collections and information. www.brianmathews.com/ and <http://chronicle.com/blognetwork/theubiquitouslibrarian/>
- Also check out others who discuss trends or the future of libraries: Lorcan Dempsey <http://orweblog.oclc.org/>, Michael Porter (<http://libraryrenewal.org/>) and www.libraryman.com/) and David Lee King www.davidleeking.com/
- The New York Public Library (NYPL) for its Centennial celebration of the People’s Palace has developed the Find the Future game http://exhibitions.nypl.org/100/digital_fun/play_the_game and the iPad application *Biblion: The Boundless Library* to allow readers to chart their own journeys through NYPL’s collections. (see: www.youtube.com/watch?v=vNlxyLLNi1g and www.youtube.com/watch?v=hlmIJP8nMNg&feature=youtu.be). Be ready to be amazed!

¹ www.ifla.org/publications/guidelines-for-professional-libraryinformation-educational-programs-2012.

² www.ekz.de/.

³ www.ifla.org/set/student-paper-award.

- The Learning Curve at the Indianapolis Central Library www.imcpl.org/curve/ demonstrates a high tech, high energy, hands-on information environment designed for today's children
- The Digital Public Library of America <http://dp.la> is still exploring its scope and the possibilities of a large-scale digital public library.

On behalf on SET, our last and third invitation is for you to share with us your ideas,

perspectives and work on LIS education and training by e-mailing me cmchu@uncg.edu, Co-Chair Graham Matthews (g.matthews@lboro.ac.uk), and Petra Hauke (petra.hauke@buchprojekte.com), SET Bulletin Editor, or posting at our International and Comparative Librarianship Communities Portal (www.lisuncg.net/icl/).

Submitted 24th December, 2012
by Clara M. Chu, Greensboro, USA.

SET News



79th IFLA World Library and Information Congress 17–23 August 2013, Singapore

Calls for Papers Education & Training Section

Education and Training Section with Library Services to Multicultural Populations Section

Theme: *"Indigenous knowledge and multiculturalism in LIS education and library training: infinite possibilities"*

Deadline for proposals: 15 February 2013

This joint session focuses on the issues of diverse communities and the ways that LIS education and library training need to incorporate cultural competencies, knowledge and practices. While some countries have found success in educating library school students and library workers some areas of the world need help with advocating, developing and sustaining these initiatives. This session will further the awareness of the importance of LIS education in multicultural competencies, and indigenous knowledge paradigms and how these efforts can be extended effectively into in-house training programs for library professional and their staff. More: <http://conference.ifla.org/ifla79/calls-for-papers/indigenous-knowledge-and-multiculturalism>

Education and Training Section with Continuing Professional Development and Workplace Learning Section

Theme: *"Libraries as learning organisations: how to nurture growth in our staff and our communities"*

Deadline for proposals: 31 January 2013

The concept of the Learning Organization (LO) is a model that can help organizations become successful and grow in a fast changing information environment. Learning organizations are agile and flexible with the ability to challenge the role of entrenched bureaucracy and rigid rules. There is a clear focus on continuous improvement: this means that workplace learning is actively encouraged at all levels of the organization, with the open exchange of information enabling managers and staff to share their ideas and experiences.

While the concept of learning organizations has been discussed in management literature for more than 25 years, it is clear that in recent times the concept has become ever more relevant to the library sector. The powerful combination of individual learning and collective learning in the library environment contributes to the process of stimulating creative ideas which can transform our institutions and support the development of innovative programs and services for our users. In turn, our communities look to the library as the source of formal and informal learning opportunities to improve their own lives and livelihoods. More: <http://conference.ifla.org/ifla79/calls-for-papers/libraries-as-learning-organisations-how-to-nurture-growth-in-our-staff-and-o>

Education and Training Section with Statistics and Evaluation Section

Theme: *"Bring out the fun of it! New ways of teaching and communicating statistics"*

Deadline for proposals: 6 February 2013

Statistics are ubiquitous. Quantitative data is needed and used in research projects, evidence-based management, and as part of any advocacy process in the library and information sector. It is also part of most LIS curricula at all levels. Yet many students

graduate with little knowledge and less confidence about their statistical competences; practitioners resent the "number crunching" part of their work, and arguments made to funding bodies on the basis of statistics sometimes prove not to be as convincing as expected. More:

<http://conference.ifla.org/ifla79/calls-for-papers/bring-out-the-fun-of-it>

Satellite Meeting Education and Training Section

Date: 15 August 2013

Theme: "Global collaboration in information schools"

Location: Nanyang Technological University, Singapore. More:

<http://conference.ifla.org/ifla79/satellite-meetings>

SET Guidelines, 4th rev. 2012

Now published: "*Guidelines for Professional Library/Information Educational Programs – 2012*", by Kerry Smith, Gillian Hallam and S.B. Ghosh on behalf of IFLA's Education and Training Section

These guidelines were endorsed by IFLA's Professional Committee in August 2012.

They replace the last significant revision in 2000 and incorporate the inclusion of material in library school curricula that reflects the developments in the provision of library and information services in the 21st century. They set the framework for the necessary objectives

for library and information educational programs: the requirements of core and useful curriculum elements to be included in teaching programs, the faculty, staff, and student requirements for these programs and the need for the programs to be well supported by information and other resources. More: www.ifla.org/publications/guidelines-for-professional-libraryinformation-educational-programs-2012

SET Chair elected for ALISE



Clara M. Chu, IFLA SET Chair, was elected Vice-President/President-Elect of **ALISE**

<http://ure.uncg.edu/prod/cw/weekly/2012/12/04/drclarachu/> (Candidate statement: www.alise.org/alise-election-2013---chu)

E-learning Special Interest Group

sponsored by SET

The E-learning SIG has come to the end of its natural life. SIGs are created for an initial four-year term. The group, led by its convener Gillian Hallam, held a forum about the future of the SIG at the IFLA Conference 2011 in San Juan, Puerto Rico, and found no need to continue the SIG as e-learning is now an established mode of learning and addressed in SET and recognized within IFLA.

Who's Who: SET SC Member Profiles



Dr. Petra Hauke

Lecturer, Berlin School for LIS, Humboldt-Universität zu Berlin, Dorotheenstraße 26, D-10117 Berlin, Tel.: +49 (30) 2093-4309 Fax: +49 (30) 2093-4335, petra.hauke@buchprojekte.com

Personal profile

Dr. Petra Hauke, University Degree in History of Arts and in Library and Information Science, Ph.D. in Library and Information Science. She serves as assistant lecturer at the Berlin School of Library and Information Science at Humboldt-Universität zu Berlin. She has served as editor and has authored numerous library and information science publications.

She has taught on a wide range of library-related subjects at Humboldt-Universität zu Berlin, and a host of other universities (Hannover, Potsdam). Her career spans more than 30 years of expertise in both public and specialized libraries (e.g. at Max Planck Society).

Position

Lecturer

Main issues in teaching and research

Library Management, Publishing, Cataloguing

Major publications

The Secondhand library building – Sustainable thinking through recycling old buildings into new libraries / Hauke, P., & Werner, K. U. In: IFLA Journal (2012) No. 1, pp. 60-67.

E-motion in hybrid publications: E-publications and their printed counterparts in the focus of publishers, library catalogues, search engines and users. In: Wolf-Fritz Riekert & Ingeborg Simon (Eds.): Information in e-Motion. Proceedings BOBCATSSS 2012 – 20th International Conference on Information Science. Amsterdam, 23-25 January 2012. Bad Honnef, Germany: Bock+Herchen. Online: <http://tinyurl.com/cg4dzvb>.

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„Secondhand“ – aber exzellent! Bibliotheken bauen im Bestand / P. Hauke; K. U. Werner (Eds). Mit einem Geleitw. von Dorothea Sommer, IFLA Library Buildings and Equipment Section. Bad Honnef: Bock + Herchen, 2011. <http://edoc.hu-berlin.de/browsing/series/>.

Bibliotheken heute! Best Practice in Planung, Bau und Ausstattung / P. Hauke; K. U. Werner (Eds). Bad Honnef: Bock + Herchen, 2011. <http://edoc.hu-berlin.de/miscellanies/bibliothekenheute/>.

Lexikon der Bibliotheks- und Informationswissenschaft / K. Umlauf; S. Gradmann

(Hrsg.) Stuttgart: Hiersemann 2009ff, Bd. 1, Lfg. 1 ff (Author of numerous articles).

Jahrbuch der Öffentlichen Bibliotheken. Bad Honnef : Bock + Herchen, Ausg. seit 1994/95 (1994) every other year, at least 2012/13 (2012).

Higher education and degrees

2008 Ph.D. in Higher Education LIS, Humboldt-Universität zu Berlin, Germany; 2000 Magistra Artium (M.A.) in History of Arts, Freie Universität Berlin, Germany.

International experience

Petra Hauke is active member of the IFLA Education & Training Section's Standing Committee, serving as SET Bulletin editor (2005ff.), Secretary (2007-2011), coordinator for the IFLA/ekz Student Paper Award (2009ff), and the "Adopt a Student!" program (2007ff). Participant and paper/poster presenter at IFLA World Library and Information Congresses 2005–2012; BOBCATSSS Conferences 2006–2009, 2011–2013; Co-organizer of BOBCATSSS 2008 in Zadar, Croatia.

Next issue invited SET SC Members:

- Agnese Perrone, Italy
- Michael Seadle, Germany

Library & Information Science – Education & Training Worldwide

Insights on LIS Education in India

By Dr. Susmita Chakraborty

Abstract

The paper traces the history, current scenario, problem areas, future prospects of Library (and Information) Science Education in India.

Keywords

LIS Education, India, University Grants Commission, Curriculum Development Committee, National Knowledge Commission, Employment, History

1 Introduction

Just after a century of Library Science training in India, it may be the right time to strive to present a composite view about its history, current scenario, concerns and future direction.

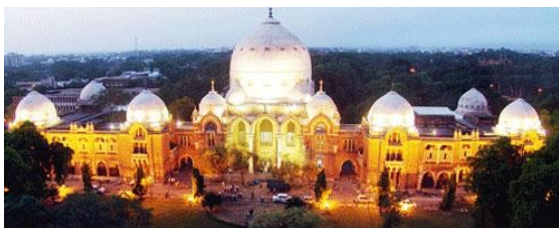
2 Education in India – Some Statistics

Association of Indian Universities (AIU) is an important umbrella organization for the universities in India. Universities Handbook (AIU, 2006) gives the figure that India has 354 university level organizations among which 279 are AIU members. Of these, 172 are conventional universities (including 33 institutions for specialized studies in disciplines), 37 institutions provide in agriculture, 16 in health sciences, 38 in engineering and technology, 1 in journalism, 5 in law and 10 are open universities.

3 LIS Education in India

LIS education started in India in 1911 with the first Library School in Baroda (Maharashtra state) under the royal patronage of Sayaji Rao

Gaykawd II. Punjab University is the first university to offer Library Science courses in 1915.



Maharaja Sayajirao University of Baroda (as it is now).

The Certificate Course in LIS run by Bengal Library Association was initially housed in the National Library of India.



National Library of India at Kolkata.

India is a vast country with a huge population and diverse multilingual culture. The demand for the need of different levels of library education was felt from the very beginning. The first PhD in LIS was awarded to Dr. D B Krishna Rao in 1958 by the University of Delhi. Now more than 85 universities in India offer a Master Degree in LIS whereas over 50 Indian universities have provision for guiding Ph D Scholars.

The LIS courses in India can be divided into three major levels according to their time span and subject coverage:

- Certificate courses
- Regular Bachelor and Master courses (BLIS and MLIS)
- Specialized courses offered by specialized institutions like NISCAIR (INSDOC), DRTC, NCSI

Premier national institutes like National Institute for Science Communications and Information Resources (formerly, Indian National Scientific Documentation Centre), Documentation Research Training Centre, National Centre for Science Information, and International School of Information Management (Mysore) are imparting specialized training for breeding the generation 2K information scientists.

According to mode of delivery, LIS courses can be divided into two ways:

- LIS courses offered in regular universities in classroom set-up
- LIS courses offered in Distance (Open) mode

LIS Courses in Distance Mode was started by Indira Gandhi National Open University with its Bachelor Degree in 1989 and Master Degree in 1996. State Open Universities like Netaji Subhas Open University (West Bengal) and various general universities quickly followed suit to offer a gamut of LIS courses in the distance mode.

4 Employment Scenario

LIS was awarded the “Best Careers of 2008”.⁴ Academic libraries still are the major recruiter. Other libraries that employ a LIS student are Government Departmental Libraries, Media Libraries, Museums and Archives, Research Institutes/Organisations, Public Libraries (from rural Kiosks to the National Library), Law Libraries, Medical Libraries, etc. Even big organizations run by the private sector are now appointing library professionals. Tata Group of Libraries may be cited as an apt example.

From nomenclature to pay and facilities, the employment varies public versus private organizations as well as by the nature and level of libraries. Title/status also varies from ‘equivalent to teachers’, to ‘officers’, to ‘scientists’, etc. according to the nature of the employer.

5 Commonly Used Designations

Designations for senior posts are Librarian/Chief Librarian, Deputy Librarian, Assistant Librarian, Reference Librarian, Law Librarian, Director/Head, etc. and for other posts exist Professional/ Semi-Professional/ Technical Assistant, Library Assistant, Information Analyst, Cataloguer, Indexer, Archivist, etc. with traditional roles. New posts are also appearing as suitable for the present day e-resources scenario.

6 Agencies Associated with Higher Education and/or Information Science

6.1 University Grants Commission⁵

Established in 1956 by the Government of India, UGC is the statutory body for planning and monitoring higher (college and university) education. Its objective is to promote and coordinate university education and to determine and maintain standards of teaching,

⁴ http://cis.hfcc.edu/sites/default/files/us_news_report-2008.pdf.

⁵ www.ugc.ac.in.

examination and research in universities. It regulates standards as well as it provides funds.

6.2 Distance Education Council (DEC)⁶

DEC strives for coordinated development of the learner-centric open and distance learning (ODL) system. It tries to ensure quality, ease of access and equity to reach the un-reached.

6.3 The National Assessment and Accreditation Council (NAAC)

This body is set up for evaluative assessment of the courses and curricula as offered by the Indian universities on a regular interval applying a set of criteria for Institutional & Departmental performance.

6.4 Information and Library Network (INFLIBNET) Centre⁷

INFLIBNET, an autonomous Inter-University Centre (IUC) of the University Grants Commission, creates infrastructure for sharing of library and information resources and services among Academic and Research Institutions. Some of its most important projects are SOUL (Software for University Libraries) and UGC-INFONET Digital Library Consortium.

6.5 National Institute of Science Communication and Information Resources (NISCAIR)⁸



NISCAIR Home Page

The core activity of NISCAIR is to collect/store, publish and disseminate S&T information through a mix of traditional and modern means, which will benefit different segments of the society.

6.6 National Institute of Science, Technology and Development Studies (NISTADS)⁹

It studies the interaction and interface among Science, Technology and Society.

⁶ www.dec.ac.in.

⁷ www.inflibnet.ac.in.

⁸ www.niscair.res.in/.

⁹ http://www.nistads.res.in.

7 Problems and Concerns in LIS Education

- **Heterogeneous Nature**
Multicultural, multi-linguistic, subcontinent structure with heterogeneous models and structures for LIS education are difficult to be harmonised.
- **Problem of Nomenclature and Determination of Discipline**
- **Asymmetrical Treatment of the Subject under Different universities**
- **Ill-equipped Infrastructural Facilities**
- **Inadequate Industry-LIS (Academia) Interface**
- **Inadequate academic cooperation with other countries (especially in the Eastern part of India)**
- **Absence of an All-India Body**
There are supervisory bodies for different subject domains like Council of Scientific and Industrial Research (CSIR), Indian Council of Social Science Research (ICSSR), Indian Council of Medical Research (ICMR), Indian Council of Agricultural Research (ICAR), etc. With the tremendous growth in LIS in the last few decades, LIS Education also needs a super body for coordination and monitoring its activities.
- **Absence of an All-India Service Cadre**
There are Indian Administrative Service, Indian Statistical Service, Indian Forest Service, etc. to nurture the cadres of a particular area. India needs the establishment of such a service to inspire the best brains to its fold as well as to keep a transparent recruitment policy.
- **Absence of an All-India Association of Library & Information Professionals**
There are several LIS professional organisations in India including All-India Indian Association of Teachers in Library & Information Science (IATLIS). Still there is a need of an umbrella organization to bind all organizations together and represent their interest faithfully in the global podium.

8 Important Committees and Commissions

- **UGC Committees (1959 and 1965)** led by S. R. Ranganathan gave recommendations regarding infrastructure & service of Library Science in Indian universities and colleges.
- **Kaula Committee on Curriculum Development in Library and Information Science (UGC, 1993)** tried to ensure a balance between divergent LIS curricula in different Indian universities.
- **Karisiddappa Committee on Curriculum Development in Library and Information Science (UGC, 2001)** introduces the

concept of 'model curriculum' as a flexible framework for a standardized curriculum having units (along with learning objectives) with a ratio of 60:40 in relation to LIS theory and LIS practice.

9 Future Directions

To lead India on the way to become a Knowledge Society, the Government of India set up the National Knowledge Commission (NKC) in 2005. With the ten commandments of NKC as guide to the future e-India, LIS is gaining a strong foothold as an important discipline to study and an enticing vocation as a knowledge worker.

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From Uzbekistan to the US: Short Chronicle of a Virtual Internship Experience

By Beth Filar Williams, Iskander Rakhmatullaev, and Elena Corradini.

Introduction

As the world flattens and information is overflowing internationally, people are connecting virtually and collaborating more than ever before for teaching, learning, presenting, publishing, and more. The growing trend of limitless virtual global collaboration is exponential through breakthroughs in technology and networks. Libraries worldwide have been on board for a while, hosting visiting librarians or doing the visiting. Some of these efforts have been undertaken thanks to the International Federation of Library Associations (IFLA), which was established in 1927, and

now, with over 1600 members in approximately 150 countries around the world, is still making global communication and collaboration amongst librarians possible. Apart from international or national professional associations, education institutions also have been offering internship posts for some years now. Many institutions of higher learning are also extending a global reach through innovative agreements.

This short paper aims to share insights from one such innovative agreement, namely a virtual internship experience that took place in early 2012. The intern was an Uzbek student, Iskander Rakhmatullaev, who had enrolled in the EU funded Erasmus Mundus *Tempus* DILL Master (Digital Libraries Learning), jointly

organized by Oslo University College (Norway), Tallinn University (Estonia), and Parma University (Italy). The host was the Library at the University of North Carolina at Greensboro. The intern had an external mentor, appointed by the University of Parma (Italy), since the internship project results would be evaluated by this University as part of the semester's credits.

UNCG

The mission statement of the University of North Carolina at Greensboro states it is a "global university integrating intercultural and international experiences and perspectives into learning, discovery, and service." The UNCG Strategic Plan 2009-2014 calls for integrating international and intercultural experiences and perspectives into teaching, research, creativity, and services to ensure that faculty, staff, and students have the requisite attitudes and knowledge to interact appropriately and effectively in a culturally diverse global context.¹⁰ UNCG Libraries also value diversity and global connections. These values are seen through the hosting of international scholars and visiting librarians since 2006.¹¹ The UNCG Library and Information Studies (LIS) Department also host international students and practicing librarians.¹² So, despite cuts in budgets and limited travel funds that might hinder these programs or other opportunities, librarians can still be connected virtually and globally.

As liaison to the LIS Department, Beth Filar Williams became aware of the Digital Libraries Learning Program (DILL)¹³ of Erasmus Mundus of the European Commission through the LIS Department's Chair, Clara Chu. DILL's program local coordinator for the University of Parma, Anna Maria Tamaro, was looking for virtual internship opportunities for students. Filar Williams jumped at a virtual opportunity to engage, learn, and collaborate. As the distance education librarian, she is very familiar with many of the tools and techniques of library service for distance education, and believes strongly that mentoring is an important role for library professionals. Practical application of theory is an important service to the profession. Having previously worked with virtual and other interns in the United States,

¹⁰

http://uncgtomorrow.uncg.edu/plan/UNCG_StrategicPlan_2009-2014.pdf.

¹¹ http://library.uncg.edu/info/events_and_awards/Visiting_Librarian.aspx.

¹² <http://lis.uncg.edu/about-us/international/>.

¹³ <http://dill.hioa.no/>.

Filar Williams was aware of the challenges of creating an environment for virtual mentoring and exchange. Through communication with the coordinator of the DILL program, the collaboration was born with various parties including the program internship supervisor at University of Parma, Italy, Elena Corradini, and the student, Iskander Rakhmatullaev, in Tashkent, Uzbekistan.

Uzbekistan Libraries

Uzbekistan is one of the Central Asian republics with the most developing library structure in the region. The most important library organization in the country is the National Library of Uzbekistan, which has been functioning since the end of the 19th century. Undoubtedly, the National Library has high status and is an ideal place for every librarian, from alumnus to faculty to work and demonstrate their skills and knowledge. Rakhmatullaev had a great opportunity to work in this organization and to gain necessary and invaluable library experience. Working in the department of Library Information Technologies he kept up and applied the latest library technologies, not only within the National Library, but also recommending them to regional and university libraries. There are about 65 higher educational universities functioning in the territory of the republic and libraries of all of them are collaborating with the National Library.

The DILL experience

The Digital Library Learning Program (DILL) is itself an interesting international collaboration between universities in Italy, Norway, and Estonia. At one point, the nineteen students in the DILL program represented sixteen different countries. Students take residence for at least one semester at each university en route to a four semester degree in library studies. DILL students generally also do an internship, but up until now they had always been at a physical location and always in Europe. Thus, whatever their country of origin, they have been able to spend a period of at least four weeks as interns in a public or private institution, research center, or university, to practice and get involved in real-world digital library issues. The difficulty of renewing or initiating partnerships every year with so many institutions located in Europe has led to the idea of experimenting with a new way of thinking about the internship, also considering that current technologies allow expanding our views about the term "internship" itself. The aim of the internship, as it was conceived in the DILL Program, is to allow students to get involved in issues basically related with digital

libraries, but most of these can be solved at one's own desktop.

The Partnership Project with the UNCG Libraries

For Rakhmatullaev and other DILL students, while studying in Italy on DILL project, the most significant part was choosing places for internships. The list of organizations was impressive and the difficulty of quick choice was evident. The question was how would it be possible to hold internships with organizations that are located out of Italy? The library at the University of North Carolina in Greensboro was perceived good choice by several criteria, such as the US leadership in quality of education and modern aspects of use of information technologies in libraries.

When the opportunity arose for Filar Williams to host an international student who was not a UNCG student, serious considerations were required to determine what project was both useful to all parties and accessible within the security limitations of UNCG Libraries. Many projects require access to databases, servers or tools that would be inaccessible for non-UNCG affiliates. Filar Williams offered a workable project idea and throughout the month of February 2012, Rakhmatullaev worked to convert the UNCG Libraries Instructional Technology Toolkit¹⁴ into a LibGuide. This toolkit was created the year to fill the need for a place where library staff and students could learn more about new software tools for use at school, work and personal life, as well as collaborate and share these tools with others beyond librarianship. LibGuide software (from Springshare) is flexible and easy to update, used for many classes at UNCG and also used at many other universities. This toolkit by nature is dynamic - vetting of new tools, other tools often disappearing every year, and potential category changes over time. Shifting the toolkit from a website where limited people have access to edit, to a more versatile and open software where multiple people can collaborate and edit the same LibGuide, regardless of their tech skills, just made sense. Collaborative access to a specific guide(s) is easily available by simply adding an email address regardless of affiliations, to edit a guide(s). So now Rakhmatullaev could easily grab content from the existing website to shift to new site as LibGuide software. From its start as a LibGuide in February 2012 until October 2012, there were almost 2000 hits on the guide!

¹⁴ <http://uncg.libguides.com/toolkit>.

Challenges

When hosting virtual students, challenges do occur but establishing a relationship internationally, with culture and language barriers, and a 10-hour time difference is much more challenging than previous experiences we ever had. Various tools to connect often do not work in other countries due to firewall restrictions, low bandwidth, or other issues. For this collaborative project, Skype was used to communicate at least once a week. The time difference made it early morning for UNCG and evening in Uzbekistan. Sometimes the video worked in Skype but not always. Video helps create a more personal connection than just voice and helps break down cultural or communication barriers to see the other person. Even with strong English language skills, language or culture differences with communication still occur. To help with difficult communication issues, other methods need to be found. Quick, easy, free tools like Jing (www.techsmith.com/jing.html) were often used to create a screencast demonstrating a "how to..." with voice guiding him through the video and steps of a process. Jing hosts their videos immediately on their website, allowing simply a link to be sent and viewed online.

This experience demonstrated the challenges and discrepancies in technology in various countries. For example UNCG has a campus license for Blackboard Collaborate – a dynamic web conferencing software – that would have been a perfect communication tool for this project. But due to restrictions, firewalls or low bandwidth in other countries, Blackboard Collaborate was not an option. Even Skype would often break connections with or without video. Looking beyond these challenging technological differences which occur across our various countries, we embraced the opportunity to be enlightened and inspired by our cultural differences.

A Webinar, just like a celebration

At the end of the internship month, a facilitated session was conducted synchronously with all parties in Italy and Uzbekistan and at UNCG. Using Skype to share the internship experience and offer insight into libraries in other countries, the presentation was hosted at UNCG and recorded so the session is now streamed on UNCG's website.¹⁵ This presentation showcased the benefits and challenges of the project, as well as sharing with UNCG librarians and students, information and photos of libraries in other countries.

¹⁵

http://library.uncg.edu/info/distance_education/flvfiles/virtualinternship.html.

Holding international webinars has great advantages for each of participants. Most of all, these events are excellent tools for effective international negotiations that can increase cultural and social communication between different countries. Information technologies have played and will continue to play a huge role in connecting various countries in different locations. For Uzbekistan it was an absolutely unique event to hold internship virtually. From Rakhmatullaev's point of view, modeling these kinds of virtual activities, like the webinar, will have great impact on educational processes in general. Both undergraduate and graduate students will have the opportunity for a great number of benefits. They not only can keep up with modern information technologies and tools but can have great opportunity to find out about different countries, cultures, and educational news.

Conclusion

Despite all difficulties, the parties have learned a lot from this extraordinary experience. First of all, it should be noted that the student has been able to complete his internship with positive results, which will certainly have lasting outcomes for his personal life and professional career. Secondly, the internship supervisor was also positively impressed by the possibilities that a virtual internship opens up for future students. Lastly, the UNCG mentor showed her enthusiasm until the very end of the project, and has maximized the internship outcomes by organizing a virtual meeting where all parties were equally involved sharing their background, their views, and their experience. This kind of collaboration has undoubtedly shown that new ways of cooperation between institutions are possible,

and strengthened the links between partners in this venture. We all are looking forward to the next challenging virtual experience, but also to meeting in person to build further bridges to enhance international education and cooperation.

The authors:

Beth Filar Williams has served as the Coordinator of Library Services for Distance Learning at the University of North Carolina at Greensboro since 2008. With a Masters of Library and Information Science from the University of Maryland and BA in Geography from the Johns Hopkins University, she was previously a library consultant serving all types of libraries through the Colorado Library Consortium, a Map/GIS Librarian at the University of Colorado at Boulder and a middle school librarian in Howard County Maryland. She presents and publishes on topics such as green libraries, e-learning, instructional design & technology tools. Read more: <http://about.me/filarwilliams>

Elena Corradini, MA/MSc IS, is a collaborator of the DILL Erasmus Mundus Master at the University of Parma, Italy. She has been a public librarian since 1997 in Ala, province of Trento, Italy. She is currently a PhD student at the University of Zadar, Croatia, within the program "Knowledge Society and Information Transfer". Her research interests are in the field of research methods, library services for youth, personal information management, and in particular youth and information credibility / trustworthiness / authority.

Iskander Rakhmatullaev is an Erasmus student, head specialist of the Information Resourceful Center of the Academy of State Administration under the President of Uzbekistan. He has reached working experience in the National Library of Uzbekistan and now he is getting a Master degree in one of the Latvians universities on Archive specialization. Mainly he focuses on software management for libraries and archives, data analyzing and document systems.

Information Professionals 2050: Educating the Next Generation of Information Professionals

By Barbara B. Moran, and Gary Marchionini, Chapel Hill, North Carolina, USA

Professional education has always faced tension in balancing theory and practice and today's utilitarian concerns tend to emphasize translating theory to practice and embracing technology to improve productivity. These professional schools have been reproached for providing education that is outdated and inappropriate to meet the needs of the modern age. Professional schools of all types are now reconsidering long accepted pedagogical approaches and searching for ways to modernize both what is taught and how it is taught.

The changes that are occurring within the environment in which professional schools operate necessitate a reexamination of the old patterns of education. These traditional models have become outdated in the modern world where the nature of higher education, libraries, and information resources are affected by globalization, new technologies, multiculturalism, and both financial and environmental constraints. As part of this reexamination, it is time for the institutions which prepare information professionals to re-envision the education that will be needed for

the next half-century. Information Professionals 2050 was designed to bring together thought leaders in the diverse information field to create a blueprint for educating the next generation of information professionals.

The School of Information and Library Science at the University of North Carolina at Chapel Hill (SILS) has been a leader in training librarians for decades through its MSLS and PhD programs, and over the past twenty-five years we have developed our MSIS and BSIS programs to broaden our programs to serve the information management needs of business, industry and government. We took the opportunity of our 80th anniversary celebration to organize a symposium and conference as a way to help the field and all information schools begin to think about the changes that will be necessary to successfully produce that next generation of information leaders.



Speakers from left to right: Bill Graves, Derek Rodriguez, Mary Chute, Marshall Breeding, and Nancy Roderer. © W. Monroe.

Today most information professionals are educated in what have become known as i-Schools. Some of these schools were created specifically to address information education, some were created by merging existing departments (e. g., computer science and media studies), some are aggregations of faculty and courses from the entire gamut of academic departments, but most adapted from roots in education for librarianship. Regardless of their origins, i-Schools around the globe are evolving rapidly. Some questions i-Schools grapple with include:

- How do they recruit the best and brightest students and sustain life-long learning relationships with those students?
- How diverse a faculty should they recruit to represent the spectrum of disciplines that are critical to modern LIS schools?
- How should i-Schools deal with the task of integrating knowledge and practice in a way that will prepare their graduates for

the challenges of the rapidly changing information environment of the future?

- How can these schools leverage information technologies to be more effective and efficient?
- How do they build mutually beneficial partnerships with information industries and agencies? With different schools and departments?
- How do we assess our schools? Our faculty? Student outcomes?

The information professions are at an inflection point in time. The environment in which all information professionals operate has been revolutionized, primarily due to profound changes in technology. Technology has transformed almost all aspects of our world, and has certainly transformed the careers into which we send our graduates. These technological changes have altered traditional methods of information storage and retrieval that have endured for centuries. Scholarly communication has been transformed and user expectations heightened.



Gary Marchionini, University of North Carolina at Chapel Hill. © W. Monroe.

Access to information is ubiquitous and information permeates all aspects of our lives. This is no evolutionary change but a disruptive one as we move from a world where information was contained within walls in finite containers such as books and filing cabinets to one where information is virtual and omnipresent. Information schools once prepared professionals to work in a specific type of institution; now they are preparing professionals for careers in a world where the institutions that employ them (if they actually do work within an institution) are of many types and serve many different purposes. Once information was typically dealt with on a local scale; now information professionals work with information that is international in scope, linking institutions and individuals across the globe in real time. These profound changes in the information world demand equally profound

changes in the education of the professionals who will spend their careers working in this new world.

What are some of those changes that need to be considered and how might we organize our thinking about the directions that those changes will take? There are a number of ways to look at reshaping educational programs but it seems that, at bare minimum, we need to consider each of the major components in any type of educational program – the students, the faculty, the curriculum and the modes of delivery – and deliberate the changes that need to be considered in each of those four components. What are the necessary changes we need to make to ensure that our schools are ready to educate the information professionals who will be vital in tomorrow's world? For each of these components, a few illustrative questions follow to set the stage for discussion.

- Students: What are the characteristics of successful information professionals? Beyond obvious characteristics such as intelligence, creativity, and desire to serve others, should we recruit young people who have high tolerance for ambiguity? Analytical problem solving talent? Intuitive or empathetic interaction styles? Outgoing personalities?
- Faculty: What kinds of faculty should we recruit and promote? Generalists or specialists? Quants or quals? Exclusively from information programs or from many fields? What are the best balances between research and teaching? How do we evaluate research success and impact? How do we assess teaching effectiveness?
- Curriculum: Should we identify core ideas and techniques that must be included in every student's program or individualize curricula to learners? How can we balance information theories with information best practices? How comprehensive should a curriculum be? How do we evaluate student learning outcomes and career impact?
- Delivery: What is the right balance of individualized and group learning? What is the right balance of face to face and online learning? How can we balance coursework and in situ learning? Should information professionals be licensed?

Redesigning education for information professionals will demand an enormous effort on the part of all of us as we rethink the prior educational preparation of entering students and the role and type of faculty needed,

curricular needs, and the type of pedagogy and delivery of these new programs.

Answering these and similar questions will require educational leaders to carefully assess what is essential to preserve from today's programs and what to delete, adapt, and add. Most of us would say that our responsibility to the information professions of tomorrow requires us to continue to offer learning experiences that foster creative and adaptive thinking, cooperative problem solving, compassion and mutual respect, and devotion to learning and knowledge stewardship. In fact, we believe that there is a set of core values that provide the warrant for today's i-Schools and will continue to warrant our programs far into the future. There are values we share with all educational programs such as excellence, creativity, curiosity, and passion for learning, but i-Schools draw their defining values from librarianship:

- Organization of information
- Universal access
- Collaboration
- Intellectual freedom
- Self-directed learning
- Stewardship

These values are what have distinguished our profession and have provided the basis for the service information professionals have performed for society. However, we must realize that some of these values may come into conflict with the for-profit nature of many of the organizations where our graduates will find positions. Are these values so critical to our professional identity that we will continue to insist that they remain a part of the professional preparation of every graduate?



Speaker Charles Lowry. © W. Monroe.

It is these values that distinguish us from other disciplines and beginning with these values provides another basis upon which to investigate and build educational programs. Many information educators say that our schools consider the interactions of people, information, and technology. We suggest that central to this triad is the entire information life

cycle and the ways that people and technology participate in this cycle. Our core values dictate the learning and teaching actions people apply to their information lives. Traditional librarianship focused most heavily on stewardship of extant information and today's information programs have broadened this mandate to the full information life cycle that includes generation, management, transmission, use/reuse, and preservation:

- Information professionals are partners in generating and collecting information; they are part of the research, data mining, or design team. Placing value on accurately-represented and well-organized information serves information production teams well.
- Information professionals elicit, ingest, organize, and evaluate information. They do so using distributed databases and by directing data streams. Because they value universal access, they create powerful and adaptable indexes, ontologies, and because they value stewardship, they worry about cost-effective but sustainable data structures.
- Information professionals share information openly and freely. Because they value universal access and self-directed learning, they advocate open access publishing and easy-to-use access systems.
- Information professionals are participants in using and reusing information to solve problems, make decisions, learn, and play. Educating the public to find and use information, assess its accuracy and provenance, and joining small or massive teams to aggregate, synthesize, annotate, or summarize are all roles that information professionals play. Because they value

collaboration and learning, they are willing to go beyond simply delivering information to helping people apply it.

- Information professionals have long served as stewards of knowledge and this is even more important today for the diverse forms and volumes of digital information. Valuing access and stewardship, they know they go hand in hand and that substantial context must be included if information is to be useful in the future.

These examples of how values and the work of information professionals interact are not exhaustive but meant to suggest a basis for creating educational programs that are rooted in core values. Clearly, at each stage in the information life cycle, there are policies, costs, and systems that are essential to good theory and practice. The values we bring to the problem determine what policies and systems we develop and apply and what costs and constraints we are willing to bear.

Information Professionals 2050 provided a venue for examining these questions and thinking about how to restructure professional education to meet the needs of tomorrow. The complete set of papers from sixteen participants are available for free download under creative commons with attribution license at <http://sils.unc.edu/sites/default/files/publications/Information-Professionals-2050.pdf>. A video of all the sessions at the conference held the day after the symposium is available at <http://vimeo.com/49317328>.

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Practice-based qualification program for Senior Librarianship

By Jannicke Røgler, Drammen, Norway

Close to 200 posters were presented at IFLA, Helsinki. One of the posters presented a career path for Senior Librarians in Norway.

About the program

The career path for Senior Librarians is a part of the *Program for associate professors* offered by Oslo and Akershus University College of Applied Sciences in Norway (HiOA). It was established as a module in 2009 and is a parallel track to the traditional PhD. The aim is to develop librarians who are qualified to carry out practical research and development

projects in libraries. The program strongly emphasises the participants' analysis and dissemination of their research and development work.

The candidates carry out one or several academic development projects in their work place; document them in a portfolio and are then assessed on the basis of the portfolio and an individual assessment.

Currently four participants are taking part in the program: Jingru Høivik (National Library of Norway), Anett Kristin Kolstad (Oslo and Akershus University College of Applied

Sciences, Learning centre and library), Heidi Kristin Olsen (Vestfold University College, Library), member of IFLA Section for Library Theory and Research and Jannicke Røglø (Buskerud county library), member of IFLA Education and Training Section Standing Committee.

In the following I will give a short presentation of the projects the four participants are conducting.

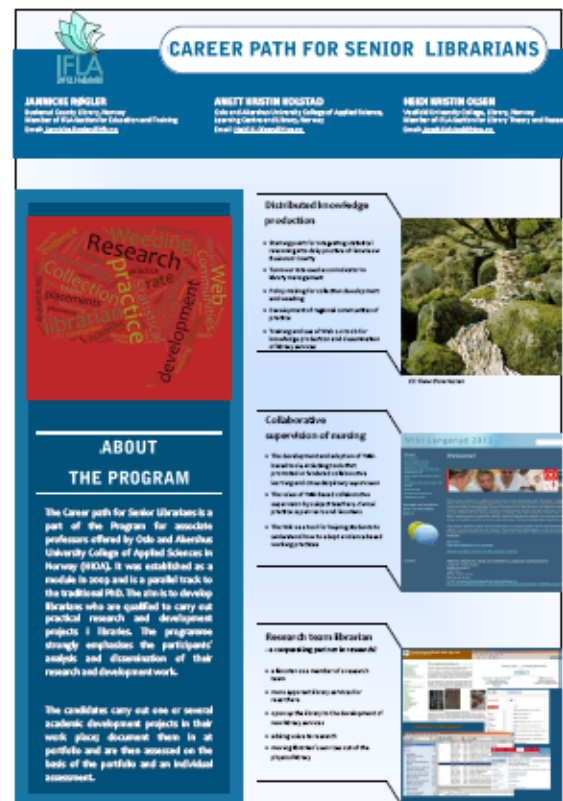
Jingru Høivik: Global village, library anywhere – mobile access to library resources

The purpose of her work is to investigate and improve access to digital assets at the Norwegian National Library using mobile phones. The project is thus part of a growing effort towards transliteracy which is the ability to read, to write and otherwise communicate and interact across a range of platforms, tools and media. The National Library's website at www.nb.no plays an essential role in Norway's online library services. For development purposes an alternative mobile access point is created. This site provides tests of variant push and pull modes, present "elite editions" and test polyvalent organization of selected materials.

Jingru Høivik presented papers at both IFLA, Gothenburg and IFLA, Helsinki. The paper presented in Helsinki described the second part of an ongoing mobile library (m-library) project for the National Library of Norway. The purpose is to develop a visual web service prototype that provides mobile access services to the library's growing repository of digital data. Several test databases have been set up and a number of Android applications (apps) have been developed for testing purposes. Six approaches have proved promising using mobile technology: 1) image presentation on mobile; 2) library's digital exhibition in the pocket; 3) traditional free text search; 4) location-based search; 5) barcode scan for ISBN search / QR encapsulation; and 6) voice/spoken search.

References:

- Global village, library anywhere – Mobile Access to Library Resources, <http://conference.ifla.org/past/ifla78/103-hoivik-en.pdf>.
- Mobile Digital Library in the National Library of Norway, <http://conference.ifla.org/conference/past/ifla76/151-hoivik-en.pdf>.



"Career path for Senior Librarians."
Poster presented at WLIC 2012.

Anett Kristin Kolstad: Collaborative supervision of nursing students by Wiki in practice placements

- The development and adaptation of Wiki-based tools, including tools that promoted or hindered collaborative learning and cross-disciplinary supervision.
- The value of Wiki-based collaborative supervision by subject teachers, clinical practice supervisors and librarians.
- The Wiki as a tool for helping students to understand how to adopt evidence-based working practices.

The Learning Centre and Library, in collaboration with the nursing degree program, aims to develop further the experiences gained of using Wiki tools during 2009-2012 for the project *Information literacy for acquiring research-based evidence in Langerud Nursing home*. In this project, 50 students at a time were supervised by subject teachers, clinical practice supervisors and librarians out on clinical practice placements.

The results show that Wiki can be an effective tool for collaborative work:

- Everyone could keep abreast of current developments because everything could be found in one place,
- The supervisors complemented each other during the supervisory process,

- Because work was carried out in writing, the use of Wiki as a mediating device added value to face-to-face meetings.

Additional requirements related to research-based information have been included in the study plans and new digital tools for collaborative work will be developed in 2012/13.

Reference:

- Flexibility in Teaching Information Literacy by Using Wikis, http://iflasatellit tampere2012.files.wordpress.com/2012/08/session3c_kolstad.pdf.

Heidi Kristin Olsen: Research group librarian – a cooperating partner in research?

- A librarian as member of a research team,
- More distinct library services for researchers.
- Opening up for development of new library services towards researchers,
- Adding value to research?
- Moving library services out of the physical library.

The main research project, in which the research group librarian's role has been tried out, is called '*Kindergarten space, materiality, learning and meaning-making*'. An ethnographic design has been applied in the study. The research group librarian has been a fully participating member of the research group throughout the project.

The empirical sources for the study include semi-structured interviews, both individual and group, and observation and field notes.

The study shows that a librarian as a member of a research group can have positive impact on the researchers' work. Appropriate library services become more distinct. Ideas for and development of new library services for the user group evolve naturally during the process.

This way of working as an embedded librarian have also had effects as a way of marketing the library's services throughout the institution.

Reference:

Research group librarian – a cooperating partner in research? *Liber Quarterly* 01.10.12 <http://liber.library.uu.nl/index.php/lq/article/view/8090/8513>.

Jannicke Røgler: Distributed knowledge production

- Starting point for integrating statistical reasoning into daily practice of libraries in Buskerud county,

- Turnover rate used as an indicator in library management,
- Policy making for collection development and weeding,
- Development of regional communities of practice,
- Training and use of Web 2.0 tools for knowledge production and dissemination of library services.

As a development unit, Buskerud County Library supports the municipal libraries in many areas. Collection development and turnover rate have been high on the agenda since 2008 and became a starting point for integrating statistical reasoning into the daily practice of libraries in Buskerud.

The translation and adaption of CREW, a weeding manual from Texas, US into Norwegian, has resulted in a practical instrument for policy making for collection development and weeding in local libraries.

The implementation of the American e-learning course "23 things - Learning 2.0" has been a stepping stone in our county for an active use of different social media tools in knowledge production and dissemination.

Value: Statistics and social media can be used in different ways:

- to guide concrete actions,
- to make library staff aware of the need for action, and
- to create public interest and debate around the work librarians actually do.

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- Blog – <http://jannicke.webloft.no/>
- CREW in Norwegian version – <http://crewinorge.org/>
- Jannicke on Slideshare – www.slideshare.net/janniro
- Blog of weeding candidates – <http://trangtihylla.wordpress.com/>
- Extreme makeover at Lier upper secondary school. *Scandinavian Public Library Quarterly* 2010, 18–19. <http://tinyurl.com/cb9874q>
- 23 Things in Norway: A guest post on "tametheweb" <http://tinyurl.com/cdfa7rp>

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Turning Ideas into Open Access: Young Library and Information Science Journals bring New Perspectives

By Juliane Rummelt, Berlin, Germany

Because Open Access grows more and more important German LIS students from the Berlin School for Library and Information Science closed to embrace this theme with a poster, presented at the 78th World Library and Information Congress in Helsinki. In relation to e-journals Open Access is a much debated issue. It is even more important when these journals are e-only, like LIBREAS (Library Ideas) and BRain (Potsdamer Beiträge und Reportagen aus den Informationswissenschaften), journals from the Berlin School of Library and Information Science at Humboldt University and from the Faculty of Information Sciences at the University of Applied Sciences Potsdam.

Being Open Access and published by young academics or students, these e-journals have great advantages. First they are inspiring, because one can find interesting topics to think about and work on.

Moreover, they are surprising, since the content varies very much. So the authors write about international LIS, Knowledge Management, Library 2.0, Pop Culture and libraries as well as censorship and ethics. Other topics are conference and study excursion reports, E-Books, special libraries and Open Source Software.

Last but not least they are empowering, because everyone can access them and they give many people the chance to publish their thoughts as well as they give students the chance to learn about editing and publishing an e-journal. Young professionals can present and gain new perspectives.

With our poster we presented the various aspects of these Open Access e-journals. Being listed in the Directory of Open Access Journals the quality and scientific and scholarly purpose of the journals are guaranteed. The articles in LIBREAS are peer reviewed by the editors. That assures a certain standard. Furthermore, also yet unknown authors get a chance to publish their thoughts and share their knowledge.

Professional discussions concerning the various issues of LIS are empowered. In the period of eight years LIBREAS has published

21 issues with over 300 contributions. In addition the recently founded association organizes conferences like frei<tag> and the LIBREAS Summer School.



The poster was designed by Heike Wilhelm, Maria Fentz and Juliane Rummelt (presenter). © P. Hauke.

At the congress a lot of people from around the world were interested in these projects that had their roots in student initiatives and collaborations with enthusiastic lecturers. We had fruitful discussions, e.g., about the question of how strict the peer review should be or how you can make the e-journals more popular.

If you want to learn more about these journals or read them online, please visit www.libreas.eu/ and <http://brain.fh-potsdam.de/>. If you want to contact the editors please send an email to redaktion@libreas.eu or brain@iw.fh-potsdam.de.

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IFLA News



79th IFLA World Library and Information Congress 17–23 August 2013, Singapore

New Professionals Special Interest Group, Continuing Professional Development and Workplace Learning Section

CfP/Theme: *"New librarians global connection: best practices, models and recommendations"*

Deadline for proposals: 10 February 2013

"New Librarians Global Connection: best practices, models and recommendations" was established in 2012 as a free quarterly series of webinars. It has been very well received by new and established professionals around the globe. As the topics covered so far continue to be of big interest to our community, we would like to bring the most popular themes from the 2012 webinar cycle to Singapore and build an open session around it. A keynote will be followed by several parallel 90 min workshops and a wrap-up of each workshop. More: <http://conference.ifla.org/ifla79/calls-for-papers/new-librarians-global-connection>.

LIS Education in Developing Countries Special Interest Group – Satellite Meeting

Dates: 14–15 August 2013

CfP/Theme: *"The future of LIS education in developing countries: the road ahead"*

Location: School of Communications and Information, Nanyang Technological University, Singapore. More: <http://conference.ifla.org/ifla79/satellite-meetings>.

Library Theory and Research Section – Satellite Meeting

CfP/Theme: *"How do we fit in the global knowledge environment? Researching the library's role"*

Dates: 14–15 August 2013

Deadline for proposals: 10 January 2013.

One implication of changes in the scholarly landscape is that scholarship is increasingly global in nature. These changes impact issues that range from scholarly work habits and modes of communication; the need for access to multilingual resources and interfaces, design of openly accessible digital learning objects, and new modes of collaboration in collection

building and resource sharing; and new library services that revolve around the development of data services needed to curate institutional and scholarly data. If these issues are of concern to researchers around the world, then it is imperative that librarians focus on these changes within an international and global context. Such research will improve the design and delivery of library services, as well as the potential for international partnerships. More: <http://conference.ifla.org/ifla79/calls-for-papers/how-do-we-fit-in-the-global-knowledge>.

IFLA NPSIG with Asia and Oceania Section: IFLA Camp 2013

Dates: 15–16 August 2013

We are going to meet in the Li Ka Shing Library¹⁶ of the Singapore Management University¹⁷. Located in the heart of Singapore, we will not only spend two intensive days of unconfencing, but also have the chance to explore this exciting metropole and enjoy some culinary adventures. More: <http://npsig.wordpress.com/iflacamp2/>

IFLA NPSIG: First-ever New Professionals Conference Redux online

On 13th December 2012 the New Professionals SIG met for a very special webinar: the NPSIG 2012 Conference Redux¹⁸. In a relaxed and informal atmosphere, several NPSIG activists reported about conferences they had attended in 2012. Thus, everyone had the chance to learn about various national and international events such as BOBCATSSS 2012, ELAG 2012, the ALA Annual Conference, IFLAcamp, Beyond Access and many more. The recording of the webinar is now available at <https://webconf.vc.dfn.de/p10idy8v2lh>.

Do not miss the Deadline 6 February, 2013!

Nominations Deadline for President-elect and Members of the Governing Board of IFLA and for Section Standing Committees August 2013–August 2017. For more information: Call for Nominations for President-elect and Members of the Governing Board of IFLA and Call for Nominations for Section Standing Committees August 2013–August 2017

¹⁶ <http://library.smu.edu.sg/>.

¹⁷ <http://smu.edu.sg/>.

¹⁸ <http://npsig.wordpress.com/2012/11/19/npsig-christmas-special-share-your-favorite-conference-experiences-in-2012-2/>.

LIS News worldwide

Early Career Conference Awards 2013

SLA Europe is delighted to offer four opportunities for current European library and information science students and new professionals (those who have been working in the field for less than five years) to attend the 2013 SLA Conference.

SLA Europe are offering awards with four Divisions of SLA: Business & Finance, Leadership & Management, Legal, and Pharmaceutical & Health Technology. This year's Early Career Conference Awards will provide valuable opportunities for new professionals in LIS to develop and establish themselves within their chosen sector.

The Awards allow winners to attend the 2013 SLA Annual Conference and INFO-EXPO in San Diego, 9 – 11 June 2013 and cover all expenses including conference registration, hotel accommodation, economy return airfare to San Diego, and meals.

The deadline for applications is 15 February 2013 and winners will be notified in March 2013. More: www.sla-europe.org/awards/early-career-conference-award/.

Lebanon: First LIS Faculty established

The University of Balamand has established the first Faculty of Library and Information Studies (FLIS) in Lebanon. Library science is taught in the Lebanese University at the Faculty of Information and Documentation and in the Beirut Arab University at the Faculty of Arts as a Graduate program only. FLIS aims at graduate students, who will be capable of leading and directing centers and institutions that deal with information in any form, such as school libraries, academic libraries, research and archive centers, museums, art galleries, heritage centers, archaeological sites, etc. The program of studies consists of a Bachelor Degree (BLS) and a Master Degree (MLS) in Library and Information Science. The Master's program consists of 33 credits (9 core credits, 18 concentration credits, 3 internship credits, and 3 project credits). It includes three specializations Information and Digital Resource Management, School Libraries and Media Centers, Library and Information Studies.

More: www.balamand.edu.lb/english/FLIS.asp?id=14799&fid=934.

SJSU SLIS/QUT: San Jose Gateway PhD Program

In August 2012 Diana Wakimoto was the first individual to complete the San Jose Gateway PhD Program, an innovative doctoral program that spans two continents in a partnership between the School of Library and Information Science at San Jose State University, CA, USA (SJSU SLIS) and Queensland University of Technology (QUT), one of Australia's top research institutions.

The San Jose Gateway PhD Program admitted its first students in 2008 and uses a distance education model to serve students who work part time and full time while earning their degrees. They receive guidance and one-on-one mentoring from SJSU SLIS and QUT faculty.

More: <http://slisweb.sjsu.edu/programs/gateway-phd>.

Turkey: BOBCATSSS 2013

BOBCATSSS is an annual conference series that is traditionally organised by students from European universities. At its 21st anniversary in January 2013, BOBCATSSS is organised by students from two universities, namely Department of Information Management of Hacettepe University (TUR) and The Royal School of Library and Information Science (DEN). *From Collections to Connections: Turning Libraries "Inside-out"* being the main theme, BOBCATSSS 2013 aims to bring together students, professors and specialists in the field of library and information science. The program can now be found on the conference web site: <http://bobcatsss.net/>

For the first time there will be a special session within Bobcatsss 2013 for LIS Schools/Departments and iSchools to introduce themselves. One representative (a faculty or international or Erasmus coordinator) from each school/department is invited to make a Pecha-Kucha presentation to introduce their curricula, degree programs, facilities, exchange programs, projects, etc. Such a session should contribute very much commencing cooperative initiatives and projects and student and teaching staff exchange among LIS Schools/Departments and iSchools. In case of interest in contributing to this session, please contact Serap Kurbanoglu (kurbanogluserap@gmail.com).

University of British Columbia: Hire a graduate student in library, archival, or information studies.

Students learning the latest in library, archival, and information management fields can be an ideal fit for that special project or short-term vacancy you've been looking to fill. Canada's University of British Columbia Arts Co-op Program offers some of the brightest students for 4 or 8-month paid, full-time work terms from the iSchool@UBC, more formally known as the

School of Library, Archival, and Information Studies (SLAIS). SLAIS students are trained in today's best professional practices, and they will be tomorrow's leaders in the planning, implementation, preservation and organization of society's recorded information and ideas. More:

www.artscoop.ubc.ca/files/2010/09/artscoop_brochure.pdf.

Who's Who: LIS' New Generation



DACE ŪDRE

Riga, Latvia

E-Mail: dace.udre@lu.lv

School/Subject(s)

- M. Soc. Sc. and B. Soc. Sc. in library and information science, University of Latvia

Main LIS interests:

- Information search process; information behaviour; new professionals' movements

Awards/Grants:

- 2009-2012 – Grant of Creative Travel Program, granted by the State Culture Capital Foundation;
- 2007-2009 – Scholarship of Kristap Morberg, granted by the University of Latvia Foundation

Publications:

- 2012 – with Silvija Tretjakova, Sanita Malēja and Silva Suhajenkova "Inclusion of New Professionals in the Strategy of the Library Association of Latvia." Publication for the IFLA World Library and Information Congress 2012;
- 2011 – with Silvija Tretjakova "Public Library Service for Youth: A 'Freestyle' Library Model." Proceedings of the 19th BOBCATSSS Symposium;
- 2010 – with Ella Juhņeviča "Libraries Designed for Users". Nowadays Concept of Library Architecture and Interior." Proceedings of the 18th BOBATSSS Symposium;
- 2009 – with Ilva Paidere and Gunta Dogžina "Folksonomy: The Manner of Data-processing and Organization." Proceedings of the 17th BOBCATSSS Symposium;

- 2008 – with Daiga Lapiņa and Ruta Garklāva "Open to Gain New Experience and Impressions." IFLA SET Bulletin, Vol. 9, No. 2, July 2008, pp. 27;
- 2008 – with Daiga Lapiņa and Ruta Garklāva "Development of Legal Deposit in Latvia." Proceedings of the 16th BOBCATSSS Symposium.
- 2007 – "Human Factor in the Library: Breaking the Stereotypes." Proceedings of the 15th BOBCATSSS Symposium.

Memberships:

- Association of Latvia, chair of the New Professionals Section since April 2009

Participation in national/international conferences:

- (Workshop) with Sanita Malēja "International New Professionals – recruitment with library organizations." International Young Librarians Academy "Global Librarians", Ventspils, Latvia (August 2012);
- (Paper) with Silvija Tretjakova, Sanita Malēja and Silva Suhajenkova "Inclusion of New Professionals in the Strategy of the Library Association of Latvia." IFLA World Library and Information Congress: 78th IFLA General Conference and Assembly, Helsinki, Finland (August 2012);
- (Discussion) "New Professionals' Movement in Latvia." Library Camp Leeds, Leeds, the United Kingdom (May 2012);
- (Workshop) with Sebastian Wilke, Dierk Eichel, Chiara Consonni and Sanita Malēja "The Spirit of New Professionals – How to boost your early career through international involvement." 20th BOBCATSSS Symposium, Amsterdam, the Netherlands (January 2012);
- Participation at the international cycling unconference for librarians "Cycling for

- Libraries”, Copenhagen, Denmark – Berlin, Germany (May/June 2011);
- (Paper) with Silvija Tretjakova “Public Library Service for Youth: A 'Freestyle' Library Model.” 19th BOBCATSSS Symposium, Szombathely, Hungary (January, 2011);
- First Participation at the IFLA World Library and Information Congress: 76th IFLA General Conference and Assembly, Gothenburg, Sweden (August 2010);
- (Report) with Sanita Malēja, Kristina Papule and Viktorija Moskina “Students' Participation at the International Symposium BOBCATSSS 2010.” 14th Conference of the Library Association of Latvia, Riga, Latvia (April 2010);
- (Report) “Insight into the BOBCATSSS.” Unconference BibCamp 4, Riga, Latvia (March 2010);
- (Poster) with Ella Juhņeviča ““Libraries Designed for Users”. Nowadays Concept of Library Architecture and Interior.” 18th BOBCATSSS Symposium, Parma, Italy (January 2010);
- (Report) “Whether the User Can Index Photos?” Unconference BibCamp 4, Riga, Latvia (May 2009);
- (Report) with Kristina Papule and Viktorija Moskina “The New Library and Information Professional: Skills, Attributes, Challenges.” 13th Conference of the Library Association of Latvia, Riga, Latvia (April 2009);
- (Paper) with Ilva Paidere and Gunta Dogžina “Folksonomy: The Manner of Data-processing and Organization.” 17th BOBCATSSS Symposium, Porto, Portugal (January 2009);

- (Report) “Library Users Information Seeking Skills.” 66th Conference of the University of Latvia, Riga, Latvia (February 2008);
- (Paper) with Daiga Lapiņa and Ruta Garklāva “Development of Legal Deposit in Latvia.” 16th BOBCATSSS Symposium, Zadar, Croatia (January 2008);
- (Workshop) “Digital Collection of Latvian Periodicals.” Digital Collections of Periodicals in Italy and Europe: Standards, Evaluation, Perspectives, Arco, Italy (November 2007);
- (Workshop) “Human Factor in the Library: Breaking the Stereotypes.” 15th BOBCATSSS Symposium, Prague, the Czech Republic (January 2007).

Current and finished projects:

International co-operation project “CanGuru 2012” (financed by Nordic-Baltic Mobility Program for Culture); Visit to Nordicom, University of Gothenburg 2010: Exchange of knowledge and experiences (financed by Nordic-Baltic Mobility Program for Public Administration); eLibrary of the University of Latvia (financed by Ministry of Education and Science of the Republic of Latvia).

Practical experience:

- 2 years volunteering at the Latvian Documentation Centre in the United Kingdom;
- 1 year project assisting and 2 years metadata editing at the National Library of Latvia;
- 3 years library services providing at the Library of the University of Latvia.

Career expectations:

To get paid for the things I love to do.

Conference Reports



IFLA 2012
August 11 – 16, 2012
Helsinki, Finland

Session 105 — International and comparative librarianship: toward valid, relevant and authentic research and education — Library Theory and Research, Education and Training and LIS Education in Developing Countries Special Interest Group

By Jannicke Rogler,
Library Adviser, DRAMMEN Norway,
email: jannicke.rogler@bfk.no

For more than four hours the participants at IFLA could listen to interesting speakers with papers on the topic “International and comparative librarianship”. Eight presentations were chosen by some thirty submitted abstracts.

Introduction: Towards excellence in international and comparative research in Library and Information Science

PETER JOHAN LOR (University of Pretoria, Pretoria, South Africa). Peter Lor began the session with a presentation on research methods of international and comparative librarianship (ICL), where he emphasized the importance of proper use of methodology. His paper evaluated the current state of international and comparative librarianship (ICL) in relation to theory, metatheoretical assumptions, and decisions on methodology and methods. To develop theory that is both grounded in data and socially explanatory, ICL investigators need to seek and extend theory from earlier studies in LIS and to borrow and adapt theory from other disciplines. Lor makes several recommendations on improving research in ICL.

Commonwealth of uncertainty: how British and American professional models of library practice have shaped LIS education in selected former British colonies and dominions. MARY CARROLL (Charles Sturt University, Wagga Wagga, Australia), PAULETTE KERR (University of the West Indies, Mona, Jamaica), ABDULLAHI I. MUSA (Emporia State University, Emporia, Kansas, USA) and WASEEM AFZAL (Charles Sturt University, Wagga Wagga, Australia).

In many Commonwealth countries there have been two competing and at times contradictory models for LIS pedagogy which have been labelled the British and American 'models or patterns' of education. The convergence of these two influences has had a role in shaping LIS education and has left a complex legacy. The paper, based on a series of case studies, examined how the legacy of this convergence has shaped the aspirations of the LIS profession and influenced the delivery and the educational model of librarianship in a number of Commonwealth countries.

Improving the resources for supporting information literacy education in developing countries. DAN DORNER (Victoria University of Wellington, Wellington, New Zealand).

The primary goal of this paper is to improve the resources that are currently being used to support information literacy education (ILE) in developing countries. Dorner began with a review of literature relevant to teaching and learning information literacy (IL). The outcome of the review is a conceptual mode that illustrates how key sociocultural variables might affect IL and ILE in developing countries. Based on this model Dorner then conducted an immanent critique of one of the main resources created for ILE and four tools for teaching IL, all of which are from Western developed countries. It is important for local librarians and so-called experts from developed countries who are teaching IL in developing countries to

be aware of these embedded assumptions and their potential effects on student learning.

Faculty perceptions of librarian-led information literacy instruction in postsecondary education. CHRISTINA NILSEN (Thompson Rivers University, Kamloops, BC, Canada).

Many academic libraries identify information literacy (IL) instruction as one of their core mandates. At the same time, one of the main challenges faced by instructional librarians is gaining access to the very students that they are tasked with educating. At most postsecondary institutions, there is no formal requirement that faculty devote classroom time to IL instruction, nor any requirement that a librarian participate in its planning or delivery. Faculties are typically the gatekeepers to their classrooms, and to this end, faculty perceptions of and attitudes toward academic librarians and library instruction tend to be critical to the success of IL programs. Using data collected using a web-based questionnaire, this paper explores the perceptions and attitudes of instructional faculty at postsecondary institutions across Canada toward academic librarians and IL instruction.

Nilsen believes there is urgent need for further research on this topic and that structured interviews would be a good method.

Assessing the impact of Italian public libraries. A research study supported by the IFLA Researcher-Librarian Partnership. SARA CHIESSI (Consorzio Sistema Bibliotecario Nord-Ovest, Milan, Italy).

The study – the first of its kind to be conducted in Italy – seeks to identify, test and describe a suitable method to measure the impact of Italian public libraries. The study is a cooperation between ISO, IFLA and UNESCO. A survey for libraries' users was administered through personal interviews to 81 people in 4 different libraries, proving that a vast majority of them highly value their libraries and would be significantly affected if they closed down. Despite the primary motivation for carrying out an impact evaluation being advocacy, another important effect seems to be a better perception of what the library is and what it should be in order to be a truly valuable institution.

African libraries as centres of e-learning. TORD HØIVIK (Oslo and Akershus University College of Applied Sciences, Oslo, Norway).

Tord Høivik presented a project conducted by LATINA lab for librarians in Africa. The LATINA lab at Oslo and Akershus University College of Applied Sciences (HIOA) are experimenting with new methods for learning. The LATINA lab is located at HIOA physically, but is also a portable lab that can be used in

other countries. LATINA is an international training program aimed at librarians, students, teachers and other professionals who want to develop their digital skills and understanding. Høivik presented the result from a two week course in Kampala, Uganda, in cooperation with the Makerere University Library.



Tord Høivik at SET Session © J. Røglér.

The Lab develops, demonstrates and provides intensive training in teaching and learning methods that are based on the current state of – and emerging trends in – user-oriented ICT. The LATINA approach is not lecture based, but centered on student, group and production activities. The materials developed before and during the courses are normally published on the open web with a CC license (allows free re-use for non-commercial purposes).

Cataloguing and classification education and training in library and information science/studies in South Africa, Brazil and the USA. DENNIS N. OCHOLLA and LYUDMILA OCHOLLA (University of Zululand, KwaDlangezwa, South Africa); HOPE A. OLSON and JEANNETTE R. GLOVER (University of Wisconsin-Milwaukee, Milwaukee, WI, USA) and JOSÉ AUGUSTO GUIMARÃES (Sao Paulo State University, Sao Paulo, Brazil).

Parallel questionnaires were sent to the head of library schools and to cataloguing instructors in South Africa, Brazil, and the United States. The initial findings are primarily from multiple choice questions. Responses provided data comparing what topics are included in cataloguing and classification curricula, the pedagogical approaches used in teaching cataloguing and classification, the educational programs and the levels at which these courses are offered, and the challenges and suggested remedies across the three countries.

While there are many similarities they are stronger between South Africa and the US than between Brazil and either of the other two countries. Further results will be derived from analysis of correlations in the data and qualitative analysis of the questionnaires' many open-ended questions.

Agents of change: international librarianship, development, and globalization theory. STEVE W. WITT (University of Illinois at Urbana-Champaign, Urbana-Champaign, IL, USA).

Steve Witt used globalization theory to examine developments in libraries internationally. His paper places the development of international librarianship within the historical development of international non-governmental-organizations and the advent of globalization. Viewing international librarianship and the impact of development initiatives in librarianship in this manner provides a means to view librarianship as an agent of cultural internationalism and a participant in developing the conditions for modern globalization.

By establishing international librarianship as an actor in these broader social developments, the paper asserts that globalization theories provide useful perspectives from which to research the impact of past and present international library development projects.

Conclusion: lessons from International and Comparative Librarianship (ICL). The session concluded with a summary from Clara M. Chu (The University of North Carolina at Greensboro, Greensboro, NC, USA), who is Co-Chair of the Education and Training Section. The session displayed the variation and the breadth of research and activities in the field of international and comparative librarianship.



IFLA 2012

August 11 – 16, 2012
Helsinki, Finland

The 2012 IFLA LIS Student Paper Award winners: Our Journey to the IFLA WLIC 2012 in Helsinki, Finland

By Martin Julius V. Perez, Librarian, Far Eastern University (Manila, Philippines), Student, UP School of Library and Information Studies (Quezon City, Philippines), martinjuliusperez@gmail.com

It is a dream of many librarians around the world to be able to experience the finest IFLA World Library and Information Congress. Like them, it started as an impossible dream for the two young students / new professionals from the Philippines.

Mariel Templanza's (my co-author) and my journey to the IFLA World Library and

Information Congress (WLIC) 2012 began when we submitted the abstract of our paper entitled: "Local Studies Centers: transforming history, culture and heritage in the Philippines" last January 18, 2012 to Dr. Dan Dorner and Dr. Chihfeng Lin of the IFLA Regional Standing Committee for Asia and Oceania (RSCAO).



IFLA LIS Student Paper Award 2012 – with Dr. Clara Chu, Martin Julius Perez, IFLA President Ingrid Parent, Dr. Petra Hauke, Mariel Templanza and Barbara Lison (ekz representative).

It was on February 15, 2012 when we received the email that our abstract / paper was accepted to be presented in the IFLA WLIC Asia and Oceania Open Session. At that moment, we were already worried about the expenses that this very great news would cause us. This is the reason why on May 2, 2012, we decided to send our application for the search for the IFLA LIS Student Paper Award 2012 to Dr. Petra Hauke of the IFLA Education and Training Standing Committee (SET). Thinking that we qualified to submit an application for this award and if ever chosen, through this award we would have high hopes to make it to Helsinki for the paper presentation. It was on May 15, 2012 when we received another awesome news – we are the recipient of the award! This strengthened our hopes that this impossible dream would soon come true!

Preparing for this very exciting event in our professional and academic life was not that easy. We applied for our visa, secured the important documents, sought recommendation letters and certifications, applied for financial grants, secured permission from our school and respective employers, revised the paper, prepared and polished the presentation, prepared for our stay in Finland, sent emails here and there, etc. We really gave our best to make this a reality. Despite all the struggles and problems, everything was worthy of our efforts.

It was on a stormy day (literally, we almost got trapped in the floods and almost weren't able to make it) on August 8, 2012, when we left Manila, Philippines for Helsinki, Finland.



Paper presentation of the paper, "Local Studies Centers: transforming history, culture and heritage in the Philippines," in the IFLA Asia and Oceania Open Session

With all the excitement and all the positivism, we safely arrived in Finland after long hours of travel. That was our first time to travel to Europe! We first attended the first-ever IFLAcamp sponsored by the IFLA New Professionals Special Interest Group (NPSIG) in Hämeenlinna, Finland on August 9–10, 2012. We enjoyed this unconference type of activity and were able to share our thoughts about our concerns and interests in the field. We met many new professionals from all over the world. It was a great experience indeed.



Attendees of the IFLAcamp sponsored by IFLA NPSIG.

Moving to Helsinki, we were very lucky to be able to attend the duration of IFLA WLIC 2012 from August 11–17, 2012. This was our very first ever IFLA WLIC attendance and at the same time, our first-ever paper presentation for IFLA. We really enjoyed every part of the WLIC from the "Registration" up to the "Library

Visits.” I could say that this experience opened a lot of doors and windows of opportunities for us. We were able to expand our network in the Library and Information Science (LIS) field internationally. We gained a lot of new insights, ideas, innovations and opinions on the varied aspects of the LIS field. We met well-known and well-respected individuals from all over the world, including the four Filipinos (Atty. Antonio Santos, Director of the National Library of the Philippines, & Mrs. Fides Lawton who also attended IFLA WLIC 2012, and Mr. Darrel Marco & Ms. Grace Bansig who attended an IFLA WLIC satellite conference).



Filipino delegates to the IFLA WLIC 2012 – with Mariel Templanza, Fides Lawton, Atty. Antonio Santos and Martin Julius Perez.

We attended various standing committee meetings (where IFLA committees are at work), plenary sessions, product / services exhibits, caucus and sessions. The two most unforgettable parts of this experience were, of course, the very moment when we received our IFLA LIS Student Paper Award during the IFLA Highlights and News Session with the IFLA President, and the very moment when we stepped on the stage and delivered our paper / study before the international audience of the IFLA Asia and Oceania Open Session together with the other four paper presenters (who are being addressed as “doctors,” meaning they are PhD holders).

I personally realized the greatness of the LIS field, and “the best of the best” are being elevated and presented in IFLA WLIC. I was able to appreciate the wonders brought and contributed by librarians, libraries, books, information and knowledge to the entire race of humankind. This first-hand experience of IFLA WLIC will forever be treasured. Truly, libraries are now surprising, inspiring and empowering!

This would not be possible without the assistance to us, in whatever way, of key persons.



IFLA Asia and Oceania Open Session – with Winston Roberts, Dr. Susmita Chakraborty, Mariel Templanza, Martin Julius Perez, Dr. M.D. Nasiruddin, Dr. Dan Dorner and Dr. Takashi Nagatsuka.

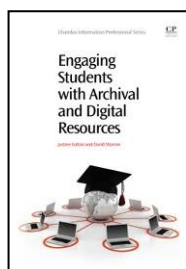
Let us thank Dr. Dan Dorner, Ms. Tan Keat Fong, Ms. Petrina Ang and the rest of the members of IFLA RSCAO – for this very rare opportunity to be part of the IFLA Asia and Oceania open session, and for the financial support extended to me, Dr. Petra Hauke and Dr. Clara Chu of IFLA SET, and Mr. Andreas Mittrowann of ekz.bibliothekservice GmbH – for sponsoring the IFLA LIS Student Paper Award 2012, and for the untiring online support to us, Mr. Sebastian Wilke of IFLA NPSIG – for introducing us to the new professionals group, Ms. Raisa Alameri and her husband Mr. Sakari Sajama – for opening not only their Finnish house for us but their home and for treating us like their children, and also those Filipinos who supported us all the way including the National Commission for the Culture and the Arts – National Committee for Libraries and Information Services (NCCA-NCLIS), School of Library and Information Studies, University of the Philippines-Diliman, Far Eastern University-Manila, Manila Observatory and all of those we failed to mention here, our deepest gratitude!



Our Finnish Family – with Mariel Templanza, Borje (the reading dog), Mr. Sakari Sajama, Eddie (the blind dog), Ms. Raisa and Martin Julius Perez.

I believe that this is not my last IFLA WLIC. I hope to meet you again in the years to come!

New Books & Articles



Cotton, J., & Sharron, D. M.
*Engaging students with
archival and digital
resources.*

Oxford, Cambridge, New
Delhi: Chandos
Publishing, 2011.

133 pp.

ISBN 978-1843345688

Price: \$85.00

Engaging students with archival resources has always been a challenge and with the advent of the digital resources it has become even harder. As the authors point out “in the digital world of today students expect information to be at their fingertips [...], it is a very technologically savvy generation with little formal training on how effectively to find quality research materials for their studies”. Although you may disagree with this statement, it is a matter of fact that archives are usually not the first place that comes to mind as a store of relevant information and they require specific skills and knowledge to be tackled.

If you expect a manual based on educational theories or a set of recommendations coming from the analysis of several and methodologically different case studies, you have it wrong. The book is dedicated to “promoting the use of innovative workshops to expose students to both digital and physical archival resources” and “it aims to encourage librarians to preserve the human relationships that have defined libraries and archives over the last century”. This practical coverage of the topic and the easy-to-read style chosen by the authors (an experienced archivist, David Sharron, and liaison librarian, Justine Cotton), match the aim and target of the Information Professional Series where it is published.

The content could be organized in three main sections. The first one introduces the reader with the topic presenting the stakeholders involved (archivists and librarians, faculty members, students), their specific challenges and suggests a strategy to launch successful workshops; in addition it provides some interesting inputs like the call for a better communication between librarians and archivists, “because the nature of archival administration is different than library science, it is easy for an archives department to become a silo within the library – one that is understood for its purpose, but misunderstood for its ability to be integrated with the rest of the library collection and, most importantly, with expanding digital resources”.

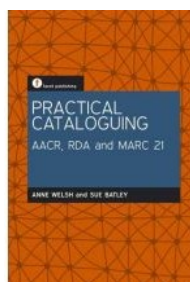
The second section is a description of 17 digitization projects (both free and subscription based) that may be used during the workshops to foster sensible connections between archival records and library materials; examples are Google Books, Internet Archives, Mountain West Library and Early English Books Online.

In the third section, four components presenting how to run a successful workshop are identified: lesson planning (“a balanced lesson plan that incorporates learning objectives”), team teaching (“incorporating collaborative teaching into library instruction gives participants a varied learning experience while allowing the instructors to share their strengths and knowledge”), sharing enthusiasm and discovery learning (“let students deal with the physical material”); the importance of developing relevant and targeted assignments is also stressed as well as the importance of final assessment and the ongoing learning. These components are presented in correlation with previous workshops which took place at the authors institution (Brock University, Canada).

Although these three sections are easy to identify, their structure is fuzzy, chapters are not clearly organized and key concepts are scattered in different paragraphs or often implied; as a result it is sometimes hard for the reader to follow and draw conclusions (the abstract and the key words listed at the beginning of each main chapter do not help). In addition a proper literature review and an analysis of similar cases are missing, this would have given more solid basis to the strategy and to the recommendations which instead are only based on few cases and the authors personal experience. Other limitations of the book are the choice to focus exclusively on workshops (no other approaches are mentioned) and the overly specific context where the strategy can be applied (not all the readers interested in engaging students with archival and digital resources work in an university with a faculty of humanities or social science which has a library that has reserved a section to archival collections).

Would I recommend this book? I would indeed, if you are a librarian or archivist looking for tools to develop a workshop aimed at incorporating archival materials into regular teaching courses to connect students with archival and digital collections.

Review submitted by
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A. Welsh, & S. Batley
Practical Cataloguing.
AACR, RDA and MARC21
 London: Facet Publ., 2012.
 XVI, 216 pp.
 ISBN: 978 1 85604 695 4
 Price: \$66.40

This book consists of ten chapters and aims to highlight (1) “Cataloguing and cataloguing standards”, (2) “The FRBRization of the catalogue”, (3) “Bibliographic elements”, (4) “Access points and headings”, (5) “RDA: resource description and access”, (6) “AACR and RDA”, (7) “MARC 21”, (8) “Practical cataloguing: bringing it all together”, (9) “The birth of RDA and the death of MARC?”, and (10) “Examples”. There are also about 60 “References” and an index. At a time of flux in international cataloguing standards a practical handbook regarding the current state is necessary both for those trained in cataloguing under AACR in need for a refresher, and those being trained in the current environment, when the new standard of RDA is being phased in. Although there are currently very few libraries who have already adopted RDA, the Library of Congress has stated that it will adopt the new standard in 2013, and has already started to implement RDA records in the LoC catalogue through their testers. Therefore the book represents around 20 years of cataloguing experience, but the chapters on RDA are only based on observations of RDA cataloguing over the last year, because the international cataloguers’ community is still awaiting further documentation from the national libraries and their decisions not whether but how to implement RDA. Examples show cataloguing records taken from printed books, not from other combined or digital media types, carried out with AACR2 level 1 and/or 2, RDA, and MARC21. Because RDA does not have a particular format in which it prefers to be expressed, RDA examples are structured in the IDBD card format.

The book is a handy guide to the current practice of cataloguing printed materials, with some outlook of what the future will bring with RDA and – perhaps ISNI, the International Standard Name Identifiers instead of authorized access points representing the person, family etc.

Review submitted by
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M. Antonelli,
 & M. McCullough (Eds.)
Greening Libraries.
 Los Angeles, CA: Library
 Juice Press, 2012.
 270 pp.
 ISBN 978 1 936117 08 6
 Price: \$32.00

The book consists of three sections and aims to highlight (1) “Green Buildings” (with e. g. “Sustainable Library Design”, “Greening Libraries in Historic Buildings”), (2) “Green Committees, Services & Programs” (with e. g. “Greening a Library, Greening a Community: The Calgary Public Library’s Eco-Action Plan”, “Bookmobiles are Going Green”), and (3) “Green Resources & Reflections” (with e. g. “Towards Sustainable Conferences: Going Green at the 2009 ACRL 14th National Conference in Seattle”, “Environmental Programs and Green Practices: An American Library Association Timeline for 1989–2012”, or “The Public Library’s Role in the Transition of Towns Movement”).

The articles come from different perspectives on a wide range of topics related to green practical experiences and sustainability within the library profession including green buildings, alternative energy resources, conservation, green library services, operations, programming etc.

There are a lot of best practice examples from all over the US, encouraging and motivating everybody responsible for a public, a scholarly or a specialized library.

The publication provides teachers of library management with a collection of articles that serve as a portal to sustainable practices within libraries and the library profession. It is a chance to recognise, reward, and teach the upcoming LIS generation the challenge of “Going Green @ your library”.

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Conference Calendar

Please visit also:

IFLA Calendar of Events: www.ifla.org/en/events/calendar

Library Related Conferences = <http://lcp.douglashasty.com/>

	<p>January 12 – 13, 2013, Bruxelles, Belgium ICIET 2013 International Conference on Information and Education Technology www.iciet.org/</p>
	<p>January 22 – 25, 2013, Seattle, Washington, US ALISE 2013 Annual Conference <i>Always the Beautiful Question: Inquiry Supporting Teaching, Research, and Professional Practice</i> http://www.alise.org</p>
	<p>January 23 – 25, 2013, Ankara, Turkey BOBCATSSS 2013 Symposium <i>From Collections to Connections: Turning Libraries "Inside-Out"</i> http://bobcatsss.net/</p>
	<p>February 12 – 15, 2013, Fort Worth, Texas, US iConference 2013 <i>Scholarship in Action: Data • Innovation • Wisdom</i> www.ischools.org/iConference13/2013index/</p>
	<p>March 6 – 7, 2013, University City, Mexico City, Mexico IFLA Presidential Meeting <i>"Our Digital Futures"</i> www.ifla.org/events/ifla-presidential-meeting-2013</p>
	<p>July 19 – 25, 2013, New York, NY, US 9th MLDM 2013 International Conference on Machine Learning and Data Mining www.2013.mldm.de/</p>
	<p>August 7 – 9, 2013, Madison, Wisconsin, US 29th Annual Conference on Distance Teaching & Learning www.uwex.edu/disted/conference/</p>
	<p>August 15 – 16, 2013, Singapore Singapore Management University IFLA New Professionals Special Interest Group IFLAcamp http://npsig.wordpress.com/iflacamp/</p>
	<p>August 17 – 23, 2013, Singapore 79th IFLA World Library and Information Congress <i>Future Libraries: Infinite Possibilities</i> http://conference.ifla.org/ifla79</p>

	<p>September 4 – 6, 2013, Limerick, Republic of Ireland 4th International Symposium on Information Management in a Changing World E-Science and Information Management http://imcw2013.bilgiyonetimi.net/</p>
	<p>October 15 – 18, 2013, Anaheim, California, US, or Online EDUCAUSE 2013 Annual Conference http://net.educause.edu/content.asp?page_id=1352&bhcp=1</p>
	<p>October 21 – 25, 2013, Las Vegas, Nevada, USA E-LEARN 2013 – World Conference on E-Learning in Corporate, Government, Healthcare & Higher Education www.aace.org/conf/elearn/call.htm</p>
	<p>January, 2014 Barcelona, Spain BOBCATSSS Symposium</p>
	<p>August 16 – 22, 2014, Lyon, France 77th IFLA – World Library and Information Congress http://conference.ifla.org/</p>

Last but not least!

Call for Submissions

5th IFLA/ekz LIS Student Paper Award 2013

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Important Deadlines!
Full paper submissions are due May 1, 2013.
Notifications will be made by May 15, 2013.

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www.ifla.org/en/set/student-paper-award