IFLA Section on Education & Training
proudly presents the winner of the

IFLA LIS Student Paper Award 2010
Chira Consonni

Institute of Information Studies, Tallinna Ülikool /
International master in Digital Libraries Learning
(DILL), Tallinn, Estonia; Oslo, Norway; Parma Italy

The winner's paper on
"Non users' evaluation of digital libraries"
A survey at the Università degli studi di Milano
will be presented
8 August 2010, Stockholm, Satellite meeting
"Measuring usage and understanding users! E-
resources statistics and what they teach us"
sponsored by
IFLA's Serials and Other Continuing Resources; and
Statistics and Evaluation Sections
www.ifla.org/en/ifla76/satellite-meetings

The award will be presented at the
IFLA World Library and Information Congress
Press Conference

Gothenborg, Thur 12 August 2010, 09:30 - 10:45
room: Congressen Hall

The award is sponsored by

www.ifla.org/en/set/student-paper-award-2010

LIS Education & Training Worldwide
Educating our future profession: towards cohesive and sustainable library and information science education in Australia p. 7

Message from the Editor

Dear colleagues,
We are looking forward to seeing you in Gothenborg, Sweden, for the IFLA World Library and Information Congress!

Adopt a Student!

Open Access to IFLA
Open a door to IFLA's network!

Please visit our Poster Presentation No. 65

12 and 13 August 2010 from 12:00 - 14:00
presented by adopted student" Shaked Spier

Please visit also the

"Adopt a Student!" Welcome Reception
Fri 13 August 2010, 16.30-17.30

with IFLA President Ellen Tise

Exhibition Hall, stand C210

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www.ifla.org/en/set/adopt-a-student

Beside very interesting articles about LIS education in Australia, a portrait of ALISE, and articles demonstrating the growing interest of LIS students in LIS conferences round the world the complete list of SET related activites at the upcoming IFLA Congress is published on pp. 3-4. Looking forward to seeing you soon in Gothenborg, Sweden!

Petra Hauke

Section on Education & Training Spotlight

Anna Maria Tammaro

Letter from the Chair

Dear Colleagues,

The 76th IFLA General Conference is now approaching.

The SET Conference programme has been coordinated by Gillian Hallam, Section Information Officer, who has faced many difficulties working in a different country from her own and with little time to take decisions. In any case, SET will offer all participants an excellent programme, focused on cooperation for improving LIS education and the challenges of the digital environment. I wish to thank Gillian Hallam and all the members who have supported her in the organisation of SET sessions, and, in particular, Kerry Smith, for the very good work they have done.

During the IFLA Conference in Gothenburg, we will have a special meeting: a Brainstorming session we have planned for 11 August, 14.00-16.00 (room G1 in the Congress Centre). The discussion will focus on rethinking SET strategy. Every two years, SET strategy has been reformulated but only adding new goals and related activities. The main results have been achieved on the internationalisation and quality of LIS education and most of the efforts have concentrated on Conferences' organisation. However, decreasing membership is a continuous trend: about 10% every year. Most members come from Europe and the United States, fewer from Asia and very few from Africa, and only one from Latin America. Also, the typology of membership is changing, with a growth of personal affiliations and especially of student membership.

This trend could be due to different reasons, and SC Committee members have started to discuss different lines of action. As a result of these discussions and actions taken, we have been able to some degree to reorganize and focus our work on some "hot topics" that we will address in the next few years:

- to improve the cooperation between LIS departments/schools, their Associations and other IFLA Sections,
- to realise a project for the development of an International Resources Centre,
- to increase the active participation of students in SET.

Contact the Section

www.ifla.org/en/set

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What do we need to do to move forward? What is the contribution SET can make to the Presidential theme of "Libraries driving access to knowledge?" How can SET make a bigger impact on LIS schools in developed and developing countries? I invite you all to participate in the SET Brainstorming session in Gothenburg: please plan your calendar to participate!

We are also planning to make much more use of the new facilities now available on the IFLA website. Agnese Perrone who is acting as Web editor of the section, has opened a

Forum and a Wiki. This can be a tool for better communication between SC members and in particular for improving active involvement of everybody in decision making. We have started to collect ideas and suggestions about the SET strategy using the Forum. Members who are not participating in the IFLA Conference in Gothenburg are kindly requested to use the Forum to communicate their opinions.

So, please join us in our efforts to improve the SET section's impact and think about: what can SET do for LIS education worldwide and to contribute to better educated LIS professionals?

Come and join the discussion, in person and /or virtually - feel welcome at the Education and Training Section!

Submitted 24 June 2010
by Anna Maria Tammaro, Parma, Italy.

SET News

10-15 August 2010, Gothenburg, Sweden

Overview of SET activities:

Sun/Mon 8 – 9 Aug 2010, Borås, SE
IFLA Satellite Meeting
Cooperation and Collaboration in Teaching and Research: Trends in Library and Information Studies Education

Organized by The Swedish School of Library and Information Science, Borås, Sweden, The IFLA sections for Education and Training (SET) and Library Theory and Research (LTR), The Association for Library and Information Science Education (ALISE), and The European Association for Library and Information Education and Research (EUCLID).

The conference will be hosted by the Swedish School of Library and Information Science in Borås, Sweden.

The accepted papers cover a range of topics that examine and report on the internationalization of LIS education, and cooperation and collaboration in many different contexts - international, regional, national and institutional. A number of poster papers will also be presented. See also www.hb.se/bhs/ifla.

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Mon 9 Aug 2010, 11.30 – 12.30, Borås, SE
IFLA Satellite Meeting
The global librarian
Organized by
IFLA New Professionals Special Interest Group & Management of Library Associations Section
**"You are the future:
Library associations and new librarians"**
(among others): M. Jobb & P. Hauke, Berlin (Paper about "Adopt a Student!" and the IFLA LIS Student Paper Award).
http://npsig.wordpress.com/the-global-librarian/
****

Tue 10 August 2010, 08.30 – 11.20, room: F3
SET Standing Committee Meeting
****

Wed 11 August 2010, 14.00 – 16.00, room: G1
SET SC Brainstorming Session
Discussion on SET strategy
****

Wed 11 August 2010, 13.45 – 14.45
Programme presentation
"Adopt-a-Student!"
at the Newcomers Session, room: Hall B
****

Thur 12 August 2010, 09:30 – 10:45
Presentation of the winner of the
2nd IFLA LIS Student Paper Award 2010
at the IFLA Press Conference
room: Congressen Hall
sponsored by

www.ifla.org/en/set/student-paper-award-2010

Thur 12 Aug 2010, 09:30 – 17:00, room: F4-6

Joint Session

Management of Library Associations, Library Theory and Research, Management and Marketing, Education and Training, Statistics and Evaluation, LIS in Developing Countries SIG

1st Part: 09.30 – 12.45 (Session 87)

Improving library advocacy
Chair: TERRY WEECH

2nd Part: 13.45 – 17.00 (Session 97)

Looking for relevant research
Chair: RAYMOND BERARD

www.ifla.org/en/conferences-session-day/2010-08-12

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Fr 13 Aug 2010, 16:00 – 18:00, room: F4-6

SET Open Session (Session 123)

New digital directions and library education: sustaining library education programs
www.ifla.org/en/conferences-session-day/2010-08-13

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Fri 13 Aug 2010, 16:30 – 17:30

"Adopt a Student!"

Welcome Reception

with IFLA President Ellen Tise

Exhibition Hall, stand C210

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www.ifla.org/en/set/adopt-a-student

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Sun 15 Aug 2010, 13:45 - 15:45, room: G3

E-learning SIG

Congress track 3:
Users driving access and services.

Understanding the value of ePortfolios to reflect on and present learning and professional development

www.ifla.org/en/conferences-session-day/2010-08-15

Who's Who: SET SC Member Profiles

Dr. Chuanfu Chen
Dean and Changjiang Scholar Program Professor
School of Information Management,
Wuhan University
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Fax:+(86)(27)68752135
Email: cfchen@whu.edu.cn

Main issues in teaching and research

Information Resources Management, Information Seeking and Scholarly Communication, Copyright and Information Law, Library Development, LIS Education and Research Methods.

Higher education and degrees

- Ph. D. from School of Law, Wuhan University, Wuhan, P.R. China, 1998-2001
- M.A. from School of Library & Information Science, Wuhan University, Wuhan, P.R. China, 1983-1986

- B.A. from Department of Library Science, Wuhan University, Wuhan, P.R. China, 1979-1983

Major Publications

- Institutional Research of Information Resources Intellectual Property, with Xianrong Huang, et al.
- Issues on Public Access to Information and Intellectual Property (paper collection).
- National Informationization and Intellectual Property: A Study on Copyright in the post-TRIPS Period.
- Library Science Research Trends (Chief editor)

More than 100 papers, including:

- "The Impact of Internet Resources on Scholarly Communication: A Citation Analysis", with Kai Sun, et al. Scientometrics, 2009, 81(2).
- "An Assessment of the Completeness of Scholarly Information on the Internet", with Qiong Tang, et al. College & Research Libraries, 2009, 70(4).

- "Issues on Database Copyright Criteria and their Solutions", 2008 Fourth International Conference on Networked Computing and Advanced Information Management. 2008.
- "Types of Library Operation: Changes and Trends", with Gang Wu, Journal of Library Science in China, 2007,33(3).
- "The Development of Library and Information Science Education in China from 1978 to 2008", with Gang Wu , et al., Document,Information & Knowledge,2008,(5)
- A Comparative Analysis of LIS Graduate Education in China and the United States, Proceedings of the 2000 Sino-United States Symposium and Workshop on LIS Education in the Digital Age, ed by D. E. Perushek, E,2000
- "The Evolution of Library Science", Library Science Research, 1982,(6)

International experience

- iSchool iCaucus member
- iConfernce, UIUC at Urbana-Champaign (2010)
- UNESCO Training the Trainers in Information Literacy Workshop, Organizing Committee Chairman,Wuhan (2008)
- Summer Institute on Chinese Studies Librarianship in the Electronic Environment, Invited Speaker, University of Washington (2008)
- The Courses of "Information Access and Library Resources in the Social Sciences and Humanities in China", long distance teaching, Center for Asian and Pacific Studies, International Programs and Studies, UIUC at Urbana-Champaign (2008)
- ALA conference, New Orleans ,2006
- Emerald's Library Management, Member of Editorial Board
- Emerald's programme of Research Fund Awards, Judging Panel
- Visiting Scholar, East Asia Library, UC at Berkeley, USA (2006), Centre d'Etudes et de Rechercheen Droit de l'Immateriel, Faculte Jean Monnet, Universite de Paris Sud, France (1998), Law School of University of East Anglia, Norwich, England (1998), Graduate School of LIS, University of Washington, Seattle, USA (1995-96)
- Invited Speakers at School of Information Studies, Syracuse University (2006),

School of Information Studies, University of Wisconsin-Milwaukee (2006), Annual Conference of CEAL(Council on East Asian Libraries) / AAS (Association for Asian Studies), San Francisco (2006).

- The 5th China-Japan Joint International Conference on Library(keynote), Shanghai (2008)
- The 2nd Sina-US Symposium on LIS Education in Digital Age, Chair of Organizing Committee, Wuhan (2006)
- WISE 2006 Workshop,Program Chair, Wuhan (2006)
- Digital Library: Advance the Efficiency of Knowledge Utilization, Keynote, Beijing (2004)

LIS school profile:

In 1920, Ms. Mary Elizabeth Wood from U.S.A, together with the pioneers of Chinese modern library science, Samuel Tsu-Yung Seng and Thomas C.Hu, etc., established the Boone Library School, Boone University, which was then renamed as Boone Library School, Wuchang in 1929. In 1953 it merged into Wuhan University and the Department of Library Science was established. In 1984, with the approval of the Ministry of Education, China (MOE), the School of Library and Information Science was established. In 2001, it adopted the name of School of Information Management (SIM) of Wuhan University.

SIM currently holds five departments, namely, the Library Science Department, the Information Management Science Department, the Archives and Government Information Department, the Publishing Science Department, and the Information System and e-Commence Department. There are 105 faculty members and staffs in total at SIM, including 35 full professors, and 38 associate professors/researchers. The LIS program at SIM is the oldest and largest one in China. Currently it has over 600 undergraduate students, more than 200 master's students, and about 90 Ph. D students in the program.

Main research issues, special projects

LIS theory and application, information resources management (IRM), information organization and retrieval, database and metadata, digital library, E-publishing, Archival Studies, data mining and visualization, Bibliography, history of Chinese books and library, LIS education. National 985 project "Information Management Innovation Base", Key Base of MOE of China, National 211 project "Information Integrating and Service Innovation in the Ubiquitous Environment"

International exchange (partner universities)

SIM is an institutional member of IFLA and a member of the iSchools. SIM has connected with LIS institutions over 10 countries. The school sends visiting scholars or students to study aboard every year. It accepts students and visiting scholar from foreign countries as well. The SIM holds summer institute for international students irregularly. Some graduates from SIM have taught or worked in the area of library and information in many countries.

SIM established the International Collaborative Academy of Library and Information Science (ICALIS) of Wuhan University in 2008. The distinguished experts have formed an advisory board to support the academy.

Clara M. Chu

Chair and Professor, Department of Library and Information Studies The University of North Carolina at Greensboro 349-C Curry Building, PO Box 26170; Greensboro, NC 27402-6170, Email: cmchu@uncg.edu Main office: 336.334.3477, fax: 336.334.5060 www.uncg.edu/~cmchu

Higher education and degrees

- Ph.D. (1992) and M.L.S. (1985) University of Western Ontario
- Library and Information Science B.A. (1982) University of British Columbia.

Main issues in teaching and research

Dr. Chu specializes in the sociocultural study of information systems, institutions, and access, applying a critical lens to understand the usage of and barriers to information in multicultural communities. She teaches Multicultural Library and Information Services; Information Seeking Behavior; Research Methodology; International and Comparative Library and Information Services and Planning of User-Centered Services.

Major Publications

- with R. Dean, and P. Keilty. "EPILOGUE: Meditations on the Future of Latina/o Archival and Memory Practice, Research and Education," InterActions: UCLA Journal of Education and Information Studies, 5(1): Article 6, 2009. http://repositories.cdlib.org/gseis/interactions/vol5/iss1/art6
- "Working from Within: Critical Service Learning as Core Learning in the MLIS Curriculum," In: Service Learning: Linking Library Education and Practice, ed. by L. Roy, K. Jensen, and A. Hershey Meyers. Chicago: ALA Editions, 2009; pp. 105-123.
- with Honma, T. "Libraries as Contested Community and Cultural Space: The Bruggemeyer Memorial Library of Monterey Park, California," AAPI Nexus: Asian Americans and Pacific Islanders Policy, Practice & Community, 5(1): 1-20, Spring 2007.
- "Web Based Communities Scholarship: From Silence to Dialogue," International Journal of Web Based Communities, 1(4): 423-435, 2005.
- "See, Hear, and Speak No Evil: A Content Approach to Evaluating Multicultural Multimedia Materials," RUSQ: Reference and User Services Quarterly, 39(3): 255-64, Spring 2000.
- "Immigrant Children Mediators (ICM): Bridging the Literacy Gap in Immigrant Communities," The New Review of Children's Literature and Librarianship, 5: 85-94, 1999.
- "Literary Critics at Work and their Information Needs: A Research-Phases Model," Library and Information Science Research, 21(2): 247-73, 1999.

International experience

As a leading voice on multicultural library and information services, Dr. Chu has published in leading national and international journals and presented at conferences around the world. She has consulted and presented workshops internationally in English and Spanish. She serves on the editorial boards of various information and Asian Pacific American journals, including Journal for the Education of Library and Information Science (JELIS) and Amerasia Journal. She has held Visiting Professor/Researcher positions at the University of Puerto Rico (Summer 2004) and University of Valencia (2005-06, 2007).

LIS school profile

Foundation: The Department of Library and Information Studies is one of the six academic departments of the School of Education at The University of North Carolina at Greensboro (UNCG). The Master of Library and Information

Studies (MLIS) is the only degree offered by the department, and is accredited by the American Library Association. Founded in 1891, UNCG is classified by The Carnegie Foundation as a comprehensive doctoral, research university with "high research activity" and in the community engagement classification under Curricular Engagement and Outreach and Partnerships. The University has a diverse student body, with a fall 2009 enrollment of 17,540, and is located in the Triad area of North Carolina and is one of four doctoral-granting institutions of the sixteen-campus university system.

Number of staff, positions: 11 faculty, 1 visiting faculty, 1 administrative assistant.

Number of students: The Department has an MLIS enrollment of over 250 students and delivers the program through the campus Tele-learning Center, via the Internet, or face-to-face to students in Greensboro and Charlotte.

The American Library Association accredits the MLIS program.

Main research issues, special projects: The faculty expertise and research interest are varied within the library and information field. More information can be found at: www.uncg.edu/lis/people/faculty/fulltime/index.html

International exchange (partner universities): None at the department level but the university has partner universities. The department as well as the university library have hosted visiting professors and students from other countries. There is a strong interest in the department in international matters and collaborations, which is also a strategic area of the university.

Next issue invited SET SC Members:
Graham Matthews, Loughborough, UK
Mai Põldaas, Viljandi, Estonia

Library & Information Science – Education & Training Worldwide

Educating our future profession: towards cohesive and sustainable library and information science education in Australia

By Helen Partridge, Secretary, IFLA Library Theory and Research Section

How can Australian library and information science education produce the diverse supply of graduates with attributes that will develop and maintain high quality professional practice in the rapidly changing 21st century?

This is a question that an evidence based national project is exploring to inform the future directions of library and information science (LIS) education and training in Australia. Titled *Re-conceptualising and re-positioning Australian library and information science education for the twenty-first century*, the project aims to establish a consolidated and holistic picture of the Australian LIS profession, and identify how its future education and training can be mediated in a cohesive and sustainable manner. The twelve month project funded by the Australian Learning & Teaching Council (ALTC) is being undertaken by eleven institutions representing the broad spectrum and diversity of university and vocational LIS education in Australia. Participating institutions include Queensland University of Technology (Project Leader), Charles Sturt University, Curtin University of Technology, Edith Cowan University, Monash University, RMIT University, University of Canberra, University of South Australia, University of Tasmania, University of Technology Sydney and Victoria University.

The project is framed by three areas of consideration representing key stakeholder groups in LIS education and represents the first funded research of its kind in Australia. These areas of consideration are library and information science students; the library and information science workforce; and library and information science educators. The primary objective of the project is to develop a *Framework for the Education of the Information Professions in Australia*. This framework will provide guidance on how best to re-position and re-shape Australian library and information science education to ensure it remains

dynamic, sustainable and responsive to the evolving information age. The project also seeks to provide a medium through which LIS professionals and educators can identify opportunities for collaboration and communication, and to foster increased engagement between LIS educators and other parts of the industry in the education of the next generation of professionals. Further information about the project is available at www.liseducation.org.au. Questions or comments about the project can also be directed to the author. A paper will also be presented at the IFLA-ALISE-EUCLID-SET satellite meeting to be held in Borås, Sweden on 8-9 August 2010.

Submitted 3 June 2010
by Associate Professor Partridge,
Deputy Head (Learning and Teaching) of the
School of Information Technology at
Queensland University of Technology.
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Portrait: ALISE – Association for Library and Information Science Education

By Linda C. Smith, ALISE Past President

The Association for Library and Information Science Education (ALISE) is a professional association in North America that seeks to promote excellence in research, teaching, and service for library and information science (LIS) education through leadership, collaboration, advocacy, and dissemination of research. ALISE was founded in 1915 as the Association of American Library Schools (AALS). In 1983 the Association changed its name to its present form to reflect more accurately the mission, goals, and membership of the Association.

Membership categories include personal and institutional. Personal members can include anyone who has an interest in the objectives of the Association. Institutional members include schools with programs accredited by the American Library Association (ALA) and other U.S. and Canadian schools that offer a graduate degree in library and information science or a cognate field. International affiliate institutional membership is open to any school outside the U.S. or Canada that offers a program to educate persons for the practice of librarianship or other information work at the professional level as defined or accepted by the country in which the school is located.

Operational groups within ALISE include the Board of Directors; Committees; Council of Deans, Directors and Program Chairs; School Representatives; and Special Interest Groups. Since 2006 the Medical Library Association has managed ALISE, with Kathleen Combs serving as ALISE Executive Director.

The Board of Directors includes seven elected officers serving three-year terms. The Board establishes policy, sets goals and strategic directions, and provides oversight for the management of ALISE. Committees have important roles in carrying out the work of the association. Principal areas of activity include awards, budget and finance, conference program planning, governance, membership, nominations, publications, recruitment, and research competitions. The Council of Deans, Directors, and Program Chairs consists of the chief executive officers of each ALISE institutional member school. The group convenes at the Annual Conference and can discuss issues via electronic mail in the interim. Within each institutional member school, a School Representative is named to serve as a direct link between the membership and ALISE's Board of Directors. These individuals communicate to the faculty of their school about ALISE and the organization's events and initiatives and provide input on membership issues to the ALISE Board

Special Interest Groups (SIGs) enable members with shared interests to communicate and collaborate, with a particular emphasis on programs at the Annual Conference. New SIGs are established as new areas of interest emerge among ALISE members. The 19 current SIGs, grouped by broad theme, include: *Roles and Responsibilities*: Assistant/Associate Deans & Directors, Doctoral Students, New Faculty, Part-time and Adjunct Faculty; *Teaching and Learning:* Curriculum, Distance Education, Teaching Methods; *Topics and Courses*: Archival/Records Management Education, Gender Issues, Historical Perspectives, Information Ethics, Information Policy, International Library Education, Multicultural, Ethnic & Humanistic Concerns, Preservation Education, Research, School Library Media, Technical Services Education, Youth Services. SIGs are also exploring ways to connect

members between conferences, using such tools as blogs and Facebook.

The ALISE web site (www.alise.org) keeps members informed with updates on association activities. The ALISE publications program includes three components. The *Journal of Education for Library and Information Science (JELIS)* is a peer-reviewed quarterly journal edited by Michelle Kazmer and Kathleen Burnett of Florida State University. The editors have launched a companion web site for *JELIS* at http://jelis.org. The *ALISE Directory of LIS Programs and Faculty in the United States and Canada* is published annually. Listings of faculty for each school include indications of teaching and research areas, using codes from the LIS Research Areas Classification Scheme that ALISE maintains. The *ALISE Library and Information Science Education Statistical Report* publishes data collected in cooperation with the ALA Committee on Accreditation. It is an annual compilation of statistical data on curriculum, faculty, students, income and expenditures, and continuing professional education.

The ALISE Annual Conference is held each year immediately before the American Library Association Midwinter Meeting. The 2010 conference drew nearly 500 attendees to Boston January 12-15 to explore the theme "Creating a Culture of Collaboration." The Annual Conference has an active placement service, facilitating support for job candidates through vita and portfolio reviews and scheduled interviews.

ALISE seeks to stimulate research and recognize accomplishments through its grants and awards programs. Research competitions include the ALISE Research Grant Competition, the ALISE/Bohdan S. Wynar Research Paper Competition, the ALISE/Dialog Methodology Paper Competition, the ALISE/Eugene Garfield Doctoral Dissertation Competition, the ALISE/LMC Paper Award, and the OCLC/ALISE Library and Information Science Research Grant Competition. Support for conference participation is provided by the University of

Washington Information School Youth Services Graduate Student Travel Award and the Doctoral Student to ALISE Award. Awards recognizing outstanding accomplishments include the ALISE/Norman Horrocks Leadership Award (for early-career leadership), the ALISE/Pratt-Severn Faculty Innovation Award, the ALISE Service Award, the ALISE Award for Teaching Excellence, and the ALISE Award for Professional Contribution. Winners are recognized at an awards reception at the Annual Conference.

ALISE seeks to collaborate with other organizations on activities of mutual interest. ALISE is represented on the ALA Committee on Education (COE). ALISE is seeking to build more international connections. Toward that end, ALISE is partnering with the IFLA Sections on Education and Training (SET) and Library Theory and Research (LTR) and the European Association for Library and Information Education and Research (EUCLID) to organize an IFLA Satellite Meeting hosted by the Swedish School of Library and Information Science in Borås on 8-9 August 2010. The theme is "Cooperation and Collaboration in Teaching and Research: Trends in Library and Information Studies Education."

As ALISE looks ahead to celebrating its centennial in 2015, the ALISE Board is working with ALISE headquarters staff and the University of Illinois Archives where the ALISE archives are housed to ensure that records documenting the work of the association continue to be maintained into the future. Through its programs and the work of its personal and institutional members, ALISE is well positioned to provide leadership for LIS education in the 21st century.

Submitted 03 June 2010
by Linda C. Smith, Professor and Associate Dean, Ph.D., The Graduate School of Library and Information Science, University of Illinois at Urbana-Champaign, Champaign, IL, USA
E-Mail: lcsmith@illinois.edu

Towards Internationalisation of LIS Education

Per un'internazionalizzazione dell'insegnamento in biblioteconomia" – LIS teachers' and students' views at the Session, A Report from the Stelline Conference, Milan, Italy, March 12, 2010

By Elena Corradini, Parma, Italy

Every year, in the middle of March, the Stelline Conference in Milan attracts professionals from

all over Italy and more often from other (mostly European) countries as well. This year's conference was dedicated to library management, while a session focussed on international LIS courses offered in Italy, in Europe and in the 'rest of the world', to prepare the professionals of the future. The session was called "Towards Internationalisation of LIS Education" and was organised by the

University of Parma and the University of Milan.

Anna Maria Tammaro (University of Parma, Italy; Chair of IFLA Education and Training Section) introduced the session discussing the definitions of internationalisation of LIS education, which is currently identified with a growing mobility of students, teachers and professionals. This definition implies that there must be foreign language training, an acquisition of intercultural experiences, an indirect benefit for academics participating in the international programmes. As Tammaro pointed out, although first consideration of course harmonization was already undertaken in the 1980s by UNESCO, even now the European EUCLID Board has not got further than trying to review course content.

Internationalisation can be viewed as a kind of mobility, which at present is defined in three basic forms: *people mobility,* when a person goes abroad for educational purposes; *program mobility,* when it is not the student but the educational offering which crosses the border, without losing its original "brand" (e.g., English taught courses in other countries); and, *institution mobility,* when an institution or education provider invests abroad for educational purposes. Whatever the case, the common objective is to enhance cooperation among different countries in LIS and professional networks.

Until recently, as Tammaro suggests, the European experiences of internationalisation in LIS courses have emphasised individual mobility through Erasmus programmes and tried to achieve harmonization between curricula so as to issue joint degrees and thus grant degree recognition in more countries. Nevertheless, to be acknowledged at an international level, Tammaro maintains that LIS education should be research oriented and focus on reinforcement of transferable skills and flexibility in problem-solving approaches. Tammaro's introduction provided a framework to appreciate better the talks that followed, by anticipating some of the issues to be discussed, namely current outcomes about the internationalisation of LIS education; students' perceptions about international courses; and

the most advanced cooperation experiences in LIS education.

The state of the art of internationalisation of LIS courses in Italy was illustrated by Giovanni Solimine (Professor, Scuola Speciale Archivisti e Bibliotecari, "La Sapienza" University, Rome, Italy), who introduced the audience to the Italian dichotomy between "active librarianship" and "academic librarianship". In fact, unlike in many other countries all over the world, until some years ago, Italian universities traditionally offered LIS courses almost exclusively as a part of the Humanities courses (such as History, Codicology, Bibliology), with a focus on educating future teachers, not future librarians; the latter often began learning effectively only after having been appointed to a post. Apart from the Special School for Archival and Library Science at "La Sapienza" University, only after the 1970s did some universities begin to start courses in Cultural Heritage Preservation – still, few courses included management of library services. Until today, as Solimine underlined, many LIS courses in Italy are still oriented towards cultural education in a broad sense, rather than being focussed on the professional knowledge to be acquired. One of the main features of these courses is their inclusion in historical and archival curricula. Students and professors could profit from various exchange programmes, but there is still a limited number of them taking advantage of these possibilities. Recognising the Parma experience as the only formal cooperation initiative in LIS education in Italy, Solimine concluded that there is still much to do to enhance mobility and cooperation in LIS courses.

Speakers at Palazzo Stelline. © Terry Weech

Although more positive in his speech, Fabio Venuda (Professor of Library Science, University of Milan) outlined the history of the LIS teaching at his university, making clear that from the 1940s onwards, until the 1970s, librarians were mainly men of letters or

scholars, well aware of the meaning and value of the legacy and heritage they had to preserve for the future generations. These also became the first library science professors, and wrote handbooks for training, as well as high level textbooks for university programmes. From the 1980s, a new generation of teachers entered the university, both with specialist backgrounds (e.g., medieval studies), and library experience. Only more recently there was the need to split courses into Bibliography and Library Science. Currently, students can follow these disciplines from the lowest to the highest academic grade (bachelor to doctorate), and partnerships with other Italian and foreign universities are developing. Surely, the need for internationalisation is great, both for academic staff, and for students.

From this point of view, the students' perceptions on international courses gathered by Elena Corradini (Alumna International Master Information Studies) and Federica Marangio (Alumna DILL Master Course[1]) were certainly illuminating. Both former students reported about surveys which considered, in respect to the learning outcomes stated in the projects, the effective outcomes from the students' viewpoint.

Elena Corradini surveyed the Alumni of the International Masters' Course in Information Studies delivered by distance learning from the Universities of Parma (Italy) and Newcastle (UK). The learning outcomes of the Masters' programme were broadly stated, and also reflected the necessity of flexibility for the new information professionals. The survey was planned in order to find out about motivations in attending the course, the general satisfaction regarding the choice, and the perceived outcomes. The 13 final respondents gave stimulating answers to the three questions. The initial motivation to attend an international course was found in improvement of one's own professional skills, the possibility of advancement in one's career, acquiring new competencies, improving English as a working language, studying with an international approach, while continuing working. The Parma / Newcastle course was namely a distant learning course, with altogether four weeks of Study Schools during the Summer and six papers, plus final dissertation, to be delivered by email to the teachers for evaluation and assessment. All respondents stated they had been satisfied with their choice, for various reasons, ranging from having taken part in an enriching experience, both as an individual and a professional, to having acquired skills well beyond the "normal

[1] International Master in Digital Library Learning (DILL).

standards" in one own's country. Survey participants' views on perceived outcomes can be grouped into four categories: skills, knowledge, attitudes, and behaviour. One of the statements could summarise the general view: "*The most evident outcome is the improvement of my language skills, especially applied to library science (very useful to find a job abroad). I became more familiar with the English professional literature and sources, enhanced my search methods and got to know better the "scientific approach" to the discipline, something I had never encountered in Italy. Moreover, my curriculum got an "International flavour" that is interesting in the job market.*" Others stated they had acquired a new awareness of the profession, and of the different positions of the LIS sector around the world. A comparison between the perceived outcomes and the stated learning outcomes suggested that many were matching, and some were implicitly stated by respondents. As Corradini pointed out, among the effective outcomes are certainly the change of professional positions or posts for many of the Alumni and, particularly, the fact that 3 of the 25 contacted former students found an international post after completing the Masters' course, and many of them can now participate in the discussion about LIS "hot topics" at international level, in arenas like peer-reviewed journals, international conferences, etc. Finally, some of them have also enrolled on international PhD courses, because they can use English as a working language for research, in their daily job activities, and for their life long education.

The DILL Alumna Federica Marangio performed a similar survey on DILL students on internationalisation, a concept expressed during Knight's presentation in her words (2003) as "[…] *the process of integrating and international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education.*" The survey focussed on providing information to understand the impact of international courses on students and to identify key issues, priorities and areas of growth. As for the former survey, this descriptive survey was based on a qualitative approach. Two open questions were sent via email to all former DILL students (56, from 20 countries all over the world), there were 37 respondents. The motivation for attending such a course was explained by respondents with academic, socio-cultural, and economic reasons. An international degree means graduates are able to interact with people from different countries, learn other languages, broaden one's horizons, and benefit from a monthly scholarship. As far as

the outcomes of such a course are concerned, Marangio presented the results in terms of cognitive competencies, multicultural behaviour, and transversal capabilities. What clearly emerged from this presentation was that DILL provided the future new professionals not only with actual content, but also with problem-solving capabilities, and not pre-packaged knowledge. Students attending DILL and other international courses come out with a new way of thinking, and have grown both professionally and as individuals.

Nonetheless, the paths along this kind of professional growth are not very easy. The difficulties and the long way through the aim of educating international professionals was effectively illustrated by Terry Weech (Professor, University of Illinois, Urbana-Champaign, USA), who covered all past achievements in the collaboration between US and European universities, from the programmes for internationalisation with ICIMSS (International Centre for Information Management Systems and Services) at the Nicholas Copernicus University in Torun, Poland, from 1998 to 2000; with ENSSIB, France; with the creation of the Mortenson Center for International Library Programs (University of Illinois, from 1991 to date); with the Open Society Institute (for Eastern Europe), and the Fulbright Program (Senior Specialist Program). A particular connection was established with the University of Parma, Italy, both within the former International Master's program in Information Studies (2000-2009) with the collaboration of the Northumbria University at Newcastle (UK), and the International Master in Digital Library Learning (DILL), run by three European Universities (Oslo, Norway; Parma, Italy; and Tallinn, Estonia), and funded by the European Union as an Erasmus Mundus project, which attracts students from around the world. Some efforts have also been made to start an international consortium of universities, the WISE Consortium, addressed later by another speaker. The future is approaching, with the 2010 EU-US Atlantis Proposal, a project that aims to find resources in the EU and the USA to allow exchange programmes of doctoral students and faculty members at three US LIS schools and three EU LIS schools (www.ed.gov/programs/fipseec/index.html).

Other important agreements could be achieved during the ALISE-EUCLID-IFLA meeting, which will take place in August at Borås, Sweden, as a Satellite event of the 2010 IFLA World Congress. Many obstacles and barriers are still to be overcome, starting with the many differences between Northern America and Europe, as well as the rest of the world, in the education programmes, employment requirements, cultures, economies. Weech also highlighted the importance of research and the scope of LIS education, quality control, accreditation of courses, economic factors, which could lead future trends, also in spite of the growing interest in international courses.

Patrice Landry (Swiss National Library and Chair of the IFLA Professional Committee) reflected on the role of Library Associations and particularly IFLA in contributing towards the internationalisation of LIS. As an international body, IFLA is apt to promote international job opportunities, its structure being devoted to internationalising library procedures, standards, systems, best practices, access to information, etc. Landry reflected on the current situation suggesting that nearly all LIS sectors require an international perspective, but this perspective is still difficult to achieve by single libraries alone, if not connected to a wider network like IFLA, providing publications, meetings, events, and the annual IFLA conference. As Landry pointed out, there are still few students and professors profiting from this opportunity of comparing international perspectives, and IFLA is trying to make efforts to improve its advocacy programmes.

The last speaker, Bruce Kingma (Syracuse University, USA) introduced the audience to the WISE Consortium, a web-based Information Science education programme, aiming "*to build multi-institutional capacity for library and information science education*", that has alredy gained important awards (Sloan-C Effective Practices Award for Excellence in Online Teaching and Learning; ADEC National Award for Excellence in Distance Education). As Kingma explained, WISE is founded on three pillars: pedagogy (trying to develop high-quality faculty resources in online pedagogy for LIS educators), quality (aiming to develop widely accepted standards and metrics for online library and information science education), and collaboration (fostering a collaborative marketplace for online courses in library and information science). By March 2010, it already had over 750 students enrolled and could offer over 450 courses delivered by the partners. In times of budget cuts and financial crisis, there are evident benefits from the organisation of online education through consortia. Among these benefits are the possibility for students and universities of cutting costs, and at the same time to achieve the goal of further and long-life education at cost-effective standards. For their part, universities can also benefit from the presence, in the consortium, of partners specialising in

subjects not delivered in their institution. The WISE project is growing, and it might also include universities from non-English speaking countries in the near future.

After these speeches, there was an intense and profitable discussion among the audience, with considerations about the possibility of course accreditation between universities whose programmes are delivered within different structures. One of the hypotheses was to involve IFLA, as an international body, in the accreditation of courses, building up on the ALA experience and model, although it is well known that even in the European Union professional associations are not equally recognised. A very interesting strand to the discussion was brought about by professionals who challenged the concept of competencies delivered in most LIS courses, with educational goals and professional skills, such as technical skills, doomed to fast obsolescence. Even a

professional initially trained as a technician can find difficulties in a rapidly changing information world. From this point of view, a clear suggestion emerged from a former student of the Parma / Newcastle course, who stated the importance of learning research methods, challenging attitudes and behaviours, and acquiring a new professional style, that now constitutes his personality. In the end, this three-hour session provided useful insights to understand better the current issues and future challenges of LIS education at an international level.

Submitted 03 June 2010 by
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IFLA News

NPSIG - THE place for New Professionals, now more than ever!

The story of the New Professionals Special Interest Group (NPSIG) begins at the IFLA Congress 2004 in Buenos Aires. Since back then the NPSIG has presented programmes at every IFLA Congress dealing with the hottest topics and helping new librarians to network and to get started in the international library community.

Up to now, the NPSIG already consists of a quite interesting bunch of people within IFLA.

But the story gets even more exciting when we come to know that the new Convenor of the group nominated in 2010, *Sebastian Wilke*, is a LIS student for the first time. In this context, a question arose: What should the NPSIG really be looking for now?

Based on the outcomes of a workshop held during BOBCATSSS 2010 as well as an IT brainstorming meeting at IFLA Headquarters in February, a new mission statement was framed. The three major goals of the NPSIG are:

- to provide a forum within IFLA for the discussion of relevant issues related to New Professionals,
- to recruit and actively involve New Professionals in the IFLA network, and
- to connect New Professionals worldwide and to whet their appetite for conferences and networking.

If we think about an overall slogan for it we could say: The NPSIG is looking for a new and younger generation of New Professionals to get more involved in the IFLA community. It aims to encourage the New Professionals out there to set new bold agendas and to provoke thinking about how librarians can develop the expertise to ensure that they continue to play an effective and visible role in the social and economic development of our society.

The NPSIG works like a huge open community, so everybody who wants to can actively take part and get involved. The beauty of it is that its structure allows for new professionals to collaborate and grow together in areas such as leadership, and then continue working with IFLA as members of committees and other capacities, obtaining the enrichment and excitement of a multicultural perspective on libraries and new professionals. By participating in a forum under the IFLA umbrella they can share information about resources, experiences and ideas with the benefits of collective intelligence.

We invite you to take part in this beautiful experience! Having an international education or an international career is the best ingredient to make a good cake. Everybody in the group contributes to the benefit of the group and one's success is the success of all. An important skill you will be acquiring is team building. The schools of Librarianship seem to be expected to standardise the content of their courses and don't have enough space to

develop practical competencies or students' critical and analytical skills. This is your opportunity to get into the profession and pull your sleeves up!

Want know more about the NSPIG? Then check our website or read the latest story on our blog: http://npsig.wordpress.com/!

Submitted 30 June 2010
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LIS News worldwide

Pathways to developing the health library workforce in Australia

Health Libraries Australia (HLA), a group of the Australian Library and Information Association (ALIA), is currently undertaking a major national research project which has two main aims:

- to determine the future skills requirements for the health librarian workforce in Australia; and
- to inform the development of a structured, modular education framework for specialist post-graduate qualifications together with a structure for ongoing continuing professional development.

It is intended that the outcomes of the project will enable the establishment of a system for the provision of specialist education and professional development for the health library workforce of the future. The project builds on earlier work undertaken in Australia to examine the LIS workforce, known as the *neXus* project. The HLA project steering group comprises a number of leading health library and information professionals Ann Ritichie, Cheryl Hamill, Suzanne Lewis, Patrick O'Connor, Melanie Kammermann and Carol Newton-Smith, working with Gillian Hallam as principal researcher. The first stage of the project involved an extensive environmental scan to explore a number of areas: what was currently known about health libraries in Australia; contemporary drivers in the Australian health care system; international trends that were likely to affect health librarianship in the future; education and continuing professional development systems that are being set up to provide first qualifications in the speciality area of health librarianship; continuing professional development structures which support ongoing practice. The information gathered fed into a group discussion that was held in September 2009 with health librarians from various sectors. A typology was drafted outlining the various environments or contexts in which health librarians of the future are likely to be employed, including hospitals, welfare/community services organisations, primary care practices, research and academic/education institutions, biotech / pharmaceutical industry, consumer health services, health informatics, policy organisations, health technology assessment, knowledge management.

In early 2010, a web-based questionnaire was distributed through the health library and information email lists to the two target cohorts of health librarians and health library managers. The data collected is currently being analysed, to present a picture of current employment and professional development opportunities in health libraries in Australia, as well as the perceptions of librarians, library managers and employers about trends and future roles for health librarians in these organisations. In the coming months, interviews will also be conducted with various employers to explore their perceptions of future roles for librarians in the health sector. This initial research phase will provide the basic 'needs analysis' for informing the second phase of the project – designing a specialist education framework and ongoing continuing professional development structure for the health librarian workforce of the future. The proposed modular program can then be sourced by various means, including a tender for developing and delivering a system of structured specialist health librarian education and professional development programs.

The project team will be presenting a paper on the project at the IFLA-ALISE-EUCLID satellite meeting to be held in Borås, Sweden on 8-9 August 2010. For further information about the ALIA Health Libraries Australia project, please contact the author.

Submitted 03 June 2010
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Comparing librarianship in Prague, Czech Republic, and Berlin, Germany, based on ERASMUS experiences

By Katerina Nekolova, Czech Republic

The European University Exchange Program, Erasmus gives scholarships to qualified students to benefit from studying abroad. Thousands of students from all the EU countries, as well as Iceland, Lichtenstein, Norway and Turkey have particcipated. It represents an ideal opportunity for students to improve their language skills, to study within the customary system of a foreign country and to become acquainted with new cultures. It offers the chance to live abroad and the possibility of discovering a different point of view on ones own field of study.

I was fortunate to spend one year as an Erasmus student at Humboldt University in Berlin after I finished my Bachelor's studies at Charles University in Prague. I offer here some observations of Library Science programs in the two cities.

Comparison

The study program at the Institute of Information Studies and Librarianship at the Faculty of Arts at Charles University in Prague offers full and part-time Bachelor's, Master's and PhD degree programs. For the Master's degree, students may choose from four different areas of study: librarianship, information science, new media studies and bibliology. Some courses are also offered in English, especially for foreign students. Unlike many other places where there is a multigrade evaluation strategy, evaluation scales are based on only a four grade system. A process of oral agreement between student and teacher is commonly used to set the terms of examination. The organisation is less formal than at Humboldt. There are more young students at Czech universities, a likely result of the cost increase for people over 26.

Humboldt University in Berlin provides study programs in Information Science and Librarianship, too. Unlike in the Czech Republic, it is a common practice in Germany to combine librarianship with another study program as well. The majority of the subjects are still taught only in German, although the number of available English courses is steadily increasing as well. In Berlin classes are structured in modules that usually combine lectures and seminars, which require the completion of either a final exam or a written essay to pass the course. Compared to the Czech Republic the lessons in Germany tend to be more interactive and feature much more collaboration between the students and teachers. Presentations in front of the class are very common, which is demanding but provides a useful experience. In the organisation of the study programs, more attention is given to formality and administrative efficiency; all documents must be formally approved. In my opinion, the German student takes his or her own success very seriously and is more competitive than their Czech counterparts.

Katerina Nekolova at the Humboldt University's campus.

Information science, logic and economics are taught at both universities. The program at Charles University seems to focus more attention to particular aspects of library work and to social communication, while in Berlin the program is more focused on the use of new technologies. Components of all fields are, however, required for the training process at both institutes.

Personal experiences from my stay in Berlin

At the beginning, I wasn´t very confident in my German language skills. Fortunately, the University Language Centre offers very effective German courses. Moreover, the professors often use PowerPoint presentations, and the visuals helped compensate for my language deficit. Materials from the courses are mostly accessible through the online education management system Moodle. With disciplined home preparation, I managed to pass. Most of the lectures and seminars I attended were recognized at my home university as elective courses. If I want to have any other courses recognized as an equivalent, I will have to write an extra paper in Czech.

I received the scholarship immediately after my application was submitted, although many students from other countries often got financial support at the end of their studies abroad. With modest living it is possible to

cover ones living and school expenses with his support.

Before I met other students I spent most of my free time in the city as a tourist, admiring the cultural heritage and the historical sites of the German capital. I enjoyed reading on the bank of the Spree or the many bike paths in the city. It takes a while to make all the arragements necessary for life in a new place: searching for an appartment, opening of bank account, a cell phone, etc. It is therefore, my suggestion that students arrive in their new city before the semester starts. I settled in quickly and in the second semester I even found a job and did an internship in an association promoting West-East information transfer.

This experience revived my interest in my field of study and helped me to find my specialization. I learned how to work independently and developed more confidence in public speaking. During my Erasmus stay I decided to change my future plans and to finish my Master's studies in Germany.

More challenges bring more experience, don´t they?

Submitted 12 May 2010 by
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Who's Who: LIS New Generation

Sanita Maleja
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Main LIS interests

Information retrieval, Online publishing, Languages and terminology

Awards/Grants

- 2009 Student Union of University of Latvia Student Project Awards fee grant for attendance and presentation at student conference Bobcatsss 2010 in Parma, Italy

- 2010 University of Latvia and UNICA Network grant for attendance of UNICA Student Conference in Rome, Italy

- 2010 Faculty of Social Sciences of University of Latvia Student Project

Awards fee grant for attendance of 76th IFLA General Conference and Assembly in Gothenburg, Sweden

Memberships

- Head Record Keeper at Students` Union of Faculty of Social Sciences of University of Latvia

- Member of Young Specialist Section at Librarians Union of Latvia

Participation in national/international *conferences*

- Bobcatsss 2010 Student Conference in Parma, Italy

- Librarians Union of Latvia Annual conference 2010 in Riga, Latvia

- BibCamp4 unconference [2010] in Riga, Latvia

Career expectations

- Earn Bachelor and Master in LIS. Gain more international experience. Gain work experience in library field. Promote LIS studies among younger generations within the project of LIS dept of faculty.

Conference Reports

BOBCATSSS 2010 revisited – IFLA NPSIG workshop and follow-up

From 25-27 January, BOBCATSSS 2010 took place in Parma, Italy. Although there were quite snowy conditions outside, this year's symposium has been marvellous!

Over 200 participants (ca. 150 of them students) from Europe and beyond enjoyed

three days full of interesting sessions, workshops, and poster presentations, really well-organized social events in the evenings, and an overall atmosphere which was absolutely inspiring for everybody involved. The networking factor especially seemed to be quite strong this year.

IFLA NPSIG workshop

On Day 1 of the symposium, the NPSIG hosted a workshop entitled "Bridging the gap – Involving new professionals in the international development of our profession in the digital world". I was very happy to be joined by current IFLA President Ellen Tise who was one of the keynote speakers this year. As for the moderation of the brainstorming part, we were supported by Federica Marangio, a member of the Italian organizing team and also a very active new professional.

Snowy Parma © S. Wilke.

To get started, we gave brief introductions on IFLA in general and current initiatives relating to new professionals in particular. While Ellen concentrated on the overall mission of IFLA and ongoing digital efforts like the new IFLA website and the Digital Library Future Conference in Milan last year, I talked about the latest projects such as the "Adopt a Student"-program and the IFLA LIS Student Paper Award before presenting background and scope of the NPSIG.

Brainstorming session

The following main part of the workshop involved brainstorming on three different topics. We asked the participants to form groups and to work on:

1. Support of new professionals on a national level

- Are there groups for new professionals in your country?
- What does your national organisation(s) do to support new professionals (scholarships, discounts, awards, special conferences and so on) and are you satisfied with this support?
- How can this support be improved?

2. Recruitment of new professionals on an international level

- How can new professionals become more motivated and involved in professional activities?

- What are the challenges for new information professionals and what can be done to meet them?
- What should be the main goals and activities of IFLA / NPSIG?

3. Web-based component / digital platform for new professionals

- What would new professionals like to do in the digital area of the international IFLA network?
- Which kind of web-based component would be useful to help new professionals getting more involved in the IFLA community?

Final preparations: Sebastian with Ellen Tise © S. Wilke

The first two topics are focused on the active involvement of new professionals *on-site* at events like the annual IFLA Congresses. As not every student can afford to attend international conferences, we also wanted participants to think about possible ways to include new professionals in the IFLA community on an *online* basis.

Brainstorming Group I © S. Wilke

Findings

Finally, we ended up with three brainstorming groups. To give you an impression of the discussions, I will highlight some of the findings of all three of them.

Group 1 dealt with the recruitment on an international level. When talking about how to get new professionals more involved, group 1 saw a need for awareness of events and news outside of one's country. Additionally, there should be the opportunity to access relevant information from elsewhere.

The two students from Latvia also reported on a very interesting event: At that moment, they were about to prepare a student conference at their university aimed at discussing current topics and creating a student network in their country. They felt that the main goals for IFLA and the NPSIG should be to keep on motivating new professionals to become active and to cooperate with national organizations as well in order to reach this goal.

Brainstorming Group II © S. Wilke

The members of group 2 combined all three topics and started by describing the situation in their countries (Hungary and Italy). In Hungary the students identified a lack of funding to go to conferences. As a consequence of this, such events are barely promoted to the students at their LIS schools. Few connections between the university and the job market could be another result of this situation.

A possible solution in that context could be the "online way": by using Facebook, Twitter and other social networks, the communication between students and the profession should be fostered. Furthermore, we talked about organizing and realizing conferences via web 2.0 tools (I was joining the group as a moderator). The use of webinars and skype meetings seemed to be a very interesting idea to establish the exchange of experiences online, too.

The members of group 3 also concentrated on recruitment on an international level. One important experience for new professionals should be to catch the "networking virus". During their presentation they pointed out the connection between *work* and *fun* when attending conferences. Additionally, these categories are strongly related to young

people, an international and multicultural environment, and an atmosphere of socializing. Once more, time and money were identified as the challenges for new professionals (especially students): there is a need for support from their universities. Otherwise, students should be given discounts at conferences. Maybe it would be even better to establish totally free access for students.

Brainstorming Group III © S. Wilke

During the Panel on "Education of the 21st century professionals" on Day 2, I had the great opportunity to introduce the NPSIG again to the audience and to present the findings of the workshop.

Follow-up – Keep on discussing!

Workshops provide a perfect opportunity to collect experiences and to bring together people with various backgrounds, even more when it comes to international conferences like BOBCATSSS.

Many thanks to all workshop participants! © S. Wilke

The workshop at BOBCATSSS was only the first step of reshaping the mission and objectives of the New Professionals Special Interest Group. One of the main questions in this context is how to become a younger generation of LIS new professionals actively involved in the IFLA community. The results of the workshop, many inspiring conversations as well as a lot of new contacts made during the whole BOBCATSSS symposium acted as a good starting point for this purpose. For further

information about the latest activities of the NPSIG please have a look at our official blog at http://npsig.wordpress.com/. Feel free to share any comments and suggestions with regard to the topics discussed.

BOBCATSSS 2010 was fantastic – I am already very much looking forward to next year! See you in Hungary and stay in touch!

Submitted 2 May 2010
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Building Collaboration with LIS Schools in Germany: Results of the Goethe Institute LIS Faculty German Study Tour

The above was the title of a panel at the ALISE[2] 2010 conference in Boston initiated by Brigitte Doellgast from the Goethe Institute in New York. The conference had "Creating a Culture of Collaboration" as its theme and representatives of diverse U. S. universities, two German Universities of Applied Sciences and the Goethe Institute New York presented results from the Goethe Institute LIS Faculty German Study Tour 2009 and opportunities for further cooperation between US and German LIS Schools and Universities.

The German Universities and Universities of Applied Sciences were undergoing vital changes and these changes are related to the Bologna Declaration, which aims at an unified and interchangeable course system all over Europe (47 countries). The former study programs are substituted by a normally 3 to 3.5-year Bachelor program and a 1.5 to 2-year Master program complemented by a post-graduate Ph.D. or doctorate degree (Germany). Within this process European universities have had an enormous increase in student exchange over the last five to ten years, but cooperation with U.S. universities has been very difficult to establish.

Therefore in spring 2009 a study tour to Germany by representatives from six U.S. LIS schools was organized and sponsored by the Goethe Institute New York. This tour included visits to the following LIS Universities: Humboldt University Berlin, Cologne University of Applied Sciences, Potsdam University of Applied Sciences, and Stuttgart Media University. Faculties from LIS programs in Darmstadt, Hamburg, Hannover, and Leipzig

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[2] Association for Library and Information Science Education, www.alise.org.

were also present at these locations. U.S. and German faculties learned about each other and brainstormed collaborative possibilities.

From the German point of view there were some interesting aspects and results discussed at the ALISE conference. Many of these are transferable to any cooperation between LIS Schools and Universities in different countries worldwide.

Challenges

The main challenges for a profitable and satisfactory cooperation are:

- transfer from Bachelor's (Germany) to Master's (U.S.) equivalents,
- transfer of Credit Hours (workload in Germany) to Course of Study (U.S.),
- finding funding and scholarships for German and U.S. teachers and students,
- finding and realization of partnership agreements between courses, institutes or whole universities,
- timing of teaching and learning periods, because semester or trimester periods are almost incompatible between Germany and U.S.

Below some of these challenges are discussed in context.

Study Programs

In Germany most of the librarianship study programs are Bachelor programs (BA), in the U.S. they are mostly Master LIS degrees (MA). Master's courses in the U.S. are normally cross-qualification and therefore BA students in Germany have almost the same level in LIS as MA students in the U.S. These problems can be overcome by finding equivalents between the BA and MA courses.

Teaching and Learning

More and more U.S. students can choose to complete their study program on campus, online, or through a combination of online and on-campus classes. But most of the German BA courses are completely on campus with some parts (teaching and learning).

Increase in the use of e-learning and distance learning can solve many timing problems and allows exchange without travelling or with short-period residence. Therefore it must be a goal to elaborate and intensify e-learning and e-teaching. The result could be a supra-regional knowledge center and virtual place for exchange of teaching material and knowledge. Such a centre could establish a technical and organizational knowledge and communication infrastructure that expands three central functional aspects

of higher education beyond existing institutional structures:

- *Information*: Gathering, organizing and providing access to distributed knowledge related to all aspects of higher education in information science, e.g. course materials, curricula, best-practices, expert-profiles.

- *Communication*: Cross-linking of departments, work groups, lectures and students.

- *Cooperation*: Forum for experts and peers to foster research in higher education.

Internships / Short-term Study Programs

Tuition fees at North American LIS Schools ranges from 5.000 to 27.000 US $ per year. Therefore special cooperation and scholarships are necessary to make exchange especially from Germany to the U.S. easier. One possibility of cooperation revealed at the panel is an exemplary project of the German Academic Exchange Service – DAAD: the UAS7 alliance of excellence. Seven German Universities of Applied Sciences strive to further development in the scope and quality of the academic exchange with North-American universities. Therefore UAS7 operates an office in the German Consulate building in New York. Beside the exchange of students and academic staff, the promotion of internships at German and U.S. companies / libraries, short-term study programs e.g. summer schools for U.S. and Canadian students, collaborative research and development (R & D) efforts are worth striving for. The SIP, Study and Internship Program, allows a 6 month study semester at a UAS7 school (Cologne or Hamburg) for undergraduates and a 6 month paid internship in a practical second semester. Approximately 700 € monthly stipend during study semester plus full health and liability insurance and approx. 850 € travel expenses reimbursement are paid. Assistance and support is available from the International Office throughout the stay in Germany. Scholarship holders have full student status.[3]

In addition funding is available from other programs of the German Academic Exchange Service (DAAD) and Fulbright, but there is a need for further funding (re)sources. Therefore universities and teachers have to try to find and also use single and partial funding in the beginning, because there are normally more (re)sources and special scholarship programs than you are aware of. For example, you should contact your international office or your national exchange authority, they can tell you about special programs and help to apply for money and other resources.

Subjects Studied?

Subjects studied differ a lot between the U.S. and Germany in LIS education. School library (media) management especially is a subject with secondary importance in Germany. In the U.S. you find teacher-librarians integrated in the core of teaching and learning at school but not in Germany. Only in the last few years librarians have become part of education and teaching – normally outside school, but inside public or university libraries. In Leipzig the first MA program in media education in Germany has been established.

Altogether there are a lot of differences in the curricula, but it could be fascinating for both sides to learn from each other.

R&D Activities

Teaching and research and development (R&D) at German Universities are based on a combination of universally applicable knowledge and specialist experience and knowledge. The German Universities of Applied Sciences especially are striving for close cooperation between academia and practice such as libraries and other information institutions (hosts or database producer) by mutual knowledge transfer. German professors at Universities of Applied Sciences have practical experience outside of universities of a minimum of three, normally five or more years. A huge number of businesses and libraries are cooperating partners with German universities.

U.S. professors and teachers often teach from industry experience and therefore the curricula combine theory and library-world practice like the German LIS institutions. This is the basis for joint R&D activities. Internet platforms and Web 2.0-tools make collaboration more and more easy and promote collaboration and R&D activities.

Competition and Cooperation

For German universities competition regarding cooperation and collaboration is huge as English and Spanish speaking countries and China are in the focus of U.S. LIS schools. In the U.S., Spanish is the first foreign language in many schools and China could be an interesting trading partner with more and more influence worldwide in the future.

But the panelists could show a number of initiatives realized or planned since spring 2009 that aim to make German higher education and research more attractive to

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[3] http://www.uas7.org.

North-American students and academics and vice versa:

- Wayne State University: Berlin, Cologne, Potsdam, and Stuttgart,
- Rutgers School of Communication and Information: Darmstadt,
- Syracuse University: Hamburg (International semester with 30 European credit points - ECTS), and
- University of North Carolina Greensboro: Cologne.

Only a few German programs are taught entirely in English, many other include English modules, but often good national language skills – e.g. German – are a requirement for U.S. students. Learning about foreign cultures and foreign languages should be regarded as a cultural opportunity for young librarians too. Therefore student and teacher exchange between Europe and North-America could be a cultural and scientific challenge – for both sides. The Goethe Institute offers German language courses worldwide preparing for a German study residence.

In Germany study programs with a double- and / or joint-degree are extremely rare. But these programs are very attractive for students' future careers with or without knowledge of German. These international programs are possibly the key to intensifying and increasing international student mobility to Germany.

But how to find an appropriate partner?

At the beginning, attendance at conferences often facilitates contacts with foreign universities and colleagues. Satellite events such as the co-hosted conference by IFLA, ALISE and EUCLID in August 2010 at the Swedish School for Library and Information Studies in Borås, Sweden "Cooperation and collaboration in teaching and research: trends in library and information studies education" are intended to help participants come into contact with other colleagues from around the world.

Otherwise or additionally you have to scan websites and further information material. Also you can share contacts to partner universities of internal colleagues from other institutes and subjects.

Then cooperation normally starts with an initial exchange of single interested persons (teacher, researcher or student). Basic conditions and further requirements of an official formal cooperation can be elaborated during this first visit. These include:

- becoming better acquainted with colleagues and the new (partner) university,

- learning about the competencies of the students,
- clarifying the comparability of study programs (content and formal aspects),
- finding out about and identifying similar research interests and fields,
- developing an agreement for a first teacher or student exchange.

The next step could then be agreement of a formal framework for cooperation between two institutes or courses. And that should be easier than an official contract between universities. But be patient!

Conclusion

On balance, panel members at ALISE spent a lot time in interesting discussions about U.S. and German LIS education and possibilities for cooperation, but the discussions should not be limited to this conference. It's the goal to set up numerous long term contracts for professors' and students' exchange including joint research and projects all over the world.

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Bibcamp4 - an unconference organized by students

Faculty of Social Sciences of the University of Latvia in Riga, March 2010

It was the first experience of organizing such an event, so we took some guidance and support from our professors.

Focus group – students discussing importance of information technologies at their studies. Unconference Room. © S. Suhanenkova.

At the first planning meeting the topic of the unconference was decided: "Librarian education: significance, trends, needs". Further planning took place on a wiki where students shared ideas and consulted professors. It was the most convenient way as the organizers could not often meet in person. The organizing skills gained from our studies were a benefit so we could apply ourselves to future tasks. Each student fulfilled their responsibilities by following the key rules to success of the unconference. We aimed to be creative and have fun while gaining experience.

The main purpose of the unconference was to involve participants in discussions - the most convenient way to come to creative solutions. The only planned events at the unconference were the panel discussion on librarian education and its compliance with actual needs of libraries and the current labour market, and focus group discussions. The panel discussion addressed four aspects on LIS education: from the point of view of employers, employees, students and teaching staff. The focus group discussion involved groups of students and professionals brainstorming on the importance of using e-resources for study. The results of the discussions will be used for the development of the LIS curriculum in future to make it more progressive and suitable for the present situation and needs of libraries.

Unconference Room. © S. Suhanenkova.

We had planned some presentations in advance which were warmly welcomed. Participants shared presentations on various topics. Students made presentations about their experiences on different exchange programmes and compared them to opportunities in Latvia. Associated professors of the faculty shared informative presentations on aspects of the library profession and on foreign models that the LIS department would like to follow. The Bobcatsss 2010 team gave a presentation on their experience at the student conference presenting their posters and papers as well as introducing the most

interesting topics of the conference. Questions and answers after presentations led to inspirational discussions. Altogether it was an emotional day that gave students an opportunity to observe professionals and acquire passion for the profession. On the day 107 participants registered for the event, many of them leading professionals in Library and Information Science in Latvia.

After the conference a follow up questionnaire online was done for feedback and evaluation. All the results as well as the presentations, photos and unconference materials are accessible via BibCamp4 blog [http://bibcamp4.blogspot.com/] for future reference.

Submitted 24 June 2010
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Prague Summer Seminar 2010

Institute of Information Studies and Librarianship
at the Faculty of Philosophy & Arts, Charles University in Prague (IISL)
and
the School of Information and Library Science
at the University of North Carolina in Chapel Hill (SILS UNC)

Both schools cooperate in a variety of student and staff exchange programs. Two-week Summer Seminar for students and library professionals held in Prague, guaranteed by SILS UNC and organized by IISL team, is one of the regular activities taking place at the turn of May and June every year since 2002. This year Prague hosted the 9th year of the Seminar.

Czech librarianship has got long historical traditions and a variety of institutions hold and work with unique collections of historical value. As opposed to that, Czech libraries use the newest information tools and technologies as well. During the program, the participants are provided with complex information regarding the past, present and future of Czech librarianship and get acquainted with the methods and technologies that are used in various types of institutions - archives, monastery libraries, castle libraries, municipal, regional, national, university and special libraries.

The first two days of the Seminar are conceived as an introduction to the history and culture of the Czech Republic, Prague and the Charles University in such a manner that participants can understand all further

information in broader context. The introduction includes a walking tour with the history lecture, evening boat trip, a tour and history lessons in the historical premises of the Charles University, and visit to the 17th century Strahov monastery library.

Group photo inside the Kromeriz Chateau.

Apart from tours, the program covers on site lectures led by professionals or top representatives of information or library institutions. The first lecture day was focused on historical collections - on libraries from Baroque period until the 21st century, its digitization and a project of the National Digital Library. It was followed by a visit to "Libri Prohibiti" – the library of literature prohibited before 1989. The next day we took a trip to Zlatá Koruna monastery library in the South Bohemia which holds unique collections of manuscripts, old prints and maps before 1801. Finally on Friday, we visited the newly established library of the Faculty of Philosophy & Arts at the Charles University in Prague and the Municipal Library in Prague – a representative of a large public city library.

The second week's program combined various types of institutions as well. In the National Library depository we could see unique equipment for preservation, reconstruction and digitization together with some practical demonstrations. Then we visited the Nostic Palace library, a well preserved bourgeoisie library from the 17th and 18th centuries located in the center of Prague. As an opposite to the historical collections, we visited a regional research library in Liberec which after recent reconstruction serves as a popular community center. Another representative of a modern library which we visited is the newly established National Technical Library in Prague. There we had the second block of lectures focused on the use of new technologies in Czech libraries. The seminar was symbolically finished by a trip to Kroměříž, a town listed on the UNESCO heritage list, where we had the opportunity to see two very different collections: a nice and

user-friendly, however typical, city library and a historical castle library.

To conclude, it is perhaps thanks to the variety of institutions or the amount of historical collections preserved, that Prague Summer Seminars have become popular. In Prague the participants can visit places that are not regularly opened to public and listen to lectures by the most esteemed experts in their fields. The Seminar is designed for 20 participants and it is almost every year full of participants with a large variety of backgrounds – students as well as professionals form many different types of institutions. We are very glad to see the interest of our guests and hope we can continue in these activities on and we would like to give many thanks to all colleagues and experts who are willing to host us and are very kind guides to our group.

Submitted 1 June 2010
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iConference, February 3-6, 2010, University of Illinois at Urbana-Champaign, IL, USA

The iConference held in 2010 in Illinois was the fifth since the foundation of the iSchool organization in 2005. The iSchool organization consists of selected schools, colleges, and departments focusing on subjects such as information technology, library science, informatics, and information science. The theme of this conference was iMPACTS and provided a platform for critical reflection on the impact of the iSchool movement (on research, teaching, profession, industry and services) within and outside the iSchool's community. Contributions reflected on complex interrelationships among people, information and technology in areas such as information management, information behavior, digital libraries and eGovernment. The best paper award was awarded to "Of mouse and men: Computers and geeks as cinematic icons in age of ICTD," by Joyojeet Pal from the ATLAS Institute, University of Colorado". It is available at http://nora.lis.uiuc.edu/images/iConferences/2010papers2_Page-Zhang.pdf.

Keynote speakers were the renowned Stephen Wolfram, founder and CEO of Wolfram Research, best known for his creation

of Mathematica and Wolfram Alpha and Marti Hearst, professor in the School of Information at the University of California, Berkeley, currently working in the Obama administration on e-government, with a focus on search.

Stephen Wolfram at iConference 2010.

Participants at the iConference reported that the keynotes were impressive; especially Stephen Wolfram who wowed the crowd by discussing new genuine technology. He addressed the possibility of computers manipulating data freely available on the Internet using mathematical algorithms. His lecture showed clearly were the iSchools need to be going in their tuition. After the lecture he was not shy to discuss his approach, to show that a machine may answer any question based on mathematical algorithms. Critical voices questioned even trying such a thing.

Marti Hearst gave a very good insight into how information technology is playing a central role in the governing of the United States, but it was a very US-specific topic and only marginally interesting for international participants and members.

International conferences are always organized the same way, but a speciality of the iConferences is the Doctoral Colloquium and for two years now has held a Junior Faculty Mentoring Session. The former is a meeting of selected doctoral students, who after an initial introduction split up and discuss their thesis and research methodology in two separate small groups. The group members alternate between morning and afternoon, so do the advisers who are allocated to each small group according to their field of interest. Not only was the adviser – doctoral student ratio (1 : 3) really good, but the chance to receive international feedback on one's thesis from doctoral students and motivated advisers, was invaluable. Participants affirm that international networking is a major win from the Doctoral Colloquium and the Junior Faculty Mentoring Session.

Another specialty of the iConferences are the so called WildCard Sessions. Here three to four speakers are invited to give a short introduction to a set topic, followed by lively discussions with the audience. It was generally agreed that one receives more new input and knowledge from such a discussion than from a mere lecture.
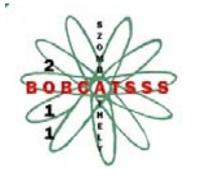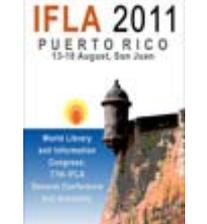
The next iConference will be held in Seattle, February 8-11, 2011.

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Conference Calendar

Visit also: Library Related Conferences = http://library2.usask.ca/~dworacze/CONF.HTM

	August 04 – 06, 2010, Madison, Wisconsin, USA 26th Annual Conference on Distance Teaching & Learning www.uwex.edu/disted/conference/
	August 10 – 15, 2010, Göteborg, Sweden 76th IFLA – World Library and Information Congress *Libraries: Engaging, Embracing, Empowering* http://archive.ifla.org/IV/ifla76/index.htm

	October 12 – 15, 2010, Anaheim, California, USA
	EDUCAUSE 2010 Annual Conference
	The Best Thinking in higher Ed IT
	http://net.educause.edu/E10
	January 04 – 08, 2011, San Diego, California, USA
	ALISE 2011 Annual Conference
	Competitiveness & Innovation
	www.alise.org
	January 31 – February 02, 2011, Szombathely, Hungary
	BOBCATSSS 2011 Symposium
	Finding New Ways
	http://bobcatsss2011.com/
	February 08 – 11, 2011, Seattle, USA
	iConference 2011
	inspiration – integrity – intrepidity
	www.ischools.org/iConference11
	June 15 – 17, 2011, Shah Alam, Selangor Darul Ehsan, Malaysia
	A-LIEP 2011
	Asia-Pacific Conference on Library & Information Education and Practice
	Issues, Challenges and Opportunities
	http://fim.uitm.edu.my/a-liep2011/
	August 13 – 18, 2011, San Juan, Puerto Rico
	77th IFLA – World Library and Information Congress
	Libraries beyond libraries: Integration, Innovation and Information for all
	http://archive.ifla.org/IV/ifla77/index.htm
	August 11 – 16, 2012, Helsinki, Finland
	77th IFLA – World Library and Information Congress
	Libraries Now! - Inspiring, Surprising, Empowering
	www.ifla.org/en/annual-conference/future