



SET Bulletin

IFLA Section on Education & Training

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Prague, Czech Republic, Charles University

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LIS Education & Training in Canada

Message from the Editor

Dear colleagues,

Most important theme for the IFLA Section Education & Training is of course the election of new members of the standing committee: Welcome! We are happy to have you with us. We are looking forward to work with you effectively – feel free to bring in your ideas and suggestions!

It is because of IFLA rules that we have to say goodbye to **Terry Weech** who served for many years as our chair. He did a very good job and brought in many ideas, suggested and effected important projects. He was very busy with the Standing Committee, and we will miss him. Hope you will find a comparable good team in your next "job", the SC of the Section Library Science and Research! All the best!

In the SC members list in this issue are listed both the new members as well as the departing members, because their membership ends only after the first SC meeting in Durban.

"LIS Education & Training Worldwide" contains three articles from different parts of the world, the United States, France and Czech Republic.

Please find again some new portraits of LIS' New Generation: from Italy, Germany, and Estonia. Next portraits for the next issue 2008/1 from India, Japan, and USA are already in the pipeline.

With the Conference Reports you will find between others a report from 15th BOBCATSSS 2007 in Prague, given by students with their special and individual point of view. Hopefully you will get infected to join the 16th BOBCATSSS Symposium 28-30 January 2008 in Zadar, Croatia!

Any suggestions for the next issue? Please feel free to contact the editor,

Petra Hauke

Impressum

The SET-Bulletin is published twice a year in January and July. Please share your ideas and comments by sending your contributions or suggestions to the editor Petra Hauke, Institute of Library and Information Science, Berlin, Germany; priv.: Hochkalterweg 3a, D-12107 Berlin, Fax: ++49 30 74070216, E-Mail: petra.hauke@buchprojekte.com. Latest Revision: 27 January 2007 – Copyright © International Federation of Library Associations and Institutions, www.ifla.org
SET-Bulletin online: www.ifla.org/VII/s23/index.htm

Section on Education & Training Spotlight



Terry Weech

Letter from the Chair

Dear Education and Training Section Members:

Welcome to the new members of the Education and Training Standing Committee and to those members who were re-elected to a second term. The Standing Committee, as many readers know, consists of representatives who were nominated and elected by IFLA Association and Institutional members of the Section. The Standing Committee serves as an "executive committee" for the Section, overseeing the programs, projects and other activities of the Section. The Education and Training Section of IFLA, unlike many IFLA Sections, often has more nominations than there are vacant positions on the Standing Committee. This year there were 16 nominations for 8 available positions.

The new members of the Standing Committee are:

- Gillian Hallam (Australia),
- Dianne Oberg (Canada),
- Patricia G. Oyler (USA),
- Richard Papík (Czech Republic),
- and Kerry Smith (Australia).

Those re-elected to a second term are:

- Mouna Benslimane (Morocco),
- Jacqueline Dussolin-Faure (Reunion),
- and Anna Maria Tamaro (Italy).

Congratulations to all those who were successfully elected and thank you to all who permitted their names to be nominated. I hope those nominated, but not elected, will feel free to attend the Standing Committee meetings as observers during upcoming IFLA conferences.

All individual, organizational and institutional members of the Section are invited to observe the Standing Committee meetings. Any IFLA Conference Registrant is welcome to attend Standing Committee meetings as an observer. In August of 2007, the Standing Committee will meet from 14:30 to 17:20 on Saturday, August 18 and from 11:00 to 13:50

on Friday, August 24. The locations of these meetings will be indicated in the final program available at registration in Durban.

The Education and Training Section has scheduled an off-site workshop during the conference in Durban at the University of Kwazulu-Natal Library. This all day event is organized by Ismail Abdullahi and is scheduled from 9 am to 4 pm on Wednesday, August 22. You will find more information on this program in this SET Bulletin, along with information on how to get to the off-site location.

Some of the other programs listed in the preliminary program that have Education and Training Section connections are:

*Monday 20 August, 2007: 8:30 to 10:30: Division VIII with Education and Training. The program is titled: **Advancing LIS education in Developing Countries: views from LIS educators and practitioners.***

Tuesday, 21 August, 2007: 8:30 to 10:30 the E-Learning Discussion Group, organized by our Information Officer, Anna Maria Tamaro, will meet on the theme of "E-learning – in search of collaboration and quality" and from 10:45 to 12:45 the LIS Education in Developing Countries Discussion Group, organized by Ismail Abdullahi, meets with the theme: "Quality assurance and LIS education in developing countries".

Thursday, 23 August, 2007: 10:45 to 12:45, the Division of Education and Research, of which Education and Training is a member Section, holds its program on "The internet, libraries and the changing information behaviour: perspectives for research and education". This program is coordinated for the Division VII by our Secretary, Niels Ole Pors.

Thanks to **Ismail Abdullahi**, Chair of the Durban Program Planning Committee for 2007, and his planning committee consisting of **Anna Maria Tamaro**, **Cristobal Urbano Salido**, Prof. **S. B. Ghosh** and Prof. **C. R. Karisiddappa**. Also a thank you to **Niels Ole Pors**, our Section Secretary, who took the lead in organizing the Division of Education and Training program for Durban. Check the final program for the location of each of these programs. I will look forward to seeing many of you at these program and discussion group events.

We have had many accomplishments during the eight years I have had the opportunity to serve on the Education and Training Standing Committee. But one of the most challenging activities in the past eight

years has been the effort to revise the World Guide to Library, Archive, and Information Science Education. In Boston, 2001, **Susan Lazinger** as Chair of the Education and Training Section, initiated the project to revise the 1995 edition of the work. After several false starts, **Ismail Abdullahi** in 2006 undertook the revision effort. He has been working with Saur Verlag, and it is hoped that the revision will be published by the end of 2007 or early in 2008. We look forward to a report on this project at our Standing Committee meeting in Durban.

Finally, let me extend a thank you to all of those in the IFLA Education and Training Section that have made my four years as Chair a valuable and rewarding experience. I will be completing my tenure as Chair at the end of the Saturday, 18 August meeting in Durban and after eight years as a member of the Standing Committee I will be leaving the Committee. I will, however, continue to work on the Equivalency and Reciprocity of LIS Qualifications project that **Anna Maria Tammaro** and I are working on. We will have our final report on this project in December of 2007. I will continue to be active in IFLA, having been elected to the Library Theory and Research Section for 2007-2011. I will look forward to working with the Education and Training Section members on shared interests with the Library Theory and Research Section in the coming four years.

Submitted by Terry L. Weech, Chair of IFLA Education and Training Section, June 10 2007.

Contact the Section:

www.ifla.org/VII/s23/index.htm

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Who's Who: SET SC Member Profile



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Barbara I. Dewey has been Dean of Libraries, University of Tennessee, Knoxville, since August 2000. From 1987 to 2000 she held several administrative positions at the University of Iowa Libraries including Interim University Librarian. Prior to her work at Iowa she was Director of Admissions at Indiana University's School of Library and Information Science, Reference and Interlibrary Loan Librarian, Northwestern University Library, and Head, Reference and Adult Services,

Minnesota Valley Regional Library in Mankato, Minnesota. She is the author or editor of five books. The most recent, "Leadership, Higher Education, and the Information Age", was published in 2003. She has published articles and presented papers on research library topics including digital libraries, collaborative facilities, technology, user education, fundraising, and human resources. She recently spearheaded creation of the Commons in UT's Hodges Library, a true collaborative facility operated with the Office of Information Technology. She is also Lecturer with the School of Information Sciences at the University of Tennessee where she teaches graduate library science courses.

Dewey is past President of the Association of Southeastern Research Libraries (ASERL), a consortia of 43 research university libraries in the southeast USA. She is on the Board of Directors, Association of Research Libraries, the New Media

Consortium (NMC), and the Digital Library Federation. She holds the MA in library science and the BA in anthropology and sociology from the University of Minnesota as well as the Public Management Certificate from Indiana University.

She is very interested in international librarianship and the University of Tennessee Libraries has a collaboration with Makerere University Libraries and two research libraries in Ecuador and Thailand. Her husband, Professor Bill Dewey, is an internationally recognized African Art Historian at the

University of Tennessee. They have a 20 year old son, Will, who is a senior at Emory University. The Dewey family enjoys travelling the globe together.

Next issue SET SC Members:

- John Feather, United Kingdom
 - Cristóbal Urbano, Spain
 - Mireille de Miribel, France
-

SC Members List

SET Standing Committee members, officers and corresponding members with list of tasks including the newly (re-)elected members: as of 26 May, 2007

NAME	ADDRESS	TERM	TASK(S)
Abdullahi, Ismail	North Carolina Central University School of Library and Information Sciences 1801 Fayetteville Street Durham, North Carolina, 27707 USA T: +1-919--530—5213; F: +1-919-530-6402, e-mail: iabdullahi@nccu.edu	2001-2005 2005-2009	1) World Guide Advisory Committee 2) Chair, 2007 Conference Planning Committee (Durban, South Africa)
Benslimane, Mouna	Ecole des Sciences de l'Information Avenue Allal el fassi, Cite Al Irfane Rabat Instituts - B.P. 6204 Rabat, Morocco T: +212 37 77 4904 / F: +212 37 77 0232, e-mail: moubens@yahoo.com	2003-200 2007-2011	Co-Chair, 2008 Conference Planning Committee (Quebec)
Dewey, Barbara	Dean of Libraries, Hodges Library, University of Tennessee Knoxville, TN 37996 USA T: + 1 865 974 4127 / F: +1 865 974 4259, e-mail: bdewey@utk.edu	2005-2009	Member, 2008 Conference Planning Committee (Quebec)
Dussolin, Jacqueline	Iufm de la Réunion Allée des Aigues marines 97400 Saint Denis de La Réunion T: +332 6290 4343, e-mail: jacqueline.dussolin@reunion.iufm.fr	2003-2007, 2007-2011	Member 2008 Conference Planning Committee (Quebec)
Feather, John	Department of Information Science Loughborough University Loughborough Leicestershire LE11 3TU, UK T: +01509-223050 / F: +01509-223053 e-mail: j.p.feather@lboro.ac.uk	2005-2009	
Ghosh, S.B.	Faculty of Library and Information Science, Indira Gandhi National Open University (IGNOU)d Rm 117, Block F, Maiden Garhi, New Delhi – 110068, India T: 91-11 2953 6342 F: + 91-11-2953 3845, e-mail: sbghosh@hotmail.com	2005-2009	Member: 2007 Conference Planning Committee (Durban, South Africa)

Hallam, Gillian	Associate Professor, Queensland University of Technology (Qut) GPO Box 2434 4001 Brisbane, Australia Tel. + (61)(7) 31382177 Fax + (61)(7)31381214 e-mail: g.hallam@qut.edu.au	2007-2011	
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Miribel, Marielle de	Head Librarian, Mediadix, Pôle Métiers du Livre, Université Paris X, 11 avenue Pozzo di Borgo 92210 Saint-Cloud, France T: + 33 1 5530 1278 / F: - e-mail: miribel@u-paris10.fr	2005-2009	
Oberg, Dianne	Professor and Chair, University of Alberta, Dept. of Elementary Education, 551 Education South EDMONTON T6G 2G5, Canada Tel. +(1)(780)4925416 Fax +(1)(780)4927622 e-mail: doberg@ualberta.ca	2007-2011	
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Papik, Richard	Director, Institute of Information Studies and Librarianship, Charles University, U Krize 8 158 00 PRAGUE 5, Czech Republic Tel. + (420)(2)51080206 Fax +(420)(2)51551182 e-mail: papikr@cuni.cz	2007-2011	
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Smith, Kerry	Coordinator-Information Studies Curtin University of Technology GPO Box U 1981 6845 PERTH, Australia Tel. +(61)(8)92667217 Fax +(61)(8)92663166 e-mail: k.smith@curtin.edu.au	2007-2011	
Tammaro, Anna Maria	Information Officer for Standing Committee University of Parma Via Montebeni, 9 I-50014 Fiesole (FI), Italy T: +39 055 69 7585 / F: +39 0521 90 2365 e-mail: annamaria.tammaro@unipr.it	2003-2007 2007-2011	1) SET Information Officer, 2003-2005, 2005-2007. 2) Member: 2007 Conference Planning Committee (Durban, South Africa)
Tamura, Shunsaku	School of Library and Information Science, Keio University, 2-15-45 Mita, Minato-ku, Tokyo, 108-8345, Japan T: +81 3 5427-1222 / F: +81 3 5427-1222 e-mail. tamaran@slis.keio.ac.jp	2005-2009	
Urbano, Cristóbal	Universitat de Barcelona, Facultat de Biblioteconomia i Documentació, Barcelona C/ Melcior de Palau, 140. 0814 Barcelona, Spain T: +34 934 037 021; F: +34 934 035 772 e-mail: urbano@ub.edu	2005-2009	Member: 2007 Conference Planning Committee (Durban, South Africa)
Weech, Terry	Graduate School of Library & Info. Science University of Illinois at Urbana-Champaign 501 E. Daniel Street, Champaign, IL 61820, USA T: 1-217-333 0646 / F: 1-217-244 3302 e-mail: weech@uiuc.edu	1999-2003, 2003-2007	Chair and Treasurer of Standing Committee on Education and Training - 2003-2005, 2005-2007
CORRESP. MEMBERS	(Maximum of five for a two year term)		
Dimchev, Alexander	University of Sofia "St. Kliment Ohridski" 15 Tzar Osvobodite Blvd. 1504 Sofia, Bulgaria Tel.: +359 2 943 44 47; F: +359 2 943 44 47, E-mail: dimchev_uni@abv.bg	2005-2007	

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Lin, Chihfeng	Department/Graduate Program of Information and Communications Shih-Hsin University No. 1, Lane 17 Muzha Road, Section 1 Taipei, Taiwan (11603) T: +886 2 2236 4906; F: +886 2 2236 1722 email: chihfeng@cc.shu.edu.tw	2005-2007	
Vranes, Aleksandra	Department for librarianship and informatics - library Knez Mihajlova 40/V - 11000 Belgrade T: +381 11638-622/ext 102; 181- F: - email: alvranes@EUnet.yu	2005-2007	

SET News

World Library and Information Congress

73rd IFLA General Conference and Council
"Libraries for the future: Progress,
Development and Partnerships"
19-23 August 2007, Durban, South Africa

Section on Education and Training and Division VIII Regional Activities

Program:

Monday 20 August 2007, 08:30 – 10:30

*83-1 SI Division VIII with Education and
Training (1)*

*Advancing LIS education in Developing
Countries: views from LIS educators and
practitioners*

- Challenges in Assisting Schools of Librarianship and Information Studies in Developing Countries – A perspective from Research in Latin America, IAN M. JOHNSON (The Robert Gordon University, Aberdeen, Great Britain)
- Directing Students of LIS to the Wider World of Librarianship, IDA F. PRIYANTO (Gadjah Mada University, Yogyakarta, Indonesia)
- Spiral Training: Information Literacy Skills Development, SUSAN SCHEEPERS and

MAUREEN BRASSEL (University of Pretoria, Pretoria, South Africa)

- The Professional Brazilian Library System and its Capacity to Adapt to Change: Overview, CÉLIA BAPTISTA BELLUZZO and MARCIA ROSETTO (University of the State of São Paulo, São Paulo, Brazil)

Monday 20 August 2007, 10:45-12:45

*83-2 SI Division VIII with Education and
Training (2)*

- Advancing LIS Education in Developing Countries: views from LIS educators and practitioners, EDWIN-MICHAEL CORTEZ (School of Information Science, UTK, Knoxville, USA), KENDRA ALBRIGHT (Sheffield University, UK), NITZA HERNANDEZ, (University of Puerto Rico, Puerto Rico), JOHANNES BRITZ (University of Wisconsin, USA) and ISSAC KIGONGO-BUKENYA (Makerere University)
- ICT's in Library and Information Science Education in Sub-Saharan Africa, MABEL K. MINISHI-MAJANJA (University of South Africa, UNISA, South Africa)
- Information Literacy Concepts in the International Curricular Framework for Library Science and Information Studies for the Central America Countries, ALICE MIRANDA-ARGUEDAS (Heredia, Costa Rica)

- LIS Development and Challenge in East Asian Countries of Taiwan, Korea, and Japan, CHIHFENG P. LIN (Shih-Hsin University, Taipei, Taiwan)

Tuesday 21 August 2007, 10:45-12:45

114-S LIS Education in Developing Countries

Quality assurance and LIS education in developing countries

- Enhancing the Quality of LIS Education in Asia: Steps Toward Sharing of Teaching Materials, ABDUS SATTAR CHAUDHRY and CHRIS KHOO (Nanyang University, Singapore)
- Quality Assurance and LIS Education in the GCC Countries, SAJJAD UR REHMAN (Kuwait University, Kuwait)
- Issues of Quality Assurance in LIS Higher Education in Pakistan, Kanwal Ameen (University of Punjab, Lahor, Pakistan)

Wednesday 22 August 2007, 09:00-16:00

134 Education and Training Off-site, Location: University of Kwazulu-Natal Library

Collaboration among LIS schools in Africa

- The Current Status and Challenges in Library and Information Sciences, (LIS) Education and Training in Africa, DENNIS N. OCHOLLA (University of Zululand, South Africa)
- Collaboration Amongst LIS Schools in South Africa, THEO BOTHMA (University of Pretoria, Pretoria, South Africa) and JOHANNES BRITZ (University of

Wisconsin-Milwaukee, Milwaukee, United States)

- Creating Needs-Responsive LIS Curricula in Africa: A Case Study from Kenya, JOHN GATHEGI (Florida State University, Tallahassee, USA) and Peter Mwathi, (Kenyatta University, Nairobi, Kenya)
- Linking Teaching and Research in LIS Education in Africa, ANDREW KANIKI (National Research Foundation, Pretoria, South Africa)
- Collaboration in LIS Education in Europe: Challenges and Opportunities, SIRJE VIRKUS (Tallinn University, Tallinn, Estonia)
- Cultural Mediation in LIS Teaching and Learning, ISMAIL ABDULLAHI (North Carolina Central University, SLIS, Durham, United States)

Submitted by Dr. Ismail Abdullahi, USA

World Guide to Library, Archive, and Information Science Education

The date of publication is announced as October 10, 2007. More **information** is available on the web: www.ifla.org/VII/s23/pub/WorldGuide3rd.htm.

ISBN 978-3-598-22035-7.

Price: ca. 168,- EUR (179,- US\$), special price for IFLA members: ca. 148,- EUR (134,- US\$).

IFLA News

IFLA Governing Board election results 2007-2009

In the elections for the new IFLA Governing Board, the following candidates were successful:

Gunnar Sahlin (Sweden) (2nd term), **Barbara Schleihagen** (Germany)*, **Bob McKee** (United Kingdom) (2nd term), **Barbara J. Ford** (United States) (2nd term), **Réjean Savard** (Canada) (2nd term), **Danielle Mincio** (Switzerland)*, **Zhang Xiaolin** (China) (2nd term), **Helena Asamoah-Hassan** (Ghana)*, **Joaquín Selgas Gutiérrez** (Spain)*, **Pascal Sanz** (France)* (*will be serving on the board for the first time).

They will serve a two-year term on the Governing Board, beginning at the end of the Durban conference in August.

(From: IFLA NET June 2007)

Ellen R. Tise, Senior Director, Library and Information Services, University Stellenbosch, South Africa, has been voted President-elect by IFLA members.



She will begin her two-year term (2007-2009) as President-elect during the IFLA conference in Durban this August. She will succeed Claudia Lux as President in August 2009 for a two-year term, 2009-2011.

LIS News Worldwide

John Jacob Astor Award in Library and Information Science

Since 2003, the John Jacob Astor Award in Library and Information Science [JJAA] has been awarded annually by Berlin's Checkpoint Charlie Foundation in scholarly cooperation with the Initiative Fortbildung e.V. [Continuing Education Initiative for Special Research Libraries and Related Institutions Inc.]. For the official award ceremony itself, festive locations such as Berlin's City Hall, Glienicke Castle, the European Academy, or the Liebermann Villa, residence of the world-famous painter Max Liebermann on Berlin's lake Wannsee, have been chosen in the past.

Checkpoint Charlie Foundation is a non-profit organisation established by the Berlin parliament in 1994. It supports projects which promote and strengthen German-American relations. The role which the United States of America played in Berlin from 1945 to 1994 is given special attention. Since its establishment, the Foundation has planned, supported and implemented over 400 German-American projects, costing about €uro 2.1 million. In addition, the Foundation has coordinated the largest teacher exchange program between the United States and Germany and has overseen all of Berlin's non-partisan activities with its sister city Los Angeles. Every year the Foundation awards two prizes, the "Friedrich Gerstäcker Travel Grant" to members of the American Association of Teachers of German and the John Jacob Astor Award in Library and Information Science (formerly the Checkpoint Charlie Foundation Award).

Through the JJAA and the associated workshop, the Checkpoint Charlie Foundation seeks to achieve an intercultural exchange of knowledge: German and American information specialists are able to learn from the methodological and technological advances of their respective colleagues, while narrowing the transatlantic divide. Among the German dignitaries, introducing the respective JJAA recipient or giving the award's lecture, were Dr. **Claudia Lux**, the President of the International Federation of Library Associations, Hon. **André Schmitz**, former head of the Berlin Senate Chancellery, Prof. Dr. phil. Drs. mult. h.c. **Paul Raabe**, Director of the Francke Foundations in Halle, and Prof. Dr. **Peter Gaehtgens**, former President of Berlin's Free University, to name just a few.

The award carries the name of John Jacob Astor, a German emigrant, who travelled to the United States in 1784, lived the American dream and became a millionaire. After his death in 1848, he left \$ 400,000 for a library to be built in his name. The library eventually became what is now the world-famous New York Public Library. The very first recipient, therefore, in 2003, was **Kristin McDonough, Robert and Joyce Menschel** Director of The New York Public Library, Science, Industry and Business Library.

Awarded to librarians who have made important contributions in the field of transatlantic knowledge transfer, the prize has an associated workshop, lead by the recipient. The recipients usually get invited to Berlin for up to a week, not only to lecture and meet colleagues at the workshop, but also to enjoy the cultural highlights of Germany's capital city.

Since 2003, distinguished information specialists such as **Guy St. Clair** (New York), **Mary Ellen Bates** (Boulder, CO), Dr. **Alice Prochaska** (New Haven, CT) or Dr. **Alice D. Schreyer** (Chicago) were among the recipients of the JJAA, offering a fascinating variety of workshop topics to librarians and information specialists from throughout the German educational and research field, thus giving them the opportunity to familiarize themselves with the latest developments in the field and to pass these on within their institutions.



The price: A symbolic door opener to the world of knowledge and of transatlantic dialogue

This year's recipient was **Kathryn J. Deiss**, Content Strategist for the Association of College & Research Libraries (ACRL) at the American Library Association, Chicago, IL.. She scans the research library world for trends and best practices, acquires content to publish, and delivers organizational consulting services to institutions. She designs and provides training, facilitation, and executive coaching for libraries, national associations, consortia, and museums through a variety of formats including books, workshops, articles, podcasts and virtual learning events in the United States and beyond. Kathryn's broad perspective and

expertise on issues facing libraries and information professionals stem from her more than twenty years of experience in public, special, and academic libraries, having most recently headed the Strategic Learning Center of the Metropolitan Library System, a multi-type consortium serving libraries in the Chicago metropolitan area.

Kathryn received her B. A. in Sociology from Trinity University (San Antonio, TX) and her MLS from the University at Albany. Prior to working at the Metropolitan Library System, Deiss led the Office of Leadership and Management Services (OLMS) at the Association of Research Libraries and launched the Online Lyceum, a distance learning initiative. The OLMS, Organizational Development and Consulting Program, provides a wide range of consulting services,

incorporating new research on effective organizational models and management and leadership practices.

After five successful years with the John Jacob Astor Award in Library and Information Science Checkpoint Charlie Foundation is looking forward to continuing on its scholarly partnership with the Initiative Fortbildung e.V. and to building an even stronger alumni group of JJAA recipients in the library world.

For further information check: <http://www.cc-stiftung.de/en/awardsandstipends/johnjacobastoraward/>

Submitted by Andrea Mehrländer,
Berlin, Germany

Library & Information Science – Education & Training Worldwide

Core Competencies and Beyond

Reflections on Issues Raised at the American Library Association 2007 Midwinter Meeting on Professional Library Education in the U.S.

by Terry L. Weech, Champaign, Illinois, USA

There has been much discussion in the United States recently about the future of library education. Several years in a row the American Library Association (ALA) and the Association of Library and Information Science Education (ALISE) have held forums on library education at the ALA Midwinter meetings.

These sessions have been attended by several hundred librarians and library educators. In 2006, the president of ALA, **Michael Gorman**, focused on the concerns relating to library education as a central part of his presidential program.

In January of 2007, a joint forum of library educators and practicing librarians was held in conjunction with the ALISE and ALA January, 2007 meetings in Seattle, Washington. The following points are my perceptions of some of the more important issues that were raised at the January 2007 meeting at ALA Midwinter:

1) The importance of connecting LIS education to practice – but at same time providing balance with theory (Theory vs. Practice debate) was the center of much of the discussion. It was noted that many European library schools have emphasized theory to the extent that little practice exists

in their curricula. Some expressed the concern that few doctoral students in Library and Information Science (LIS) doctoral programs in the U.S. and Canada have the background or experience to teach the practice of librarianship, and thus theory is being emphasized more than practice.

- 2) The role of library education in meeting the needs of employers was a related issue. Some of the librarians present expressed frustration that they often were required to train recent graduates in how to perform as professional librarian on the job because the course work in library school seemed not to prepare them for professional positions.
- 3) Confirming core values and competencies for professional librarians was identified as important for the future of library education and the profession. It was noted by several that the challenge of defining core competencies is a significant barrier to reforming library education. One person cited the fact that for over 7 years, an effort to reach agreement on core competencies of LIS professionals has been bottled up in

ALA committees with no evidence of movement toward adoption.

Some felt the emphasis of LIS research on issues other than core values and competencies of LIS was part of the reason that little progress had been made in confirming the core values and competencies. Considerable frustration with the lack of forward movement on adopting the draft "Statement of Core Competencies" which was originally drafted in 2000, but has not moved forward since then, was also expressed at a later meeting of the ALA Education Committee.

- 4) Whether Certification or Accreditation is a better method of Quality Assurance was discussed by a number of attendees present. There was considerable frustration with the way the accreditation standards have evolved over the years from fewer objective and quantitative measures to more subjective and qualitative approaches which some felt permitted schools to be measured by standards they essentially construct themselves.

Some called for a return to the more traditional quantitative measures, with attention to specific core competencies that all LIS programs should focus on. Others opposed such a centralized oversight to LIS professional education programs.

- 5) A number of the participants spoke about the division between library science faculty and information science faculty in schools of library and information science. It seemed to some that Information Science

oriented faculty obtained the larger grants in terms of money and thus Information Science faculty are valued more than faculty with a library orientation. Library Science faculty, some felt, are put at a disadvantage. This sometimes extends to Information Technology (IT) students, who convey a sense of superiority to LIS students. At least one participant felt the of the lack of grounding of some LIS faculty in librarianship might explain the lack of socialization of LIS students in the service orientation and core values of the profession.

Others who were present at this meeting may have arrived at different interpretations of the emphasis and concerns, but regardless of variations in our interpretations of the focus of the discussion, the fact that the discussion took place at all, in my opinion, is an indicator that library practitioners and library educators are open to listening to each other's concerns.

Library Education in the U.S. is changing, and the extent and direction of the change is more likely to be perceived in a positive manner the more such discussions as these are held between practitioners and educators.

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The School Librarian's Training in French Secondary Schools

By Jacqueline Dussolin-Faure, Reunion

School librarians, in French secondary schools, are specialised teachers. They fulfil two main tasks such as the management of school library and pupils' information literacy.

This paper will present the French school library with its specificities, the school librarian role and finally their university course.

1 School libraries in French secondary schools

School libraries though present for many years in secondary schools have started a change in their missions since 1973; at the time they have been marked by the development of active pedagogy and their name have changed, formerly called "information service"

they become centre of information and documentation (CDI). They were thought as the central part of schools and carried out a number of functions such as pupil reception, professional and pedagogical information, public relations. They were pedagogical animation centres where teachers and teacher librarian worked together in order to enable knowledge acquisition.

Gradually the pedagogical character has been enhanced since 1989 and school libraries begin to serve school renovation in order to strengthen equal opportunity for all pupils. School libraries are real training places for all, especially with the increasing of information and communication technologies.

Nowadays, the role and impact of school libraries is no longer questioned but it becomes more and more difficult for school librarians to answer all the school priorities, to promote information literacy in so far as they cannot assume all these goals.

2 The school librarians

They are called in the French definition list "teacher librarian" which means they are both librarians and teachers. To explain this dual character we are going to develop their status and missions.

2-1 Their status

They are qualified teachers and recruited from a competitive professional examination (we'll speak of this point later on but we can notice this examination was created in 1989). It is taken after the bachelor's degree but some candidates can have a master's degree or even a PhD. No speciality is required and very few students hold an information and library diploma when they start the training. They are stated-employed teachers.

2-2 Their missions

Their missions have been progressively defined throughout years. The most recent official text was published by the Ministry of Education in March 1986¹. It covers four principal missions which are respectively the following ones:

The school librarian is

- responsible for information literacy,
- responsible for the management of a multimedia centre,
- a partner of teachers in all the school pedagogical activities,
- a promoter of the resources services in and out of school.



Collège Montesquieu - 31Cugnaux, France

¹ France. Ministère de l'Éducation nationale. Mission des personnels exerçant dans les centres de documentation et d'information : circulaire n°86-123 du 13 mars 1986. BO, mars 1986, n°3.

Photo: Nadine Munch

But since 1986 these missions have been progressively developing with the creation in 1989 of the professional competitive examination (which is called CAPES "certificat d'aptitude des professeurs de l'enseignement secondaire"). This diploma recognizes the school librarian as a teacher; nevertheless there is some vagueness in the impletion of their missions as we noticed it before.

Since 1989 with the creation of the CAPES of documentation the future school librarians are trained in the IUFM (The University Institute for the Training of Master's which were also created in 1989).

3 The training

It is planned on two years:

The first year: the preparation for the professional competitive examination. This year can be made either in the IUFM, either at the university either both in the IUFM and at the university. Some candidates prepare the examination by themselves with the help of distance courses.

The second year after the examination is essentially a professional training year.

3-1 The first year curriculum

Each IUFM or university (very often the Information and communication science department) has organized its curriculum but the content has to answer the requirements of the examination which are specified in the programme edited by the Ministry of education in May 2005².

The candidates have to know the educational system, general knowledge in information and communication science, document processing and the methodology of information retrieval. They have to think about the school librarian's role at school.

During this year students follow vocational courses in different secondary schools.

The curricula announce the main following topic:

- Information, communication and library sciences (history, concepts, theories, epistemological approaches)
- Management of an information system (with a particular example the school library; acquisition policy; the document and its nature, its processing;

² France. Ministère de l'Éducation nationale. Programmes des CAPES. BO, 20 mai 2004 spécial n° 5.

documentation circulation, document analysis)

- Strategic information service
- Information retrieval
- the French educational system and documentation in secondary schools
- Psycho pedagogical theories
- Media and education
- Information and learning
- Reading (with specific knowledge in youth literature) – sociology of reading
- Methodology of the different tests

3-2 Different tests

The different tests are composed of written and oral tests and it is necessary to pass the written step to be admitted to get the oral ones.

3-2-1 The written part

The written part has two main tests which last 5 hours each. The first one is a *test in information science and technology (in French "Epreuve de sciences et techniques documentaires")*.

The student has to work on a file composed of several documents; it is divided into three parts:

- a critical commentary based on a reflexive text,
- an analysis of technical and professional systems,
- an account on a pedagogical situation.

Each file focuses on a theme and the precedent ones were the following ones:

- The use of the information and communication in interdisciplinary situations in school libraries,
- School libraries and intranet,
- Digital documents,
- Information retrieval.

The theme has to guide the candidate's work.

The second test is called *preparation of a documentary file (épreuve de dossier documentaire in French)*.

The student receives a file composed of ten or twelve documents which he has to organize in a coherent ensemble building a plan, *writing* a synthesis and making two abstracts (indicative and informative). At the end he has to give some use conditions within the context of school.

A theme is given and the candidate has to take it into account.

The files given since 2000 were the following ones:

- Picture
- Reading

- Illiteracy

3-2-2 The oral part

Both of them last 3 hours (preparation: 2 hours - oral presentation: 20 minutes - and questions from the examination board during 25 minutes).

A pre professional test («épreuve pré professionnelle sur dossier»)

This test is conceived to show the capacities of the candidate in communication, to evaluate his culture, his knowledge of the educational system and pedagogical issues.

The candidate is given a file composed of two, three or four texts. It focuses on a theme such as:

- Information retrieval
- Information rights
- Interdisciplinarity
- Reading
- Illiteracy
- Professional orientation
- Information society
- Intelligence
- Internet
- Libraries
- Learning and information and communication technologies
- Media

The main fields concern information and documentation science, pedagogical sciences.

A practical test on documentary technics («épreuve de techniques documentaires»)

From a subject the candidate has to make an analysis, an information retrieval, to select three documents, to do the information processing and to give some pedagogical exercises.

In front of the jury he will explain the subject, the retrieval strategy, the choice of the selected documents and their documentary processing and he will comment the pedagogical choices.

All the subjects take place within a school context.

3-2-3 Some statistics

This professional exam is highly competitive; if we look at different statistics we can notice the highly level of selection:

YEAR	Number of	Number of students
2001	178	2143
2002	240	2208
2003	240	2129

2004	233	2098
2005	285	2085
2006	180	1806
2007	180	

These numbers are reported from the different analysis made by the French Ministry of Education. Note: the recruitment of school librarians can be made by an internal competitive examination.

3-2-4 The second professional year curriculum (A practice year)

This year is devoted to the school librarian vocational training. During this year they are considered as trainee teachers; it means they are part time in a school (modern secondary, high or school) and part time in the IUFM.

They work 12 hours a week (generally two days a week) either in a high school, a secondary vocational training school or a secondary school and they follow courses at the IUFM.

This year should enable the trainee teacher to complete his training and to acquire competencies in the pedagogic and didactic field. The training turns on three general goals:

- to give sense to teaching,
- to develop the educative function of training and teaching,
- to make understand the role of School in society.

The curriculum is structured round two main trainings : a general one common to all the trainee teachers and a disciplinary one :

- Management of a CDI,
- Selective dissemination of information,
- Documentary policy,
- Information literacy,
- Information retrieval,
- Media,
- Collaboration with teachers,
- Computer-based information,
- Reading.

The goals are slightly different from what is studied during the first year. The trainee teachers have to work on concrete examples observed during the teaching practice. They have to build teaching tools and to think about their teaching practices.

School librarians in the electronic age will lead a key role in the development of information literacy. The introduction of information and communication technologies into the educational environment enhances information retrieval and, consequently, pupils require methods and training in their uses since information literacy is essential to critical thinking. The school library is closely linked to

the educational process and it has been proved that the collaboration between teachers and teacher librarians is highly positive for the pupils who improve their competencies in reading, information retrieval or learning. They develop evident essential skills in our information society.

In 2007 in the French education system, the school librarian is accepted as a teacher and an information expert. But his place is still unspecified in spite of the 1986 text that needs to be updated. It is more and more difficult for them to fulfil all their missions as described at the beginning of this paper. They cannot be in charge of all the pupils' training because there is very often only one school librarian in each secondary school (sometimes two if the number of pupils is over 1000 or if the school is in an area targeted for special help in education). It follows that choices have to be made among all the described tasks. The education commitment seems, then, difficult to be fulfilled. More over, a recent report (2004) shows very divergent representations of the missions and heterogeneous practices.

Even if it is difficult to imagine the future of the profession which is daily developing, let us hope that the new trainee teacher librarians will know how to reconcile with all the requirements of the information society and prepare pupils to be well-informed citizens.

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LIS Education in Czech Republic – popular and multidimensional

By Richard Papik, Prague, Czech Republic

Because of a very impressive 15th BOBCATSSS Symposium this year in Prague,

Czech Republic (see also the Conference reports in this issue) we asked Richard Papik

Director of the Institute of Information Studies and Librarianship, Charles University, Prague, to give us some information about LIS education in his country. And so he did:

LIS Education in Czech Republic is quite popular and multidimensional in its development and opportunity. The present day information and library science education boom in Czech Republic caused by computers, the Internet, modern technology in libraries, online databases and their easy usage, has logically changed the attitude of new generation of users and also potential future information professionals. And in same moment we can watch a high interest about studies of information and library science.

Some ten or little more years ago it would be possible to say that information and library studies are not so attractive for future business or professional young people, especially in market based economy after the changes in 1989. Traditional and typical environment of libraries, companies and other institutions is changing dynamically. Students of information and library science have not a problem with finding a good job.

It is very hard to watch and keep statistics but more than 50 % present graduated students do not want to start their carrier in libraries, but in other information oriented professions in companies or governmental or non-governmental institutions. Reasons for decision are of course directed by economical advantage out of „classical“ librarianship, but also very dynamically developed information sector generally. The mentioned boom of information and library studies in Czech Republic starting during the second half of 1990s is very positive for a good choice of talented and gifted students (e. g., each year 130-160 new students out of average 350-400 admission applicants are accepted by the Institute of Information Studies and Librarianship at the Charles University, and total number of students of this institute is about 500).

This article is oriented more to academic programs. Continuing (lifelong) education is a completely different chapter which can be described in a special article, but it is very popular and dynamical area, and many Czech libraries are active actors on this field. Also very important note is that Czech governmental institutions (e. g., Ministry of Culture, Ministry of Education, Youth and Sports) support some educational programs of librarians and information professionals.

Very important is a transformation of information and library science studies during last years. *Bologna process* is respected and

supported platform of Czech academic education. Students and professors can use especially the Erasmus programme thanks international co-operations. Czech LIS schools have also bilateral agreements with prestige schools abroad (also not only in Europe, but in the U.S.A.). Curricula of LIS schools in Czech Republic are not uniform, but a didactic co-operation is discussed in a background of information environment and liberalization. Innovative and modern aspects of LIS education is monitored in world context not only by academic institutions, but also information professionals in practice.

Quite past disadvantage, when LIS curricula were oriented more to humanities and social sciences and it was 15 and more years ago, is now balanced thanks many topics from computer science, system theory, etc. Contemporary curricula are modern. It has not been so simple process, because many LIS schools are in a structure of social sciences and humanities faculties (e. g, arts and philosophy). Present LIS students can choose topics from social sciences and also from technical and computer subjects.

This symbiosis is really a competitive advantage for hiring of new LIS students and also for good jobs not only after studies, but still during their studies (students work in interesting positions in libraries, companies, non-profit organizations, and they naturally acquire good skills and knowledge from practice).

We introduce readers of this article with a list of schools with LIS curricula in Czech Republic, too. All following schools in Czech Republic offer LIS programmes without fee, without student tuition (as most schools in Czech Republic):

1 Institute of Information Studies and Librarianship (Faculty of Philosophy and Arts, Charles University), Praha (Prague)

The institute (with 500 students, 28 faculty members and 25 internal doctoral students) can trace its origin to the first independent library science courses established in 1927 and the first academic department of library studies founded in 1950. Academic programmes are available in full- or part-time (external) basis:

- three-year bachelor's degree, since 2003 simultaneously provided in co-operation with the Higher Professional School of Information Services in Prague,
- two-year master's degree in following orientations information studies, library studies, book studies and new media studies,

- three-year doctoral studies in information science.

2 Department of Czech Literature and Library Studies (Faculty of Arts and Philosophy, Masaryk University), Brno

Second largest information and library studies in Czech Republic. Studies started regularly in 1999. Bachelor's degree and master's degree variety. Both in full-time and external forms. After the Institute of Information Studies and Librarianship of Charles University this school has the most number of students.

3 Institute of Czech Studies and Library Science, Department of Librarianship, and Institute of Informatics, Department of Information Science (Faculty of Arts and Natural Science, Silesia University), Opava

The second oldest LIS programme in Czech Republic started in the academic year 1993/1994 with three-year bachelor's degree, especially oriented in public librarianship objectives. In 2005 opened the two-year master's degree programme at the Institute of Informatics, Department of Information Science.

4 Higher Professional School of Information Services, Prague

Since 2001 the graduates are able to obtain the bachelor's degree in co-operation with the Institute of Technology Sligi in Ireland. Studies can be divided into bachelor and non-bachelor programmes.

Also since 2003 simultaneously provided in co-operation with the Charles University Institute of Information Studies and Librarianship (<http://uisk.ff.cuni.cz>). Students usually continue with the master's programme at the Charles University.

5 Business Academy and Higher Professional School, Valašské Meziříčí

Among other study programs they offer Information and Knowledge Management (incl. LIS topics and courses), a common bachelor's programme with the Technical University in Ostrava. The study programme was established in 2002, and many students want to continue with the master's programme of other Czech LIS schools.

6 High School and Higher Professional School of Information and Library Services, Brno

Established in 1952, in 1996 expanded to include a college, offering a three-year post-secondary study of information and library studies and information systems.

All LIS programmes in Czech Republic have an interest of new students, and this is very optimistic not only for LIS studies, but also for Czech libraries and whole information sector. Positive is a potential co-operation of schools, but also healthy competition among them.

And little note, when many guests could discover more information and library area: the Czech Republic could be invited for Bobcatss 2007 (<http://www.bobcatsss.org>) in Prague – this event was organized together by the Institute of Information Studies and Librarianship from Czech Republic, and Stuttgart Media University and University of Applied Sciences in Konstanz from Germany.



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Who's Who: LIS New Generation



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Parma, Italy

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School/Subjects:

- University of Parma – Department of Environmental Sciences

Main interests:

- Information Literacy, Performance measurement

Awards/Grants:

- 2005 NE CILIP award for outstanding academic achievement and professional commitment

Recent Publications (selection):

- with M.L. Sora, F. Bevilacqua (2005) EBL and Information Literacy. An experience at the University of Parma. *Atti del Convegno*

Implementation of quality systems and certification of biomedical libraries, Palermo 23-25 giugno 2005
http://www.pa.izs.it/eahil/eahil_oral_docs/pdfcd/Vezzosi-doc.pdf

- (2006) Information Literacy and reflective learning: an action research experience at the University of Parma, *Proceedings of the Bobcatsss Symposium; Tallinn, 30 January-2 February 2006*. pp 188-200
- (2006) Information literacy and action research: An overview and some reflections, *New Library World*, vol. 107(7/8), pp. 286-301
- with Corradini, E., Melchionda, M.G. (2006) Bobcatsss 2006 : A Tallinn un simposio sull'innovazione della professione, *Biblioteche Oggi*, vol. 24 (4), pp.60-64.
- (2006) LILAC: Librarians' Information Literacy Annual Conference, AIDA Informazioni, 24 (1/2) pp.95-96
- (2006) Information, innovation, responsibility: information professional in the network society. BOBCATSSS Symposium 2006 AIDA Informazioni, 24 (1/2) pp.87-89
- (2007) Action Research and Information Literacy. A case study at the University of Parma (Italy).in Evidence based librarianship. Case studies and active learning exercises edited by Elizabeth Connor, Chandos. pp 19-40

Memberships:

- AIB (Associazione Italiana Biblioteche)
- AIDA (Associazione Italiana Documentazione Avanzata)
- IFLA Information Literacy Section
- Participation in recent National/International Conferences (selection):
- International Conference Bobcatsss EUCLID (European Association for Library and Information Education and Research) Tallinn (Estonia) 28 January -2 February 2006
- International conference CILIP (Chartered Institute of Library and Information Professionals) LILAC, Leeds (UK) 27-29 March 2006
- International Conference EURAC (Accademia europea) Information literacy in biblioteca, Bolzano 13 October 2006
- International Conference LIDA Libraries in the Digital Age, Dubrovnik, 29 May – 2 June 2007

Current and finished projects

- Information Literacy and reflective learning: an action research experience at the University of Parma

- The Google generation and information literacy: a longitudinal study
- Linking teaching and learning: assessment of information competence in higher education

Practical experience

- Reference librarian at the University of Parma
- Tutor at the International Master of Information and communication studies. University of Parma – Northumbria University at Newcastle

Foreign studies/ International exchange

- International Master of Information and communication studies. University of Parma – Northumbria University at Newcastle: 2003 – 2005



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School/Subject(s):

- Library and Information Science at the University of Applied Sciences Potsdam from 2003 to 2007

Main LIS interests:

- Second Life; Web 2.0; library 2.0; Social Networking

Awards/Grants:

- DAAD (German academic exchange service) Awards (2006) – awarded annually for outstanding achievement of foreign students in Germany

Publications:

- „Bibliotheken in den Niederlanden“ / Ein Seminar an der FH Potsdam. In: BuB 06 (2006) S. 436
- Das Beste aus beiden Welten. In: Libreas 08/09 (2007), http://www.ib.huberlin.de/~libreas/libreas_neu/ausgabe8/010tan.htm
- Virtualisierung – was machen die Bibliotheken?. In: Bibliothek Forschung und Praxis (2007) Jg. 32 / Nr. 2, http://www.bibliothek-saur.de/preprint/2007/ar_2447_tan.pdf
- Current publications in personal Weblog: <http://jintan.wordpress.com>

Practical experience

- Job at the East Asia Department of the Berlin State Library (05.2006 – 05.2007)
- Internship at Library of Max Planck Institute for the History of Science (07.2006 – 09.2007)
- Internship at the Berlin State Library (08.2005 – 01.2006)
- Internship at Library of East Asia Seminar in Freie Universität Berlin

Participation in national/international conferences (selection):

- 10. International symposium for information science, Cologne 2007
- 3. Leipziger Kongress für Information und Bibliothek, Leipzig 2007
- Europe's cultural and scientific heritage in a digital world, Berlin 2007
- 15th Bobcatsss Symposium, Prague 2007
- 9. Inetbib-Tagung, Münster 2007
- Social software – the new generation of internet “web 2.0” in Freie Universität Berlin
- 95. Deutscher Bibliothekartag 2006, Dresden

Career expectations:

- Gaming/virtual librarian
- Librarian 2.0
- Information literacy in Web/Library 2.0
- Information architecture
- Information visualization

Other activity:

Organising a periodical LIS conference *BibCamp* in Berlin to discuss the future of library and library 2.0. For more information: <http://bibcamp.pbwiki.com/>



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School/Subject(s):

- University Nord - Graduate Diploma in Law 1999;
- Department of Information Studies, Faculty of Social Sciences, Tallinn University (until 18 March 2005 Tallinn Pedagogical University) Graduate Diploma in Information and Library Studies 2004; masters programme graduated cum laude in 2007.

Main LIS interests:

- Academic libraries, law librarianship, acquisition of collections, library statistics, performance measures, statistical benchmarking.

Publications:

- (2005) with Nuut, A. Electronic Library's Performance Indicators // Raamatukogu 4: pp. 25-28. Annotation in English <http://www.nlib.ee/html/inglise/anded/rk/i2005-04.html>.

Participation in national/international conferences (selection):

- 14th,15th BOBCATSSS Symposiums;
- National libraries' seminar “Service Quality – the Indicator of Library Efficiency” – presentation “Using Performance Indicators in Benchmarking”.

Current and finished projects:

- Using performance indicators in the benchmarking of academic libraries (master thesis). The study covered four Estonian academic libraries during the period 2000-2005. Conclusions presented in the paper are valuable for future benchmarking practices which will be carried out using performance indicators and library statistics.

Practical experience:

- Information specialist, Section of International Organizations Documentation, Center of Information Services for MPs, National Library of Estonia;
- Editing and compiling the abstract publication *Summaria Iuridica* that contains summaries (in Estonian) of legal texts published in foreign magazines;
- Organizing committee BOBCATSSS 2006.

Career expectations:

Participating in the collection of library statistics, coordination and implementation of using performance indicators in library environment, gain work experience abroad.

Next Issue:

- Subrata Deb, Udhampur, India
- Heather L. Moulaison, Urbana-Champaign, Illinois, USA
- Shunsaku Tamura, Tokyo, Japan

Conference Reports



15th BOBCATSSS Symposium, 29-31 Jan 2007, Prague, Czech Republic

– reported from different points of view: students, newcomers, organizers, future organizers

Mareike Härtling, Stuttgart, Germany, German Organizer: The theme for BOBCATSSS 2007 was "**Marketing of Information Services**". The conference was a cooperation between students of the Charles University Prague, the Media University Stuttgart and the University of Applied Sciences Constance.

Since 1993 the BOBCATSSS-Symposium has been organized by students of European schools of Library and Information Science and is carried out in the location of the Eastern European university, in this case Prague.

After one and a half years of preparations such as recruiting speakers, getting facilities and managing the finances, 8 students from Stuttgart arrived in Prague 3 days prior to the symposium to help with the last minute preparations. For two days everybody was packing bags and cutting nametags until finally Monday came and everything was brought to City Hall Prague, to await the first participants on Monday afternoon.

As usual the participants not only included teachers and other information professionals but also a lot of students from the field of Library and Information Science. In the 15th year of the symposium it seems to be a fixed date in the schedules of many participants, and we are happy to say that with close to 400 participants, the congress exceeded all of our expectations and marks a new high in the history of BOBCATSSS.

For the next three days the participants could listen to over 60 speeches and take part in 9 workshops concerning our three main topics Human Factor, Management and ICT-Solutions. The speeches reached from topics like: "Do Librarians Laugh?" to concerns like "Creation Driven Marketing – A Vision Paper". A highly frequented attraction was the movie by **Deborah L. Jacobs**, the director of the Seattle Public Library, who spoke about "How to make libraries the most respected and valuable community institution through good marketing", which was shown several times on Tuesday. Another highlight from the organizers' point of view was the Poster

Session, which featured 25 posters and offered an opportunity for the participants to discuss the results of their work.

All this meant a lot of work for the organizers, who not only ran the registration and the Conference Desk, but also moderated the sessions. In order to be well prepared the students took part in workshops prior to the symposium where they learned how to do a moderation, especially in English.



Prague, Town Hall, Opening Ceremony

In addition to the normal conference program the organizers had prepared several social events, such as a reception on Monday evening or a get-together on Tuesday. Those events offered an opportunity for the participants to discuss their opinions on the day's speeches and information, but also an opportunity for the organizers to mix and mingle and get closer to their participants.

After the Closing Ceremony on Wednesday afternoon and a little cleaning up, the organizing students from Stuttgart and Prague finally had a real opportunity to sit down, relax and discuss the events of the last three days. The opinions were much the same: the Symposium was a success, we had received many compliments from the participants, and we are all looking forward to BOBCATSSS 2008 in Zadar, Croatia.

Hana S. Field, Univ. of Illinois, Champaign-Urbana, USA: It was interesting to see the diversity of topics, presented through presentations, workshops, and a poster session. When I began my own research on "Marketing Library Services to Older People," in September 2006, I was just beginning my library science studies and had not heard of BOBCATSSS. My professor **Terry Weech** guided me through the process and provided his experience and knowledge of BOBCATSSS to prepare me for presenting my paper at the conference.

In just three days, I was able to sit in on numerous presentations, and talk with professors and students about their projects. Presenting my paper in front of nearly 60 people was an extremely proud moment for me, and I welcomed comments and questions from the audience. I am now continuing some of my research on library services to older people at my local library, The Urbana Free. Getting to Prague was a challenging effort, but the reward was great, and my personal growth immeasurable.

I made contacts and connections that are clearly unique to the BOBCATSSS experience. It is one thing to discuss issues in LIS with university colleagues, but another to discuss it with students from around the world. Similarly, it feels entirely different presenting to my classmates, and presenting to an international audience. Each presentation, poster, and conversation I had added to my knowledge, curiosity and desire to know more about LIS and the world around me.



Terry Weech and Hana S. Field

I am grateful to have had to chance to present at BOBCATSSS with **Terry Weech**. By providing academic, as well as social and personal support, BOBCATSSS gave me a significant and unprecedented experience I can apply to my academic and professional career. As a newcomer to Library and Information Science, I was welcomed and also inspired by the other students, their topics and the passion they applied to their presentations.

From city and library tours, to a live Czech band, the BOBCATSSS organizers hospitably made Prague a large part of our experience. I participated in a special tour of the National Library of Czech Republic, which was especially interesting as it was my first behind-the-scenes tour of a national library. Many of us from the University of Illinois were also given a generous and informative tour from **Richard Papik** of the Institute of Information Studies and Librarianship at Charles University, followed by a traditional Czech dinner.

While only lasting a few days, I feel I took full advantage of the cultural, social, academic and professional opportunities offered at BOBCATSSS. It is truly inspiring to see so many of my peers dedicated to the LIS field. I feel honored to have been a part this conference and I look forward to next year.

Katrin Strindvall and Emma Olander, Swedish School of Library and Information Science at Borås University College, Sweden, First Time Participant: As first time participants in the BOBCATSSS symposium we only have good memories and experiences from the beautiful city of Prague. We were most impressed by the organiser's warm welcome and the successful symposium.

The BOBCATSSS symposium was an incredible opportunity for us to be able to give a lecture about the marketing of the Swedish School of Library and Information Science in front of an international audience and to get immediate feed back on our topic. We were pleased by the genuine response that we received from the audience's comments and their added perspectives to our topic. For us, it was great reward after a long time of preparations.



Social Evening

The BOBCATSSS symposium was also a chance to meet new colleagues and friends from other parts of the world. It was very interesting to listen to other speakers and to learn about their perspectives on marketing of information services from many different points of view.

We learned about topics, such as, guerrilla marketing, the experience of working as a librarian in a prison and that librarians do laugh amongst other things. Apart from the conference, there were social events in the evenings where we enjoyed ourselves and mingled with the other participants. One of our best memories is from the evening at a restaurant near the Old Town square where we ate well and danced to great live music!

Back in Sweden and thinking back on the BOBCATSSS symposium 2007 we have had time to reflect on our experience as participants. We have gained confidence from this experience and learned many things in the LIS field from other students. In Sweden, we have had the opportunity to inform students about our adventure in Prague hoping to inspire them to write their own papers for next year's symposium in Zadar. We would be more than happy to participate again as this was one of our proudest moments as students!

Sanja Biškup and Ivana Mutnjaković, Department of Library Science, University of Zadar, Croatia, Poster presenters and Future Organizers: Croatian students are actively participating on the BOBCATSSS symposium for many years, and this year students from Zadar and Osijek University presented their research on the poster session: "Library marketing programs: comparative study", "Reaching Library non-users: Measuring the impact of mass media", and "Students' Digital Library".

One of the reasons for Zadar and Osijek students to participate on this symposium was to present the next BOBCATSSS which will be held in Zadar (Croatia).

The Prague symposium was the perfect place to meet and present our BOBCATSSS on the Closing ceremony where we held a speech and showed a short film about Zadar. BOBCATSSS 2007 fulfilled our expectations – we learned something new, met new friends, presented our BOBCATSSS and learned the way of organizing such symposium. Next year we are the hosts and we are doing our best to make BOBCATSSS 2008 unforgettable so be a part of it!

Jessica Euler and Sebastian Wilke, Institute of Library and Information Science, Humboldt University, Berlin, Germany, Speakers and Future Organizers: As organizers of next year's BOBCATSSS-symposium, we went to Prague with a lot of questions. What is typical for BOBCATSSS? How will the general programme be realized? Will there be enough to eat and drink during the social events? What needs to be improved for BOBCATSSS 2008?

But before the symposium started, our major interest was focussed on meeting LIS-students from Zadar, Osijek (both Croatia) and Potsdam (Germany), our co-operational partners in organizing BOBCATSSS 2008. Prague offered the first possibility to get to know each other. Thus we could talk about previous experiences and make a lot of decisions for our future work. Additionally, the

personal contact affected the working atmosphere in a very positive way.

Prague gave us the chance to promote **BOBCATSSS 2008** in many ways. At our information desk, the audience received news about the conference theme "**Providing access to information for everyone**" as well as about Zadar, Croatia, where the symposium will take place from 28 to 30 January 2008.



BOBCATSSS 2008 Organizers: Welcome in Croatia!

Back in Berlin, most of our questions had been answered and the mass of impressions collected in Prague inspired our work. The amazing atmosphere of BOBCATSSS enhanced our motivation regarding Zadar 2008: Be excited!



Ohio Digital Commons for Education 2007 Conference – The Convergence of Learning, Libraries and Technology, 4-6 March 2007,

Columbus, Ohio, by Candi Clevenger, ODCE 2007 Marketing Chair and Communication Manager, OhioLINK

The eighth annual Ohio Commons for Digital Education 2007 Conference attracted 311 faculty, administrators, librarians and technology gurus who met and discussed learning, libraries, technology and the convergence of these activities.

ODCE 2007 featured 54 sessions on the topics of: effectiveness and efficiencies; reinventing the learning environment; STEM2: science, technology, engineering, mathematics and medicine; serving new audiences; and being wireless, mobile and personal. The reinventing the learning environment track was an experiment of the best non-lecture formats and facilities for engaging colleagues in scholarly discourse.

George Siemens, a leading theorist on the implications of technology and social trends on learning and knowledge, presented the opening and closing keynote sessions. In

the opening keynote, *Connectivism: Content, Connections, Conversation*, Siemens' discussed the shift in the Web from a write to a read/write model, where end users contribute to the original voice. Today feedback is constant and original content is fluid. YouTube, blogs, wikis, podcasts, social bookmarking and other social tools have changed how we relate to each other and to content.

These changes in the online space are now being mirrored in classrooms and courses. Changing learner expectations require that educators rethink how learning is fostered – a shift from passive content consumption to active content co-creation. Siemens' recommended: adopting a model of perpetual experimentation, providing resources for experimentations and valuing failure.

Video and audio recordings of Siemens' presentation, and a copy of his slides, are available on the conference Web site at www.olin.org/conferences/ODCE2007.

After participating in the conference, Siemens' shared his final suggestions to:

- Make the network aware of itself: Enable people to find each other
- Enable people to collaboratively create, co-create, re-create
- Create collaborative, cross-institutional spaces of value
- Honor failure, value experimentation, tolerate uncertainty
- Celebrate local excellence and innovation
- Model desired change
- Let people teach each other
- Model democracy – speak into processes which impact us

The conference also featured technology demonstrations, vendor presentations and exhibits. Find the program, session materials and attendees' thoughts on the conference Web site (www.olin.org/conferences/ODCE2007), blog (<http://blog.conference.olin.org>) and wiki (<http://wiki.conference.olin.org>). Recaps of several conference sessions can be found on attendees' blogs. Visit *Library Voice* (<http://libraryvoice.com/>) for **Chad Boeninger's** notes from *New Intersections for Student Engagement: Leveraging Learning Cultures with Multimedia* by **Kathy Webb** and **Tingting Lu**, and *Murder on Grimm Isle: The Design of a Game-Based Learning Environment* by **Michele Dickey**.

Plans are already underway for ODCE 2008. It will take place March 2-4, 2008, in Columbus, Ohio.



"Competencies and Curriculum for Information Literacy", International Round Table at Milan, Palazzo delle Stelline, 16 March 2007, by Elena Corradini, Rome, Italy

The aim of the Round Table, organised by **Anna Maria Tamaro** (University of Parma, Italy) and chaired by **Pat Dixon** (former teacher at the University of Northumbria, Newcastle upon Tyne, UK) was of discussing the teacher or learning facilitator's role of information professionals and the competencies required.

Terry Weech, (University of Illinois, USA), illustrated the main features of the courses offered by the Illinois LIS School containing units on Information Literacy: "Introduction to reference services and sources" and "Instruction and assistance systems". These courses are mainly aimed at raising students' awareness of specific sources and training them to correctly recognise settings, contexts, and appropriate measures to bridge information and knowledge gaps. Based upon the well established North American tradition in the development and provision of information services in libraries, the Illinois college experience shows that information literacy can be throughout embedded in faculty courses, with a certain degree of success, also because, since 2000, these units are part of the LIS curriculum.



Terry opens the workshop with his presentation on Information Literacy

Weech also focused on another successful factor: the so-called "library college" concept, that is, the library development as a teaching institution. The normal process is that the teacher helps the librarian find appropriate materials for the courses, so that content supports the achievement of goals related to the development of important abilities in the IL

process: critical thinking skills, information retrieval skills, and assisting in the process of transforming information into knowledge. Although the courses seem to be working well, some questions still are on the board, need constant data substantiation and await future directions. These questions have been shared with the attendees and the other speakers. Should reference interview skills be emphasized over IL instructional skills? Should all (LIS) students take an IL course before graduation? Should all librarians, of all types of libraries, need to be trained in teaching IL skills? Are there programmes such as the “library college concept” that should be implemented more widely?

Similar questions were addressed by professor **Sirje Virkus** (Tallinn University, Estonia), who referred to the discussions pertaining the LIS curriculum development in Europe, in the context of the Bologna process which started in 2005. After giving details about the participants of the Core Group formed after the Virtual and face-to-face Forum and the Copenhagen conference organised in 2005, Virkus, as the former leader of the Subgroup in Information Literacy (IL) and Learning, explained which issues were considered strategic to develop an European LIS curriculum including IL, provided that national or even local traditions differ widely from one another. Finally, Virkus recommended that, following the variety of experiences registered from the analysis of the European situation at Higher Education level, a strong coordination of communication and the development of a research agenda on IL for LIS educators would be developed.

Sylvie Chevillotte (Enssib, France) shared with the participants her experience as teacher at Enssib, a further education institution which forms students with at least a bachelor degree in whatever discipline to become future librarians. Through the courses and a period of training, to their different backgrounds they add common professional competencies. Unlike in the USA, in France there is no strong tradition of reference services, so IL is something new. Thus, lectures are still providing a background of the different concepts about IL, for students need to be aware of IL as a concept, and assess at which level they are information literate themselves. The French experience showed that theory can be understood through practice and that the ‘learning by doing’ philosophy can be productive in a context where seeds are planted for the construction (rather than the transfer) of knowledge models – as Chevillotte explained, openly citing from Virkus’ work.

Judith Broady-Preston (Aberystwyth University, Wales) emphasised the role of the UK government in stating that IL must be defined as ‘independent skills on learning’. Moving from consideration of the previous speakers, she urged the participants on thinking about the future awaiting information professionals in this field. The speaker recognised a central role of the professional education and, on the other side, the professional associations, in ensuring through certification that abilities and competencies will be developed during the whole career.

The next speaker, **John van de Pas** (Saxion Hoghescholen of Deventer, The Netherlands), focused on the necessity of seeking meaning for developing and teaching information literacy courses to students who are Google-addicted as well as keen to plagiarism, since young generations have developed an attitude towards the ‘copy and paste’ skills, technically allowed by ICT. Universities are then forced to organise ‘repair’ programmes to cover the four basic skills (writing, reading, searching, researching). Van de Pas suggested that this could be a new market for LIS professionals in the short-term and long-term future. The Deventer University has already gone a step toward this direction by applying and covering the outcomes of ACRL standards, by which attempt they learned that teaching IL outside a specific subject area is not productive, because students need first of all to be trained in the basic IL skills and know something of the information context – a conclusion that seemed to be implicitly affirmed by the Enssib experience as well. Thus, IL can be addressed at a general level in the analysis process, but needs to be bounded to a subject in the creation process of information. In conclusion, John van de Pas advised that an information professional should not try to be a teacher-librarian, but better choose a subject and be a teacher.

An interesting example of the ‘learning by doing’ scheme – a concept that emerged in most of the contributions to the round table – came from the teaching experience of **Petra Hauke** (Humboldt University, Berlin), who illustrated how the Humboldt University in Berlin integrated IL in other topics, so that students were somehow forced to follow these almost compulsory paths. Hauke shortly addressed some topics related with the ethics in the electronic spaces, a hot theme in the Internet era, and how they were addressed in the courses, drawing on practical examples. Students are required to learn how information is created and organised, how to judge about information quality and how to ensure it when

creating a new document. In particular, one of the courses offered by this German university (and taught by Hauke herself) aims at producing a book in print and electronic version every year, so that students can be aware of the information and publication process, as well as the value of producing correct information.

Helen Boelens (from the Netherlands) reported how she wrote 51 letters to the National libraries and Library Associations all over the world, after the IFLA conference 2006 in Seoul, to find out how school librarians are treated and what qualifications are required to them to enter the profession. She found out first of all that English is not as universal a language as deemed, and secondly, that most of returned questionnaires had probably not been compiled by the school librarians themselves, but by teachers or politicians or other figures instead. Referring to her report given at the Seoul 2006 IFLA conference, she reminded the attendees that in the Netherlands school libraries are led not by qualified personnel but often by volunteering mothers (because they are cheaper), who are rewarded by the authorities with a certificate of 'school librarian' for their service. The question was: Where is the next generation of school librarians? She pleaded that there are still doubts on the importance of the role of the school librarian (or information specialist) and urged to get rid of hobbyists as soon as possible.

The last speaker before discussion was **Anna Maria Tammaro**, who gave a short report about the Italian situation. She underlined that it is still a problem to know what is meant by Information Literacy in Italy. The Parma University experience, where a successful course realised by librarians has been stopped as they were not considered qualified for teaching, shows that there are still conflicts in deciding who is going to be the right teacher for IL. In the International Master in Information Studies, jointly delivered by University of Parma and University of Northumbria, for the first time in Italy, the course has been focused on teaching and learning methodology and the application of research methods – like evidence base practice schemes – looking to the development of the Reflective Practitioner approach to IL.

The round table discussion was very lively and time limits only brought it to a conclusion. The questions range was wide and interesting for the numerous participants questions ranged from IL definitions to staff motivation, from the impact of IL on the information professionals' job, curriculum and

qualifications to behavioural change – both in staff and users.

Anna Maria Tammaro concluded the session reporting the main questions which the speakers tried to answer in the round table:

- should IL have a core role or be an extension of the curriculum?
- How to bridge the different traditions?
- Learning to be careful with the different traditions
- It is also a matter of communication
- It is mainly a matter of recognition (also recognition of gaps) and reward

At the end, an invitation was made to follow the next developments of the discussion over the Forum, which will remain open for further discussion.

Conference and workshop “Information Technology Training Needs in North African Countries” from 28 to 31 March 2007, Rabat, Morocco, by Reinhard Altenhöner, Frankfurt/Main, Germany

Goethe-Institute supported and held this conference and an additional workshop together with the IFLA Section of Information Technology and the local organizer, the Ecole des Sciences de l'Information (ESI). Attended by German Experts the questions of how to satisfy the requirements of IT skills and the education of librarians and information specialists in North African countries were discussed. This conference held in French being interpreted simultaneously into English was attended by about 100 experts from many different universities and educational institutions closely linked to universities (or university-affiliated educational institutions), mainly coming from the Maghreb Countries. The aims of this conference were:

- Identification of the status quo in the Maghreb countries referring to demand, education status and quality of the institutions
- (comparing) suggestions and practical concepts in order to improve offers
- Practical advanced training about actual digital library issues and modern management in libraries

The basic significance and the vital necessity of the instantaneous integration of the Arab countries into technological progress and the special role of the educational institutions in this process were already emphasised in the first speeches given (among others by the general secretary of the AFLI – the Arab Federation for Libraries and Information – Mr. **Saad Azzahri**). The IFLA section for information technology has started to evaluate

the requirements of education and further training on information technology and to offer training possibilities. Dr. Diann Rusch-Feja introduced the concept and the achieved status in her speech. The following discussion confirmed the awareness and the self-conception of the educational institutions in the North African countries. Ms. Najat Rochdi, regional coordinator for UNDP (United Nations Development Programme) from Cairo convinced her auditors in a powerfully eloquent way that the emancipation of the North African countries heading for an independent and strong role in the global world of the digital communication containing a direct benefit for their inhabitants is the royal way, offering everyone a possibility to participate in the digital world.

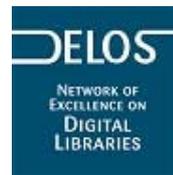


In the following section of the conference, the participants commented on and vividly described the situations of Egypt, Algeria, Morocco, Mauritania, Tunisia and Senegal. The open atmosphere and the high level of the skilled debate was impressive. The participants compared and discussed deficits as well as positive results of aims reached. Using the right concepts may partly lead to a higher education quality of the students, however, the sources of employment differ from country to country, sometimes the job perspective is dramatically bad despite of good education.

In a further discussion section the participants discussed how far the above mentioned countries have already caught up with the global infrastructure and which deficits still occur. Later on, relevant innovation projects were introduced during the section "Projets de développement, libre access et perspectives de formation en TIC", whose topic spectrum contained open access, using open source software and even E-Learning strategies. Three workshops being held by the German experts from IFLA **Claudia Lux** (president elect), **Diann Rusch-Feja** (former member of the IT Section) and **Reinhard Altenhöner** (Chair of the IT Section) completed the conference. Their topics were

"Actual management methods in Library" by **Claudia Lux**, "Institutional repositories" by **Diann Rusch-Feja** and "Digitalisation" by **Reinhard Altenhöner**.

In summary, this conference was very successful. Not only the technological situation was illuminated widely, but also quite a few concrete approaches were found to bring know how transfer into the so called Third World countries, especially into the Maghreb countries and to mention the further necessary endeavours according to the education of teachers and students in these countries.



Joint DELOS-NSDL International Summer School on "Digital Libraries for the Digital Librarian: Making the Journey from Traditional to Digital Libraries", 28 May to 2 June 2007, Settignano, Florence (Italy), by Christin Mollenhauer, Dresden, Germany

The visions of the DELOS Network of Excellence on Digital Libraries are Universal Knowledge Repositories and Communication Conduits where everyone can access, discuss, evaluate and enhance information of all forms.

In the aim to give Librarians and Information Professionals the possibility to work closely on this theme together, the DELOS and the NSDL National Science Digital Library organised this year's summer school in the wonderful surroundings of Florence.

About 40 participants from Italy, Sweden, United States, Spain, Hungary, Greece, United Kingdom, Germany, Czech Republic and also from India were interested in various approaches for organising the Digital Library.



DELOS-NDSL summer school in the wonderful surroundings of Florence, Italy

One part of the conference includes an overview defining Digital Libraries in scientific

relevance, configuration, functionality and content:

- DELOS: "Digital libraries are no longer only the digital counterpart of physical libraries (or physical museums, video archives, etc.), rather they are complex networked systems able to support communication and collaboration among different, worldwide distributed user communities";
- Producing, organizing and administrating a Digital Library in using Digital Library Management Systems and the way from Digital Collections to a Digital Library;
- An overview of describing Information on the basis of Metadata, Bibliographical Records as well as Rights Management and International Standards;
- Service and Identity Management including Identity Components, Dimensions of Trust, Authorization, Level of Assurance, Sharing Functionality and Scaling Identity;
- Accessing the Repository – possibilities for Information Access, Personalization and Distributed Digital Libraries;
- New visions and opportunities by re-thinking the Role of Repositories;
- Virtual Learning Environments: User, Contents, Material, Architecture and Contents;
- Tools and Services for the Digital Library Users;
- Scholarly communication in its web based evolution – a revolution of Digital Libraries?

In the following part some practical experiences of different Institutions were outlined:

- Galileo's Blog – a Virtual Museum with an integrated Digital Repository of Galileo's Resources as example for the "Challenge of the Web";
- The Library of Congress as example for a Digital Collections Strategy;
- DRIVER - Digital Repositories Infrastructure Vision for European Research;
- The Norwegian National Library's Digitisation Effort – Physical vs. Digital;
- Fedora Repository for Semantic Digital Libraries.

Beside the papers and their lively discussions the participants attended in different workgroups to identify the Digital Library by them selves and to structure an imaginary project on the ideal Digital Library for the

future, including picture, vision, aims, parties involved and possible evaluations forms. In the end of the Conference each work group had to present their results. An aspect the participants liked much, because this had been the most effective way to get to know each other, to reflect about the topic and to enhance one's own LIS knowledge. Hopefully there will be a new DELOS Summer School next year!

The Slides of the Presentations are freely available at the DELOS Website (www.delos.info, slides under http://www.delos.info/index.php?option=com_content&task=view&id=594&Itemid=327).



"Information Double Feature": 10th International Symposium for Information Science (ISI 2007), and 13th Annual Meeting of luK Science Initiative (luK 2007), 30 May to 1 June 2007, Cologne, Germany, by Antje Kratochvil, Cologne, Germany

The 10th International Symposium for Information Science (ISI) and the 13th annual meeting of the luK (Information und Kommunikation) Science Initiative this year joined their competences in a conference on information science at Cologne University of Applied Sciences under the aegis of the "Hochschulverband Informationswissenschaft", a federation of university lecturers from Germany, Austria and Switzerland. As a graduate student in my first semester at the Faculty of Information Sciences and Communication Studies this congress was also my first such experience and thus to write an article like this presented a double challenge but also an honour which I, however, gladly accept.

This year's motto of the ISI was derived from the key concept of "Open Innovation" and the new perspectives it offers in the context of information and knowledge; this part of the conference was organised in 15 sessions. Focused on its university background, the luK initiative's part of the conference (six sessions) took place under the title "Form Follows Function?" and tried to scrutinise and evaluate the new demands, the reality and the resulting perspectives for the information supply in all disciplines. After a joined opening in a plenary session with greetings by university representative principal Prof. Dr. **J. Metzner**, the conference chairs **M. Stempfhuber** (luK, Bonn) and Prof. **A. Osswald** (ISI, Cologne) and an introductory

lecture on scientific information supply in Germany (Prof. **Rehmann**, Bielefeld), the concurrent sessions of the two meetings began.

As all officials repeatedly emphasised, the conference was additionally characterised by a remarkably high amount of student participation on either side – with regard to the number of student participants and presenters. To honour the best thesis (and its presentation) in the field of information sciences the conference also presented a research award, the “Gerhard-Lustig” award.



Presentation of the “Gerhard-Lustig-Award”, Foto: FH Köln

In the sessions concentrating on education and learning it could be observed that many centred on current topics such as information literacy and knowledge management in diverse areas, quality and other urgent issues of the increasingly popular wikis, e-learning environments, open access publishing and its manifold consequences, creative commons, Web 2.0 and, last but not least, open innovation. It was striking in what professional manner many of the student presentations were prepared and delivered – a tribute to and result of some of the more successful adaptation schemes in professional training. There was rather little information on issues of librarianship and I found a strong and sometimes questionable tendency towards economic efficiency pervading many sessions and the introduction.

Viewing itself as a “competitive exhibition” in the field of information sciences, the conferences both aimed at presenting their most recent strategies to cope with in part similar challenges resulting from changes in society and teaching. The peer-reviewed programme of 54 specialist lectures, poster and panel sessions and company presentations offered many opportunities for personal contact, further discussion and more detailed information on issues of special interest – all of which was surrounded by good catering and Cologne’s international flair. The next meeting in 2009 (ISI) will “return”, at least

in geographical terms, to its origin as it shall take place at the University of Constance. The conference website is available on <http://www.isi2007.de>



“The Internationalization of Library Education”, 24 June 2007, Washington D.C., USA

by Ursula Georgy, Cologne, Germany

“The Internationalization of Library Education” – that was the title of a panel at the ALA Annual Conference, initiated and organized by **Brigitte Döllgast**, Goethe Institute in New York, and moderated by **Michael Gorman**, ALA ex-president. Representatives of 3 European countries presented current and future trends in library education in the presence of Prof. **Claudia Lux**, IFLA president 2007-2009, and ca. 50 interested guests. **Tatjana Aparac-Jelušić** from Osijek, Croatia, **Aira Lepik** from Tallinn, Estonia, and **Ursula Georgy** from Cologne, Germany and president of the Conference of Informational and Librarian Education Institutions in Germany (KIBA) focused her papers on advances caused by the Bologna Process.

The European universities and universities of applied sciences are undergoing vital changes and these changes are related to the Bologna Declaration, which aims at an unified and interchangeable course system all over Europe (46 countries). The former study programmes will be step-by-step substituted by a normally 3-year Bachelor programme and a 2-year Master programme until 2010, complemented by a post-graduate Ph.D. or doctorate degree.

The 3 participants gave a short overview of developments in their countries and a project about coordinating an European core curriculum as well as examples for cooperation European-wide. These projects are initial points stimulating and qualifying the debate between the different educational environments and strengthening the cooperation between the LIS educational institutions within Europe. But it’s the goal for European universities to intensify the contact with other countries, especially North-America.

Below the main discussion points on the panel are summarized:

Exchange of Students and Faculty / Intercultural Aspects

The participants showed a number of institutional and inter-institutional programmes

which aim to make European higher education and research more attractive to North-American students and academics. Some programmes in Europe are taught entirely in English, most others include English modules. But often the good national language skills – e. g. German – are a requirement. Learning about foreign cultures and foreign languages should be regarded as a cultural chance for young librarians too. Therefore student and teacher exchange between Europe and North-America is a cultural and scientific challenge – for both sides.

Internships / Short-term Study Programs

European universities have an enormous increase in student exchange over the last 5 to 10 years. **Ursula Georgy** shows one exemplary project of the German Academic Exchange Service, DAAD, by presenting the UAS7 alliance of excellence. These 7 German universities of applied sciences strive to further development 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 US companies or libraries, short-term study programmes e. g. summer schools for US and Canadian students as well as collaborative research and development (R&D) efforts is worth striving for.

Double and Joint-degree Programs

It became clear that most European universities run programs which are developed with partner universities within the same country or with partner-universities abroad. A most attractive example is the International Master's Program "Digital Library Learning" between the 3 universities Oslo (Norway), Tallinn (Estonia) and Parma (Italy). The first semester is offered in Oslo, the second in Tallinn, the third in Parma and the fourth semester involves writing the Master Thesis. A maximum of 30 students will be selected: 10 from European and 20 from non-European countries. These double- and / or joint-degree programs are very attractive for student's future careers and it should be interesting to intensify the international student mobility with countries outside of Europe until it has become a normality.

Common R & D Activities

Teaching, research and development (R&D) at European universities are based on a combination of universally applicable knowledge as well as specialist knowledge.

The European universities are striving for a close cooperation between academia and practise (libraries) by mutual knowledge transfer. A huge number of businesses and libraries are cooperating partners of the European universities. This helps to gain a realistic view on the own (market) position and to provide benchmarking about the own curricula permanently because cooperation is the best way of learning.

Accreditation

As an operative instrument of quality assurance all new study programmes normally have to be accredited in Europe and reaccredited after five years as a programme accreditation. The accreditation of the study programmes is prescribed as a directive in the common constitutional requirements. If an international accreditation is wanted normally a second accreditation by an international agency must be initiated. Usually there is no influence of library organisations on the curricula which means that the universities are free in developing the curricula content. The accreditation agencies are independent institutions which demonstrate that they are of highest degree of quality, comparability and transparency. Accreditation serves as a mechanism for quality assessment and enhancement. Any accreditation is carried out on the basis of reliable, transparent and international recognised criteria. Members of the evaluation group are: representatives of higher education – teachers and students and representatives of the profession – libraries.

European Joint Core Curriculum in LIS

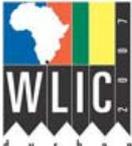
In 2005 about 150 European colleagues in the field of LIS participated in virtual discussion groups about 12 relevant LIS subjects for 4 months. In August 2005 about 50 LIS experts – core members of the virtual working groups – met in Copenhagen discussing the possibilities of an European core curriculum. During the teamwork it became clear that thinking, structures and contents of LIS courses vary much between the different types of LIS educational institutions in Europe. The outcome of this conference was an expansion, intensification and continuation of communication and better understanding within colleagues. Now European education and research institutions on the one hand and practitioners on the other have to discuss the future of European LIS education together. Therefore a joint conference in Lisbon end of September 2007 is arranged. It should be interesting to enlarge these discussions to non-European countries – e. g. USA.

Conclusion

On balance the participants of the panel spent a lot of time in interesting discussions about European LIS education, but the discussions

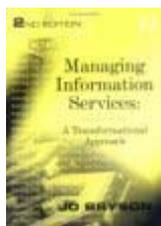
should not be limited to this conference. Further questions about the European LIS education system and questions about cooperation will be answered with pleasure.

Conference Calendar

	<p>August 02 – 10; 200, Madison, Wisconsin, USA 23rd Annual Conference on Distance Teaching & Learning http://www.uwex.edu/disted/conference/</p>
	<p>August 13 – 16; 2007; Borås, Sweden CoLIS 6 6th International Conference on Conceptions of Library and Information Science “Featuring the Future” http://www.hb.se/colis/</p>
	<p>August 14 – 16, 2007, Johannesburg, South Africa IFLA - World Library and Information Congress, Satellite Meeting “Continuing Professional Development: Pathways to Leadership” http://www.ifla.org/IV/ifla73/satellite12call-en.htm</p>
	<p>August 19 – 23, 2007; Durban, South Africa 73rd IFLA - World Library and Information Congress “Libraries for the future: Progress, Development and Partnerships” http://www.ifla.org/IV/ifla73/index.htm</p>
	<p>September 19 – 21 2007, Lisbon, Portugal Librarian@2010 “Educating for the future” http://www.eblida.org/index.php?</p>
	<p>October 08 – 09, 2007, London, Great Britain Internet Librarian 2007 “New Realities, Roles and Resources” http://www.internet-librarian.com/index.shtml</p>
	<p>October 19 – 24, 2007, Milwaukee, Wisconsin, USA ASIS&T 2007 Annual Meeting ”Joining Research and Practice: Social Computing and Information Science” http://www.asis.org/Conferences/AM07/</p>
	<p>October 23 – 26, Seattle, Washington, USA EDUCAUSE 2007 Annual Conference “Information Futures: Aligning Our Missions” http://www.educause.edu/e07</p>

	<p>January 08 – 11, 2008, Philadelphia, Pennsylvania 2008 ALISE Annual Conference <i>“Community Engagement: Integrating Research, Learning, and Practice”</i> http://www.alise.org/conferences/index.html</p>
	<p>January 28 – 30, 2008, Zadar, Croatia 16th BOBCATSSS Symposium <i>“Providing Access for Everyone”</i> http://www.bobcatsss2008.org/</p>
	<p>February 21 – 22, 2008, Berlin, Germany 2nd IFLA-Presidential Meeting <i>„Free Access and Digital Divide - Herausforderungen für die Wissenschaft im digitalen Zeitalter“</i> http://www.ifla-deutschland.de/de/ifla_praesidentschaft/meetings.html</p>
	<p>June 26 – July 2, 2008, Anaheim, California AMERICAN LIBRARY ASSOCIATION (Annual Conference) http://www.ala.org/</p>
	<p>August 10 – 15, 2008, Quebec, Canada World Library and Information Congress. 74th IFLA General Conference and Council <i>“Libraries without borders: Navigating towards global understanding”</i> http://www.ifla.org/IV/ifla74/in...</p>

New Books & Articles



Bryson, Jo. Managing Information Systems: A Transformational Approach. Ashgate. Burlington, VT, 2006. xiv, 346 pp.

This is the second edition of *Managing Information Systems: A Transformational Approach* by Jo Bryson, first published in 1997. The book consists of seven sections plus an epilogue along with an index focusing on, in the author's words, "shifting mindsets and strategically positioning and transforming information services so that they are on the pathway to a promising future." Bryson has captured the imperative for effective user-centered change in the 21st century from a practical but passionate management perspective. In terms of institutional appropriateness, Bryson's book provides a general treatise which can be applied to all types of information service institutions. The second edition also embraces museums, galleries, and cultural heritage organizations.

Given our current environment Bryson's book is, perhaps, even more compelling as information-based service organizations, especially libraries, are mightily challenged with a tidal wave of issues including the omnipotence of Google and Google-like search engines as well as new generations of students, faculty, and other types of customers who will not necessarily seek out the services of traditional information agencies such as libraries, museums, and educational repositories. Her work is definitely management-based focusing on strategies for transformation in a rapidly changing environment.

Bryson lays out strategies for providing services in "dynamic environments where management of information is critical to maintaining organizational competitiveness through customer satisfaction and retention, increased productivity and performance and financial viability." Seven sections (31 individual chapters) including managing in a dynamic environment, creating, transforming, positioning to excel, governance and accountability, managing yourself and others,

positioning to excel in service delivery, and the epilogue which focuses on achieving transformation in an overall strategy.

Bryson writes with a corporate bent with UK emphasis but others throughout the world can identify with the imperative for transformation. Looking at the organization and the people within it, including generational differences, strengthens the book from standard management tomes. An overall bibliography including references to Web resources, etc. would further strengthen the book and is recommended for future editions. Additionally the personal networking section would benefit from references to social networking in terms of transforming information-centered organizations to relevance and effectiveness in the 21st century.

The book is recommended for all types of libraries, non profit and corporate information centers, museums, and other educational and cultural heritage institutions who strive to provide information services to a wide variety of audiences.

Submitted by Barbara I. Dewey, Dean of Libraries and Professor, University of Tennessee, Knoxville, USA



British librarianship and information work 1991-2000.

Edited by J.H. Bowman.

Aldershot, England ; Burlington, VT : Ashgate, 2006. 582 pp.

Since 1928, the Library Association has published reference works intended to provide an overview of the state of the library and information science profession. Throughout the intervening years, these publications have undergone many changes in scope, publisher, geographic emphasis, and coverage of dates. The volume *British librarianship and information work 1991-2000* represents a recent iteration of these works, though not the latest, as *British librarianship and information work 2001-2005* has also recently been released by Ashgate, which took publishing responsibility from the Library Association and its successor, CILIP (the Chartered Institute of Library and Information Professionals).

The 1991-2000 volume contains 31 chapters and an index, covering major trends and significant developments within the field of library and information science during the period under review. Each contribution includes excellent and extensive bibliographic references, and many chapter authors refer back to previous surveys in the series, which provides useful historical perspective.

The chapters focus on particular types of British libraries, such as national, public, and university libraries; types of specialties within librarianship, such as music, art, and rare book librarianship; types of services offered, including user education and reference services; and broader topics within the profession, such as cooperation, the impact of the internet, research, and publications. The chapters, however, are not grouped into categories of any kind. Consequently, the order of chapters feels somewhat haphazard and the volume would have benefited from a more clearly defined organization of topics.

Most chapters cover a similar range of major issues, including library collections, staff, buildings, associations, funding sources, cooperative efforts, and developments in information technology, as they relate to the larger topic of the chapter, showing their tremendous impact on library and information science work at the close of the 20th century. Technology in particular plays a critical role in this volume, which emphasizes both the struggles and the successes of library and information science professionals in coming to terms with new technological challenges and opportunities.

Overall, the decade presented libraries in the UK with a “new focus on efficiency, economy, and effectiveness” (p. 37). This new focus came about largely as a result of changes in government at the national and local levels, which impacted libraries’ budgets, funding sources, and research priorities. Government emphasis on public choice and privatization of public services encouraged libraries to view users as customers and also required libraries to prove their value. By 2000, the end of this volume’s review period, “the idea that libraries had to be accountable for what they delivered in return for the money invested in them was firmly installed” (p. 95).

Readers coming to this work from a non-British perspective will often stumble upon unfamiliar acronyms and abbreviations. In most cases, clear explanations are provided for these cryptic names, yet a number remain difficult to identify. The book’s index includes a great many of these acronyms, often with definitions and always with page references. However, in some cases readers will be left on their own to determine the meanings of unclear terms, such as the archival standard BS5454, referenced on page 137.

Chapter 21, which focuses on education and training, naturally presents an area of particular interest to members of IFLA’s Section on Education and Training. This chapter provides an excellent overview and analysis of major developments in the

education of library and information professionals in the UK, with additional readings referenced in the notes. Sections of the chapter highlight issues in higher education, research, further education, lifelong learning, vocational qualifications, professional associations, course accreditation and approval, curriculum change and development, continuing professional development, information and communications technology and skills, and the European Union. This last section in particular emphasizes the international aspects of library education, though its scope is limited to Europe only.

The editor notes that a number of contributors failed to provide chapters on their topics and, as a result, this volume lacks coverage of children's services, industrial and commercial libraries, management, medical and health libraries, and multimedia. These omissions, unfortunately, make this resource

less comprehensive than it could have been – the discussion of multimedia would have been especially useful, as this topic receives little to no coverage elsewhere in the book, though it played a significant role in library work during this period.

British librarianship and information work 1991-2000 should serve as a useful reference work for students and scholars, as well as librarians and information professionals. Libraries and research institutions with an interest in the history of librarianship, and particularly in developments during this turbulent era, will find this resource to be a valuable addition to their collections.

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