



# SETBulletin

IFLA Section on Education & Training

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## Message from the Editor

Dear colleagues,

We are looking forward to seeing you in Szombathely, Hungary, for the BOBCATSSS 2011 Symposium, organized by LIS students from Hungary, Norway, and Austria!

In this SET Bulletin issue you will find very interesting articles, e.g. about ICL

Communitas: A Web Resource for Teaching and Learning – International and Comparative Librarianship Through International Collaboration, a project, supported by the IFLA Education & Training Section.

There is also a very impressive report given by student participants: For the second time 25 LIS students from five nations met for two weeks for an ERASMUS-Intensive-Programme about new library buildings. A multifaceted set of lectures by 12 international academics from partner universities in Berlin (Germany, BLIS), Brno (Czech Republic), Sofia (Bulgaria), Vilnius (Lithuania) and Vienna (Austria) provided students with insights into a modern LIS – a really very international initiative!

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

Petra Hauke



**BOBCATSSS 2011**  
Szombathely  
FINDING NEW WAYS

January 31st - February 2nd, 2011  
organized by LIS students from Hungary, Norway and Austria!

<http://www.bobcatsss2011.com/>

## LIS Education & Training Worldwide

**ICL Communitas: A Web Resource for Teaching and Learning – International and Comparative Librarianship Through International Collaboration** p. 12

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## Impressum

The SET-Bulletin is published twice a year in January and July. Please share your ideas and comments by sending your contributions or suggestions to the editor Dr. Petra Hauke, Berlin School for Library and Information Science (BSLIS) at Humboldt- Universität zu Berlin, Dorotheenstraße 26, D-10099 Berlin, Germany, Fax: ++49 30 74070216, E-Mail: [petra\\_hauke@web.de](mailto:petra_hauke@web.de). Latest Revision: 1<sup>st</sup> January 2011 – Copyright © International Federation of Library Associations and Institutions, [www.ifla.org](http://www.ifla.org), SET-Bulletin online: [www.ifla.org/en/set](http://www.ifla.org/en/set)

## Section on Education & Training Spotlight



Anna Maria Tamaro

### Letter from the Chair

Dear Colleagues,

it is time to summarise the achievements of the past year and to look forward to the objectives of the year 2011.

#### Strengthened international cooperation

In 2010 the Section has been active not only within the IFLA new structure system, collaborating with the new Division IV Sections (Management of Library Associations, Library Theory and Research, Management and Marketing, Education and Training, Statistics and Evaluation, together with LIS in Developing Countries SIG), but also in its relationships with the organisations outside with similar concerns on their agendas – in particular ALISE, EUCLID and ICA. We can affirm that SET has strengthened international collaboration, bringing a renovated international and comparative perspective to its activities. The collaboration with ALISE and EUCLID culminated with a Satellite Conference at the Swedish School of Library and Information Science, Borås, Sweden. In the final Round Table of the Satellite, SET has invited the Chair of ICA SAE (International Council on Archives. Section on Archival Education and training) discussing about recognition of qualifications together with New Professionals SIG representatives.

Gillian Hallam has been the Chair of the Programme Planning Committee in IFLA 2010 at Gothenburg, together with Kerry Smith as Co-Chair, doing an excellent job. The Open Session in Gothenburg “New digital directions and library education: sustaining library education programs” was successful for

participation and quality of the presentations: the following papers have been selected for IFLA Journal:

- "Integrating diversity across the LIS curriculum: an exploratory study of instructors' perceptions and practices online", submitted by BHARAT MEHRA (School of Information Sciences, University of Tennessee, Knoxville, USA), HOPE A. OLSON (School of Information Studies, University of Wisconsin, Milwaukee, USA) and SUZANA AHMAD (School of Information Studies, University of Wisconsin, Milwaukee, USA)
- "Sustaining learning for LIS through use of a virtual world", submitted by SHEILA WEBBER (School of information: the iSchool, University of Sheffield, United Kingdom) and DIANE NAHL (Library and Information Science Program, Information and Computer Sciences Department, University of Hawaii, USA)

Another result towards international cooperation can be evidenced by the International and Comparative Librarianship Communitas (ICL) website (<http://www.lisuncg.net/icl/>): This project has been submitted by Clara Chu and was funded by an IFLA Projects 2010 grant and resources from the UNCG Department of Library and Information Studies. All the SET members are invited to submit data about international courses and supporting the translation in their mother tongue.

#### Membership and communication

The number of members of SET has remained the same as the past year, corresponding to the number of members SET had in 1999: about 180. However the typology of members has changed: students now represent about 10 % of the SET membership. The growing number of students is due to the success of the Adopt- a-Student! program.

However SET has to improve communication, also using the new SET website with the Forum and the Wiki, for stimulating an enhanced participation of members and students in the activities of the Section. In the Forum, a first discussion has been done about the impact of SET activities and publications in the different areas. Your contribution in making SET more visible in your institutions, within IFLA and outside the IFLA community, is appreciated. So, keep visiting the Section's webpage, please keep us

informed about developments in your libraries and countries, using the Blog.

During the Third International Symposium on Library and Information Science Education in the Digital Age, held in Wuhan University in October 2010 and sponsored by Wuhan University, I have had the opportunity to present SET projects and publications to dozens of Deans from China Information management Schools thanks to Prof. Chen Chuanfu, the Dean of the School of Information Management, Wuhan University.

### Contact the Section

[www.ifla.org/en/set](http://www.ifla.org/en/set)

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The SET webpage will complement the SET Newsletter, edited by Petra Hauke, which remains the first communication tool.

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### New projects and 2011 conference programs

For 2011, SET has been invited to choose one or more (up to three) from the IFLA Strategic Plan 2010-2015. In the brainstorming session held in IFLA 2010 Gothenburg, SET SC

members have planned the activities of the year aligned to the IFLA priorities (see the minutes prepared by Kerry Smith). In continuation of the SET efforts on improving international collaboration, SET has prepared a research project together with ICA SAE on the role of education in professional identity and convergence of libraries/archives/museums (LAM). The research team includes Mai Poldas together with Anna Maria Tammaro, Agnese Perrone and Clara Chu. The collaboration with ICA SAE will be extended to the planning of the Puerto Rico Open Session "Education for digital curation", together with the IFLA Section Information Technology and the Section Conservation and Preservation. The Offsite session "New internships for the new information professional in the new society" will focus on the collaboration with employers for internship and placements. The Conference Programme Planning Committee is chaired by Graham Matthews, co-chaired by Urbano Cristobal, together with Charles B. Lowry, Barbara Martin and Prof. Ghosh.



IFLA 2010, Gothenburg  
SET SC at their brainstorming session.

In 2011, Kerry Smith will coordinate the discussion about the updating of the SET Guidelines for LIS programs, according to the request received from the IFLA PC and New Zealand members for adapting to the issue of indigenous knowledge.

Thank you so much to all SC members for the excellent team working and shared responsibilities in realising all the SET activities, projects and publications.

Submitted January 2011  
by Anna Maria Tammaro, Parma, Italy.

## SET News



### Calls for Papers

Education and Training Section  
& Preservation and Conservation Section  
& Information Technology Section

*Theme:*

**"Education for digital curation"**

*Deadline for proposals:* 28 February 2011

<http://conference.ifla.org/ifla77/calls-for-papers/education-for-digital-curation>

### SET Off-site Session Puerto Rico 2011

SET is organising an off-site half-day session with the Graduate School of Information Sciences and Technologies, University of Puerto Rico, San Juan. This event represents a great opportunity for LIS educators and professionals from Latin America, the Caribbean and elsewhere in the world to meet and share knowledge and experience about current practice and issues relating to internships and placements in the new information environment. Colleagues in the region are looking to develop the existing range of internships and placements to reflect the new information society and the opportunities it affords.

*Theme:* 'Internships and placements for the new information society'

*Deadline for proposals:* 28 February 2011

Call for papers and posters will be published soon on the IFLA 2011 Call for Papers website: <http://conference.ifla.org/ifla77/calls-for-papers>

### IFLA LIS Student Paper Award 2011

Sponsored by IFLA and ekz - Services for libraries

#### Call for Submissions

*Important Deadlines!*

*Full paper submissions are due 15 April 2011*

*Notifications will be made by 1 May 2011*

<http://www.ifla.org/en/news/ifla-lis-student-award-2011>

*SET project, submitted to IFLA PC, December, 2010:*

### Library, information and archive education for professional identity

By Anna Maria Tammaro

#### Introduction

Cooperation between IFLA Education and Training Section (SET) and ICA Section for Archival Education and Training (SAE) has taken the form of a number of conferences in various countries and at various times. A joint meeting in April 1986 with FID and ICA about education for preservation and conservation for information professionals resulted in 9 proposals to improve teaching in this field. The cooperation culminated in 1987, during the London "International Colloquium on the Education and Training of Library, Archive, Information Personnel: moves towards harmonization". Ten areas of harmonization of education were evidenced including (1) the notion of information; (2) information policies; (3) systems analysis; (4) administration and management; (5) user studies; (6) documentary analysis; (7) exploitation of information sources; (8) conservation; (9) technology; and (10) research methods. A first cooperative project which examined the common teaching of management was successfully concluded with the publication of "Guidelines for Teaching Management in Information professionals", first published in IFLA Journal in 1993 by Miriam Tees (Canada).

"Library, information and archives education for professional identity" is a new cooperative project between IFLA SET and ICA SAE, which has been submitted for approval to the Associations. The intention of the new project is not to reopen old debates but to concentrate on professional identities in the new digital framework. The project grew out starting from the ICA Conference "Imagining the 21<sup>st</sup> Century Archivist: New Strategies for Education and Training" in Malta in November 2009, with IFLA SET invited to participate. The discussion continued during the IFLA SET Satellite in Boras in 2010, together with ALISE



and EUCLID, where the Chair of ICA SAE Section Prof. Geir Magnus Walderhaug has been invited by IFLA SET.

In many educational institutions LIS and Archival programs with different traditions exist within the same schools, e. g. Archives, Library and Digital curation. How does this affect the dialogue between professionals? In the first discussions held, IFLA SET and ICA SAE found it was difficult to find information on how the question of professional identity was taught within the courses and programs and also how educators cooperate and/or relate to professional organisations or other bodies which represent the profession.



Federica Marangio and Geir Magnus Walderhaug at Boras. © Anna Maria Tamaro.

### Goals and objectives

The project aims to raising the awareness of the breadth and variety of approaches in the educational sector and the awareness of the relations between archival and library programs on investigating a conceptual framework, developed from existing programs, with regards to presentation and understanding of professional identity.

The one year project wants to achieve the following objectives:

- 1) The first objective is to start a glossary with the main themes extracted from the literature. We want to understand different concepts and values hidden in a limited number of common used words.
- 2) The second objective is a report on knowledge, skills, values and language expected in the professional education that shapes the identity of LIS and ICA professionals.

### Methodology

The methodology planned includes:

- perform a literature survey on professional identity theory as applied to the programs discussed;
- an electronic document exchange on the results of this first activities;

- electronic discussion on how to utilise the literature study on our professions;
- new presentation of documents;
- develop a survey on how professional identity is taught in the programs;
- analyse the results;
- distribute report to project and its reference points.

In the first phase, the team wants to focus on concepts like Information Management, Information Science, Digital Curation – and other discovered along the way – and how they relate to the already accepted meanings and where do these concepts fit into the existing professions. The project wants to establish a common language for discussing similarities and differences between archives, records management, information management, library/information studies. In this phase, the project team will work toward the production of a lexicon or glossary database to standardize terminology for library science, information science, and archival studies.

In the second phase, we will develop a survey on existing programs and newer programs as Digital curation and experiment a common methodology of working together on these issues. Research questions will be: How LIS programs are together with Archive subjects? Or: How Archive programs are in ICT department or together with History or LIS programs? The programs location in the departmental structure of the Higher Education institutions is important to identify how cultural differences influence programs. We want to develop a joint IFLA/ICA approach to survey LIS and archival education programs, discuss a methodology draft which is reliable and gives consensus, putting together the already existing resources on education in ICA and IFLA. We will try to deliver some recommendations. The final report must be available by the beginning of July 2011.

This project which is due to be approved, will allow IFLA SET and ICA SAE to improve the way of collaborating, producing at the end some concrete results.

### IFLA E-Learning Special Interest Group

Report for 2010

The present report serves to update the report submitted by the E-Learning SIG in November 2009. In essence, the SIG has not changed over the past year, so information about the Scope, Historical background and Administration remains current. For contextualisation, this information is presented

in the current report, with updated details where appropriate.

### Scope

E-learning is a significant feature of education and training for librarianship and information science. Intranets are being used to support 'regular' students on and off campus, while the Web is becoming an increasingly common medium for supporting distance learning. The Internet currently provides distance learning opportunities ranging from short 'refresher' courses and introductions to new aspects of professional practice, programmes that lead to both initial and advanced qualifications in the field.

E-learning also impacts library services in terms of their provision of learning resources and information literacy and reference services to support communities of users that are increasingly networked, creating increasing pressure for electronic services.

The E-Learning SIG seeks to provide a timely forum for discussion of opportunities and issues related to the provision of E-learning for libraries and librarians.

The E-Learning SIG has been established with the explicit goals of promoting IFLA's values, professional priorities and strategic plans, specifically the professional priorities:

- c) Promoting literacy, reading and lifelong learning
- h) Developing library professionals
- i) Promoting standards, guidelines and best practices

The activities of the SIG are considered appropriate to the terms of reference of Section for Education and Training (SET), as the sponsoring section.

### Historical background

The E-Learning SIG was formally established on 1 December 2008, having operated as the E-Learning Discussion Group from 2004-2008. Successful meetings have been recorded for:

2004	Buenos Aires	Perspectives on how e-learning is contributing to continuing professional education and development for LIS
2005	Oslo	Making e-learning work
2007	Durban	E-learning - in search of collaboration and quality
2008	Québec	Putting the learner into E-learning
2009	Milan	Lifelong E-learning and libraries

The E-Learning SIG is currently sponsored by the Section for Education and Training, with support from the Section for Continuing Professional Development and Workplace Learning.

### Administration

The E-Learning SIG operates principally as a group that meets at the annual IFLA World Library and Information Congress. The SIG runs an open e-list (Elearn) which enables communication about E-learning issues in general and forthcoming meetings in particular.

The current convenor of the E-Learning SIG (2010-2011) is Dr Gillian Hallam (Australia). Gillian serves as Information Officer with the Standing Committee for the Section for Education and Training (2007-2011) and has attended all SET SC meetings during her term of office. Gillian is a Director of the Board of the Australian Library and Information Association, which is an institutional member of IFLA. She is currently Adjunct Professor with Queensland University of Technology and has recently been invited to serve as Core Trainer in the IFLA Building Strong Library Associations (BSLA) program.

Gillian's role commenced in 2008, as convenor of the E-Learning Discussion Group, which became, as noted, the E-Learning SIG in December 2008. She coordinated the Open Session for the WLIC in Gothenburg, August 2010.

### Open Session: WLIC Gothenburg 2010

The theme of the Open Session in Milan was Lifelong E-learning and libraries. The call for papers attracted 12 abstracts for the 2 hour meeting. The panel of reviewers considered the quality of the abstracts and selected 4 papers to be presented. One presenter withdrew from the program.

- The secret diary of Adrian Librarian MOLE. The value of using e-journals to reflect on learning and professional development in the area of management skills development for LIS students. BARBARA SEN (Department of Information Studies, University of Sheffield, Sheffield, United Kingdom)
- Students on placement: building their e-portfolio from practical experience. PRIMOZ JUZNIC (Department of Library and Information Science and Book Studies, Faculty of Arts, University of Ljubljana, Ljubljana, Slovenia) and BOB PYMM (School of Information Studies, Charles Sturt University, Wagga Wagga, NSW, Australia)
- ePortfolios a plan for success: Australian new graduate experiences. CORRINNE HILLS

(DRUG ARM Australasia Library, Brisbane, Qld, Australia), REBECCA RANDLE and JOANNE BEAZLEY (Logan City Council Libraries, Logan, Qld, Australia)

The Open Session was open to all WLIC registrants, with ca 250 people attending the meeting.

### Plans for Open Session: IFLA 2011

The E-Learning SIG is planning a brainstorming meeting for the WLIC in San Juan, August 2011. The theme of the brainstorming meeting is: How can the IFLA E-Learning SIG support integration, innovation and information in professional learning? It is felt that it is timely to hold an open discussion on the role of the SIG, in order to raise awareness about the SIG, to encourage more people to get involved in the SIG and to consider future directions for the SIG. The session is therefore proposed as an interactive brainstorming session. The anticipated outcome from the session would be an action plan for the E-Learning SIG for the next 2-3 years, with a more engaged group of committee members.

### Project proposal

The E-Learning SIG has submitted a project proposal for 2011-2012 to develop the IFLA Directory of E-Learning Programs. This project aims to create a global guide to web-based and online LIS programs, including formal academic programs, elective subjects and continuing professional development offerings. Individual entries in the Directory will detail the institutions offering the learning programs, the courses available via E-learning and links to the relevant websites. The Directory itself will be available online so that it can be easily updated, ensuring the currency and accuracy of the entries. The project will involve regional representatives, as well as LIS students and new graduates. It also aims to build on and add value to current IFLA projects or activities, such as include the World Guide to Library, Archive and Information Science Education [<http://www.ifla.org/en/publications/world-guide-to-library-archive-and-information-science-education>], the World Report project [<http://www.ifla-world-report.org/>] and the SET project International and Comparative Librarianship *Communitas* [<http://www.lisuncg.net/icl/>].

Submitted 14<sup>th</sup> November, 2010 by  
Gillian Hallam, Convenor, IFLA E-Learning SIG  
E-Mail: [g.hallam@qut.edu.au](mailto:g.hallam@qut.edu.au)

## IFLA Proposal for New Project 2011

### PROJECT DESCRIPTION

#### IFLA Directory of E-Learning Programs

In 2007 IFLA published the 3<sup>rd</sup> edition of the World Guide to Library, Archive and Information Science Education. This text, which is available in print and as a E-book Plus (ie e-book with embedded links) serves as a resource to list the education institutions worldwide where LIS education and training programs are carried out at a tertiary level of education.

In recent years there has been a growing interest in E-Learning programs, both for formal education and for continuing professional development (CPD). It is becoming increasingly common for universities and colleges to offer their programs online and for training providers, including professional associations, to offer learning activities via the web. Library and information professionals are keen to identify relevant training programs offered online, not only in their own country, but internationally. However, while the field of LIS education and training has become truly global, information on the different programs is extremely diffuse.

The IFLA Directory of E-Learning Programs will be a global guide to web-based and online LIS programs, including formal academic programs, elective subjects and continuing professional development offerings. Individual entries in the Directory will detail the institutions offering the learning programs, the courses available via E-learning and links to the relevant websites. The Directory itself will be available online so that it can be easily updated, ensuring the currency and accuracy of the entries.

It should be noted that Alice Keller, Editorial Director of the LIS discipline for publishers De Gruyter Saur, has confirmed that the dataset of the World Guide to Library, Archive and Information Science Education can be extracted and added to/repurposed as required. This dataset can be used as a building block for the new resource as it already lists the institutions offering formal academic programs, and can be extended to provide details of principal training providers.

Gillian Hallam, Convenor of the E-Learning SIG and member of the SET Standing Committee, will act as Project Leader to provide overall coordination for the project. Gillian will be supported by a Research Assistant. The Project Team will include representatives from each continent who, as Regional Editors, will be responsible for

coordinating the data collection in their geographical area:

Europe:	Anna Maria Tamaro, Italy
Africa:	Theo Bothma, South Africa
North America:	Pat Oylar, USA
South America:	tbc
Asia:	tbc
Australasia/Oceania:	Gillian Hallam, Australia

The Regional Editors will be encouraged to recruit interested people who can submit details of relevant programs. In addition, LIS students and/or new graduates will be invited to be research assistants to help with the data collection activities in order to extend the reach of the project into the individual countries in each geographical area.

The proposed project is directly related to both the SET and CPDWL Strategic Plans, as articulated by the three of the SET Goals [<http://archive.ifla.org/VII/s23/annual/sp23-08.htm>] and two of the CPDWL Goals [<http://www.ifla.org/files/cpdwl/strategic-plan/2010.pdf>]

#### SET Goals

- Foster international cooperation and interchange of experience amongst educators and practitioners providing foundation and continuing library and information science education programs.
- Maintain a current directory of world-wide LIS educational programs, including continuing education and national LIS standards.
- Disseminate information on innovative curriculum development and creative teaching methodologies and materials.

#### CPDWL Goals

- Identify, encourage and promote continuing professional development programmes internationally for library and information personnel.
- Provide opportunities for library and information services personnel worldwide to share information and develop skills that will assist them both in their own professional development and in their efforts to improve continuing education and workplace learning for their colleagues.

The proposed project is directly related to and builds on earlier work undertaken by the two IFLA Sections in the area of quality guidelines for LIS education and CPD:

- Guidelines for Professional Library / Information Educational Programs
- International Guidelines for Equivalency and Reciprocity of Qualifications for LIS Professionals

- Continuing Professional Development: Principles and Best Practices.

#### Goals and Objectives

1. To develop a directory of E-Learning programs that is accessible to the LIS community world- wide.
2. To establish a set of best practice guidelines for E-Learning programs.
3. To strengthen the roles played by the IFLA sections and SIGs and to encourage collaboration between members.
4. To extend and add value to relevant IFLA project work.
5. To encourage collaboration between LIS educators and training providers in the design and delivery of relevant courses and programs.
6. To raise the awareness of LIS professional associations and their members about the opportunities for career-long learning and development.

#### Methodology

A critical first phase of the project will involve discussions with key stakeholders, including staff at IFLA and De Gruyter Saur, to develop the scope of the project, in particular to build on and add value to current IFLA projects or activities. Areas of opportunity might include the World Guide to Library, Archive and Information Science Education, the World Report project [<http://www.ifla-world-report.org/>] and the SET project International and Comparative Librarianship Communities [<http://www.lisuncg.net/icl/>], and programs that are aligned with the Building Strong Library Associations (BSLA) program [<http://www.ifla.org/en/about-bsla>]. The initial phase will allow the Project Team, in collaboration with IFLA staff, to establish the precise objectives for the research activities and to develop the criteria for inclusion in the directory.

A further important dimension of the project will involve an environmental scan to identify existing quality or best practice guidelines for online LIS programs. A model set of guidelines can be developed and utilised as a quality assurance mechanism for inclusion in the database. As it matures, the project has the potential to reduce duplication and encourage collaboration between educators and trainers across the world, as well as to increase the number of enrolments in LIS development programs.

The project comprises six key activities, as outlined in Table 1.



Table 1: Project activities and timelines

Project activities	Timelines
1. Project scoping	01/2011 - 03/2011
2. Identification of best practice guidelines	03/2011 - 06/2011
3. Design and development of database	06/2011 - 08/2011
4. Data collection and population of the database	08/2011 - 04/2012
5. Authoring and copy-editing of respondent reports	04/2012 - 07/2012
6. Development of strategies for updating the resource	07/2012 - 09/2012

Specific objectives and milestones for the individual stages of the project will be drafted during the project scoping phase.

#### Deliverables

The project will involve six deliverables, which are outlined in Table 2.

Table 2: Project deliverables

Deliverable	Date
1. Full Project Proposal to present the scope and format of the directory	31 March 2011
2. Set of Model Best Practice Guidelines	31 July 2011
3. Interim Project Report	31 October 2011
4. Directory of E-Learning Programs	31 July 2012
5. Final Project Report	31 October 2012
6. Formal launch	August 2013 (IFLA WLIC)

#### Anticipated Beneficiaries and Stakeholders

1. Library associations
2. LIS educators
3. LIS training providers
4. LIS professionals
5. LIS students.

#### Expected Outcomes and Results

The expected outcomes from the project will include:

1. An understanding of best practice in online LIS programs

2. An online resource that can be accessed by the world-wide LIS community
3. Increased awareness of the availability of online education and training opportunities in the LIS sector
4. Increased awareness amongst LIS educators and trainers of the role played by IFLA in the global LIS community
5. Meaningful collaboration between members of SET, CPDWL and the E-Learning SIG, and also LIS students and new graduates
6. Increased profile for the E-Learning SIG.

The project will be subjected to both formative and summative evaluation processes:

Formative evaluation of engagement with stakeholders; achievement of project milestones; review of communication; team functioning; pilot stages; data quality.

Summative evaluation: achievement of project objectives; appraisal of project management processes; development of strategies to ensure sustainability of the project's work; identification of lessons learned to inform future stages of the project and/or new projects.

#### Dissemination of Results

A 2.5 year program is proposed (early 2011 to mid 2013). The SET newsletter will publish regular updates on progress, including profiles of the regional representatives and potentially profiles of some of the online education and training providers. An interim report on the project will be submitted at the end of 2011. A formal launch of the resource will be planned for the IFLA WLIC in 2013. The completed resource will be publicised via the IFLA website, IFLA-L e-list and international LIS networks. Articles will be submitted to IFLA Journal and relevant publications and conference papers submitted to LIS professional forums.

#### Contribution to IFLA Priorities

The proposed project supports the following IFLA Professional Priorities:

- f. Promoting Resource Sharing
- h. Developing Library Professionals
- i. Promoting Standards, Guidelines, and Best Practices.

#### Plan of Follow-Up Action

The project team will develop strategies to ensure that the resource can be updated regularly to ensure that it provides access to current and relevant information, with oversight

provided by SET, CPDWL and/or the E-Learning SIG.

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### 77th IFLA General Conference & Council, San Juan, Puerto Rico, 13-18 August 2011

IFLA E-learning Special Interest Group (SIG) – Open Session

#### How can the IFLA E-Learning SIG support integration, innovation and information in professional learning?

You are invited to attend an open meeting to discuss the role of the IFLA E-Learning SIG.

- Does your organisation currently offer education and/or training online?
- Does your library provide access to digital resources to support learning and teaching?
- Are you already studying online?
- Have you undertaken some professional development activities on the web? Would you like to know more about the role of E-Learning in LIS education and training?

If so, don't miss this Open Session - the E-Learning SIG needs you!

Over the past few years, E-Learning has become increasingly common as a platform or tool for LIS course design and delivery. Virtual learning environments are found in academic programs, with courses offered either fully or partially online. In the CPD arena, we are seeing far more webinars and online learning activities.

The E-Learning SIG was established in 2008, having operated for 4 years as the E-Learning Discussion Group. Two Sections – the Section for Education and Training (SET) and the Section for Continuing Professional Development and Workplace Learning (CPDWL) – have been directly involved in the SIG. In 2009 and 2010, the E-Learning SIG held successful open sessions at the WLIC.

It is time for an open discussion on the role of the IFLA E-Learning SIG, in order to raise awareness about the SIG, to encourage more people to get involved in the SIG and to consider future directions for the SIG. This Open Session will therefore be an interactive brainstorming session. The anticipated outcome from the session will be an action plan for the E-Learning SIG for the next 2-3 years, with a more engaged group of committee members.

Details of the Session time and venue will be confirmed soon. For further information, contact: Dr Gillian Hallam, Convenor, IFLA E-Learning SIG, Email: [g.hallam@qut.edu.au](mailto:g.hallam@qut.edu.au)

## Who's Who: SET SC Member Profiles



### Graham Matthews

Professor,  
 Department of Information  
 Science  
 Loughborough University  
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 Email: [g.matthews@lboro.ac.uk](mailto:g.matthews@lboro.ac.uk)

Graham Matthews is Professor of Information Management and Head, Department of Information Science, Loughborough University, England. He was previously Professor of Information and Library Management, Liverpool John Moores University, and Professor of Information and Library Management, University of Central England in Birmingham (now Birmingham City University). Before moving into academia he worked in various roles in public and academic libraries. Following his first degree in Russian Studies at

the University of Nottingham, he returned to his home city of Liverpool to undertake a postgraduate course in librarianship. He has a PhD in preservation management in libraries and has led or been involved in several major research projects on different aspects of this topic on which he has written and presented widely. He is Chair of the Chartered Institute of Library and Information Professionals Preservation and Conservation Alliance and has served on other national preservation committees. He was a member of the (national) Research Assessment Exercise 2008 Sub-panel 37, Library and Information Management.

He has a particular research interest in disaster management / emergency planning. His publications in this area include: Matthews, G. and Eden, P. (1996) Disaster management in British libraries: report and guidelines (British Library Research and Innovation Report 109), London: British Library Research and

Development Department; Matthews, G., and Feather, J.(eds.) (2003) *Disaster management for libraries and archives*, Aldershot: Ashgate; and Matthews, G., Smith, Y. and Knowles, G. (2009) *Disaster management in archives, libraries and museums*, Farnham: Ashgate, which is based on an Arts and Humanities Research Council funded project, 'Safeguarding heritage at risk: disaster management in United Kingdom archives, libraries and museums', which he led. He was particularly pleased to be invited as a keynote speaker by the IFLA Asia and Oceania Section to present findings of international aspects of this project at the 73rd IFLA conference in Durban (see Matthews, G. (2007) *Disaster management in the cultural heritage sector: a perspective of international activity from the United Kingdom: lessons and messages*, Information Providers Coping with Disaster in Asia and Oceania, Asia and Oceania Section, World Library and Information Congress, 73rd IFLA Conference and Council, Durban, South Africa, August 2007 (<http://archive.ifla.org/IV/ifla73/papers/140-Matthews-en.pdf>).

His main teaching now includes management of information and library services, preservation management, research methods, and introducing the 'information society' to first year undergraduates. He is a member of the editorial boards of *New Library World* and *New Review of Academic Librarianship*. He has travelled widely outside the UK, with recent visits to China and India.

Loughborough University is located in the middle of England, close to East Midlands Airport and only 90 minutes by train from London. The University occupies one of the largest, self-contained, campuses in the United Kingdom – helping to ensure a safe, green and friendly environment. Loughborough is a market town; the nearby cities of Nottingham (15 miles) and Leicester (12 miles) are larger and more cosmopolitan and are easily reached by road or rail.

In the 2011 *Guardian University Guide*, Loughborough was ranked 9th out of 118 institutions, while in the *Times Good University Guide* for 2011 the University ranked 16th - cementing its status as one of the country's pre-eminent universities. For the past four years, 2006-2009, Loughborough has been voted the UK's 'Best Student Experience' in the prestigious *Times Higher Education Awards*. The National Student Survey provides students with the opportunity to voice their opinions on their higher education student experiences. In the survey, 89% of students said they were satisfied with the quality of their course compared with a national average of 82 %.

The Department of Information Science (<http://www.lboro.ac.uk/departments/dis/>) is an active and highly regarded Department, which, since its creation in 1972, has established a national and international reputation in its field. The Department is equipped with teaching and office space as well as laboratories for computer-based research and teaching. The Department of Information Science has been ranked as the top department for studying Librarianship and Information Management in this year's *Times Good University Guide*, reinforcing its position as one of the country's leading departments. The *Times Good University Guide*, published in June 2010, is based upon a number of measures of quality including student satisfaction, research quality, entry standards and graduate prospects.

There are currently 21 academic staff in the Department, of whom five are Professors, and one is a Reader. A number of external professors, lecturers and contract research staff play a full part in research and teaching activities in the Department. A team of support staff and laboratory assistants complete the Department's staff complement. The Department regularly attracts academic visitors from around the world. Recent visitors, for example, have come from: Bangladesh, Brazil, China, Germany, Malawi, Norway and Spain. Staff from the Department frequently visit academics and practitioners elsewhere in the world. For example in the last couple of months colleagues have visited Botswana, Ireland, Kuwait and the US.

The Department provides programmes for an intake of approximately 110 undergraduate students each year and 70 postgraduate students. In addition, about 40 students (international and UK/EU) are currently undertaking full or part-time PhD research in the Department.

The Department contributes to many areas of research in information science and 85% of its research was rated as of international standard in the 2008 *Research Assessment Exercise*. Research interests range from the use of Web 2.0 technologies and effective use of e-mail through to scholarly publishing models, social networking analysis, the management of information and library services, to legal and economic issues related to the digital library. Research funding has been attracted from a variety of bodies, both national and international. (See <http://www.lboro.ac.uk/departments/dis/research/research.html> for more information.) LISU (<http://www.lboro.ac.uk/departments/dis/lisu/>) is a national research and information centre and is part of the Department, and involved in many aspects of its work. The Department

plays an active role in the University's Research School of Informatics (<http://www.lboro.ac.uk/schools/informatics/>).

The Department offers the following undergraduate programmes: BSc Information Management and Computing, BSc Information Management and Business Studies, BSc Web Development and Web Design and BA Publishing with English; and, postgraduate programmes: MA/MSc Information and Library Management, MSc Information and Knowledge Management, MSc Information and Business Technology, and research degrees (MPhil / PhD). All undergraduate students have the opportunity to undertake a one year placement in a range of information environments including business and industry. Our

programmes attract students from all over the world as well. Graduates go into a range of jobs, building careers in challenging and dynamic environments, in the public and private sector, across a variety of large and small organisations.

See the Department's Facebook page at: <http://www.facebook.com/pages/Loughborough-United-Kingdom/Department-of-Information-Science-Loughborough-University/18991418239>

**Next issue invited SET SC Members:**

Petra Hauke, Berlin, Germany  
Mai Põldaas, Viljandi, Estonia

## Library & Information Science – Education & Training Worldwide

### ICL Communitas: A Web Resource for Teaching and Learning – International and Comparative Librarianship Through International Collaboration



By Clara M. Chu, SC member IFLA Education & Training Section

The IFLA Education and Training Section (SET) launched the website International and Comparative Librarianship Communitas (ICL) <http://www.ifla.org/en/set/projects/icl> at the IFLA 2010 conference in Gothenburg. This web resource, funded by an IFLA Projects 2010 grant and resources from the UNCG Department of Library and Information Studies <http://www.uncg.edu/lis/>, brings together an international multilingual community interested in the education and research on international and comparative librarianship (icl). ICL facilitates communication and resource sharing among educators, librarians, researchers, students and others interested in teaching and learning about international and comparative librarianship through the use of social media and information management tools (forum, wiki, databases, calendar, blogs, etc.) that support the international exchange of icl ideas, opportunities, practice, scholarship and knowledge. The website content is available in all languages that can be translated by the Google Translator application.

ICL addresses the vital need for a resource guide for teaching and learning about

international and comparative librarianship from a truly international perspective. Although a few new books have recently been published, these and past works often have a Western perspective, and the comparative aspect has not been rigorous, tending to be more descriptive accounts, often from a visitor's (i.e., non-local) perspective. Clara M. Chu, IFLA SET Member, is coordinating and editing ICL with the help of a research assistant and of volunteer editors. Its development is guided by the following principles: Collaboration, Multilingualism, Access, Adaptability, Authenticity and Authority.

As well, ICL:

- addresses IFLA's Professional Priorities: A: Supporting the Role of Libraries in Society, H: Developing Library Professionals, I: Promoting Standards, Guidelines, and Best Practices, F: Promotes Resource Sharing, and
- supports IFLA Pillars: members, profession.

ICL is organized into five core areas:

*Core area 1:* News and blogging. News and other information appear on the main page and are drawn from the IFLA-L list and the latest blog entries of ICL members who are either blogging within ICL or an external blog and whose content is federated to ICL.

*Core area 2:* Educational Resources – to facilitate the sharing of ideas, opportunities, practice, scholarship and knowledge with a worldwide audience.

a) ICL Classes Database - a list of all ICL Classes on the website contributed by members. All ICL instructors are invited to share their syllabi with other members to foster a global perspective on international and comparative librarianship.

b) Syllabus Wiki - a community-driven approach to developing a model course in international and comparative librarianship. Only the best materials and resources should go in the syllabus wiki.

c) Bibliography - a comprehensive list of ICL resources that all members are invited to add materials to and is searchable.

d) Research page - a list of member-submitted research that is either ongoing or completed.

e) Study Opportunities – a list of educational opportunities on international and comparative librarianship. These may include degree programs, certificate programs, scholarships, or even just a summer class. However, study opportunities should predominantly be longer than a weekend workshop on ICL. Events, conferences and workshops should be added to Events and listed on the Events Calendar or fuller details can be provided through a blog entry.

*Core area 3:* Events Calendar. Events listed in a calendar format as well as a searchable database of events.

*Core area 4:* Forums. Ideas can be discussed on the Forums page.

*Core area 5:* Members Search. Although most information is accessible without subscribing, members can search for other members, and contribute and share content. The Member Search feature is accessible by logging in, and allow searches of all members, faculty members or those willing to serve as guest lecturers in person or virtually. Currently, there are members from 13 countries, including Australia, Benin, Canada, Estonia, Germany, Ireland, Italy, Japan, New Zealand, Slovenia, United Kingdom, United States, and Zambia.

ICL set out with three objectives which have been achieved in the following manner:

- O1: To develop an education and research web resource from local voices/expertise to ensure authentic perspectives.

ICL is uniquely open and international, taking advantage of local experts from around the world to speak in their own voices about librarianship through sharing content on the ICL or making themselves available as guest lectures. If a user has internet access, distance is no longer a barrier.

- O2: To include information in multiple languages in order to ensure the availability of materials in vernacular languages.

By incorporating the Google Translator application the information on ICL can be instantaneously translated into the languages available. Critical information that requires accurate translation will be available translated. Materials in all languages are encouraged as the key is to access content as it is currently available.

- O3: To use technology to make the resource guide widely accessible, and to facilitate contributions and updating worldwide.

Drupal, an open access software, is used to create the website, and social media allows ease of participation and collaboration as well as the development of a community.

### Future Developments

ICL's future is in the hands of IFLA SET members and its subscribers so participation, contributions and promotion of this resource are highly welcome and encouraged. In order to ensure worldwide coverage, access and participation, ICL is counting on the assistance of regional coordinators. We have a coordinator for Africa, Vianou François Godonou, and one for Europe, Anna Maria Tamaro. ICL is looking for volunteer regional editors to cover other regions. The responsibilities of a regional editor are as follows:

- Once a month: Create a discussion thread in the forums and/or post an entry to your blog.
- Look for ICL instructors in your area and request their syllabus.
- In your region, look for ICL resources (all languages welcome) and add these resources to the Syllabus Wiki.



- Translate the About ICL, Dr. Clara Chu, IFLA SET, and the Information for Regional Editors pages into other languages you know.
- Add local ICL events to the calendar.
- Encourage local participation in the ICL Communitas!

Editors will have their names listed on the About ICL page.

In addition to keeping the website current and promoting, future developments include but are not limited to members working on developing a model syllabus (descriptive framework) of topics to cover which may be

adapted to a shorter workshop or a semester-long course, members collaborating on research, development of a database of language experts to serve as translators, and promoting activities (e.g., conference, workshop, publications, research, translations of materials, etc.) to advance icl education and research.

Submitted by  
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The University of North Carolina at Greensboro  
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## The iSchool Organization and Mission

By Michael Seadle, Berlin, Germany

A group of highly ranked schools of library and information science came together to create the iSchool organization in 2005. The goals were interdisciplinary and embraced both traditional library school and traditional computer science topics. The mix was important. Pure library schools and pure computer science departments remained outside the iSchool sphere. Over the next five years the iSchool organization developed a more explicit structure with membership in the governing iSchool Caucus limited to 25 schools. Criteria for membership in this Caucus included a strong research program with over \$1,000,000 per year in external funding for at least three years, a recognized doctoral program, a significant degree of financial independence, and election to the group by other members.

The criteria for broader iSchool membership are less stringent than for the iCaucus: a doctoral program and a strong research emphasis remains essential but without an explicit dollar amount. The requirement for financial independence is also more flexible, especially for members outside of North America where governance structures may not fit the US model. Institutions seeking membership should contact the head of the iSchool organization, Harry Bruce, at the University of Washington, or the chair of the Membership Committee, Michael Seadle, at Humboldt-Universität zu Berlin.

The iSchools have a regular conference, generally in February. Past conferences took place at the University of Michigan (2006), the University of California Los Angeles (2008), University of North Carolina Chapel Hill (2009),

University of Illinois Urbana-Champaign (2010). The next conferences will take place at the University of Washington (2011), the University of Toronto (2012), the University of North Texas (2013) and Humboldt-Universität zu Berlin (2014). The conferences offer an opportunity for researchers at these elite institutions to interact intellectually and to get to know each other more personally. Competition for opportunities to present research at formal sessions is intense. Doctoral students may attend special sessions focused on their needs and interests, as may assistant professors. The conference is also an opportunity for the heads of the iSchools to meet to discuss common interests. In the past these have often been US-centric, but significant internationalization has changed the focus in recent years.

The iSchool group currently has 28 members, of which 7 (25%) are from outside the US and 6 from outside North America. The iCaucus leadership has long wanted more international participation and initially approached well-known European and Asian institutions on the principle that the research goals and criteria are essentially the same world-wide. The goal in expansion is to keep the same high research standards while benefiting from a diversity of approaches and ideas.

The iSchools recently adopted the following vision statement:

*The iSchool Caucus seeks to maximize the visibility and influence of its member schools, and their interdisciplinary approaches to harnessing the power of information and technology, and maximizing*

*the potential of humans. We envision a future in which the iSchool Movement has spread around the world, and the information field is widely recognized for creating innovative systems and designing information solutions that benefit individuals, organizations, and society. iSchool graduates will fill the personnel and leadership needs of organizations of all types and sizes; and our areas of research and inquiry will attract strong support and have profound impacts on society and on the formulation of policy from local to international levels. [Draft statement in private correspondence]*

Goals to carry out this vision are currently under discussion. These include shaping the information field and making its role and significance clear to others, as well as supporting research and doctoral initiatives and offering mutual support and information to each other. iSchools and the iSchool organization are new and the directions and

priorities are still developing. Nonetheless individual members have long played a leading role in both library and computer science and the expectation is, that they will continue to do so.

For more information, see the iSchool website: <http://www.ischools.org/site/>



© Foto: courtesy of Andrea McVittie

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## IFLA News

### Adopt a Student! Program

It is with great sadness and regret that IFLA Education & Training Section has to communicate the passing away of one of our very first patrons and friends of the "Adopt a Student!" initiative: **Bob McKee**. We lost a wonderful colleague and warmhearted, special friend to the young LIS generation. We extend our deepest sympathies to Bob's family and friends, to his colleagues at IFLA and to all those who had the privilege of working with him. He will be sorely missed.

The Adopt a Student! program is running successfully since August 2009. There are now 73 registered sponsorships, organizations and companies, but mostly private. 55 LIS students from all over the world became IFLA student members during the last year.

Nicole and Shaked sent us a short report on their experiences with the program:

#### **Nicole Stroud from Batesville, AR, USA:**

My relationship with my mentor, Dr. Christie Koontz, has resulted in many firsts! During the past year I had the opportunity to help edit a book, I wrote my first grant, and I was fortunate to be selected to participate in an Institute of

Museum and Library Services (IMLS) funded project.

Dr. Koontz's invitation to assist her in editing the second edition of the IFLA Public Library Service Guidelines was a wonderful learning experience, in which I discovered examples of public library service around the world. Did you know mobile library services in Chile include book boats, backpacks and bicycles? And that in Ethiopia donkeys "power" bookmobiles? Through this project, I experienced international collaboration, learned about indexing, and was able to share my knowledge about digital libraries. What an enjoyable introduction to IFLA!

After beginning work as the director of a literacy council in the rural southern part of the United States, I had to quickly learn about grant-writing. Dr. Koontz guided me through the process, explaining unfamiliar concepts, and offering advice and ideas.

Because of Dr. Koontz's encouragement, I recently applied and was accepted to participate in an IMLS funded program, "Discovering Librarianship," coordinated by the American Library Association. Through this program I will work to recruit ethnically diverse

individuals to the library profession in the United States.



Adopted LIS student Nicole with her Sponsor Dr. Christie Koontz.

Thanks to IFLA and Dr. Koontz, my first year after graduating with a library and information science degree has been very lively and educational. And like many young professionals, I am identifying and prioritizing funds for travel and conferences. IFLA, due to this Adopt a Student Program is high on my list!

For further information please contact Nicole at [nicole@factsalive.com](mailto:nicole@factsalive.com)

### Shaked Spier from Berlin, Germany

My first IFLA. Shaked Spier, Germany.

This summer I had the pleasure of attending the IFLA annual conference.

As a participant in the "Adopt a Student!" program, I presented a poster describing the program during the poster session, presented the program on the newcomer session and met my mentor, Christel Mahnke from Goethe-Institute in Jakarta. The IFLA conference was mine and Christel's second meeting, the first being on the German Bibliothekartag in Leipzig in March. On both occasions we had a chance for a very interesting professional and personal exchange (or networking, as it is often referred to in the conference).

The yearly IFLA convention encompassed three major themes for me. First, were the poster and the presentation of the "Adopt a Student!" program, which were a wonderful

opportunity for me to network with professionals as well as with students from around the globe. As a student who enjoys a very fruitful mentorship courtesy of the program, I had not just the chance to share my experiences but also to demonstrate the program's benefits "live". After all, it doesn't happen every day that a student and a first-timer on IFLA is presenting a poster, talking on a session in front of 700 people (Newcomers session) and participating in standing committee meetings. I was especially glad to see university lecturers from around the world take the info-material to distribute among their students, and at the same time, register themselves as a mentor in the program.



Shaked informing Newcomers about the Adopt a Student! Program.

Second, were the activities of the Knowledge Management Section, in which Christel and I are members. Apart from the interesting sessions of the KM section (as well as the joint ones), I also attended the standing committee meetings as well and dinner, in which I witnessed some live IFLA dynamics. I learned a lot about IFLA, how the institution is built, how it works behind the scenes, what the sections actually do, and inevitably, some of the inside politics. I can't say that I now know everything about IFLA, but I will admit that I am eager to learn more. More about my insights and experiences with the KM-Section are available in the coming edition of the KM-Section newsletter.

Furthermore, I believe that this is one of the biggest advantages of having a mentor in IFLA (but certainly not the only one). Of course, not all mentors are standing committee members, but the "ultimate IFLA experience" is also a subjective issue and the program's strength is in bringing students and professionals with shared interests together, so that the exchange between them will be productive and interesting for both sides. It is not a one direction (professional -> student) sharing, but an exchange, from which the professional has just as much to gain.





Shaked presenting the "Adopt a Student!" program at IFLA's Postersession 2010 in Gothenborg, with his Sponsor Christel Mahnke.

Third, was my participation in the different discussions and sessions of FAIFE. Next to knowledge management, the different social issues surrounding information (freedom of

expression for example) are my passion and interest. I discuss them widely on my blog Drawer2.0 and take part in public debates regarding censorship, freedom of expression, etc. The connection with FAIFE and some of its members has proven itself to be a fruitful one as well, as I currently take part on the FAIFE Media Plan and Newsletter.

I think I have heard the word "networking" during the conference week just as often as the word "library", and probably not without reason. Because all in all, I haven't encountered just an interesting professional community, but a warm and welcoming group of people. People who enjoy socializing and discussing issues other than... libraries. The stack of business-cards on my desk and the number of new Facebook-friendships are proof that IFLA may connect us professionally, but one can gain there some good friends too.

For further information please contact Shaked at [spier.sh@gmail.com](mailto:spier.sh@gmail.com).

## LIS News worldwide

### „IPBIB“ – A SUCCESSFUL ERASMUS-INTENSIVE-PROGRAMME

By Heike Wilhelm and Michael Backhaus,  
Berlin, Germany

For the second time 25 Library and Information Science (LIS) students from five nations met for two weeks for an ERASMUS-Intensive-Programme about new library buildings. A multifaceted set of lectures by 12 international academics from partner universities in Berlin (Germany, BLIS), Brno (Czech Republic), Sofia (Bulgaria), Vilnius (Lithuania) and Vienna (Austria) provided students with insights into a modern LIS. The participants collected and shared interesting experiences and valuable knowledge within a framework of seminars, discussions, workshops, excursions to several libraries. The programme focused on topics like new library construction planning, library classification, information and communication technology, digitization, information literacy and information service, marketing and sponsoring, open access, e-resources and more. In this context the students prepared presentations and discussed topics in national and international teams. The international mixture and teamwork of lecturers and students made it possible to compare different national LIS concepts and experiences.



The IPBIBs at BLIS. © Michael Backhaus.

Last year the new library building at Humboldt-Universität zu Berlin, the Jacob-und-Wilhelm-Grimm-Zentrum, inspired project coordinators Dr. Gertrud Pannier (Berlin School of Library and Information Science/Humboldt-Universität zu Berlin) and Katharina Tollkühn (Public Relations, University Library of Humboldt-Universität zu Berlin) to create the programme. This year it continued in Austria and a mostly new group of participants came together in Vienna, where a new library building, the Library for Education, Linguistics and Comparative Literature at the University Vienna had just opened its doors. Next year the series is to continue in Vilnius (Lithuania), where another new university library is under construction.



PosterPresentation at IFLA 2010, Gothenburg, Sweden.  
© Heike Wilhelm.

One important benefit of the programme is to give LIS students the experience of living abroad to get international contacts and to enhance their professional competence. Also their experiences influence the content of their home curriculum and encourage other students to find exchange opportunities in the professional world. In that way the IPBib is an important contribution to build up an international LIS network.



Library practice & team work at IPBib. © Heike Wilhelm.

The benefit was successful cooperation between the various partner institutions, which should inspire other universities and libraries.

The ERASMUS-Intensive-Programme is unique in the area of Library and Information Science. Disseminating project results and

promoting the benefits of an intensive-programme on a professional as well as a national and transnational level is an essential aim of this project. So a bilingual project website was launched and embedded into the website of the Berlin School of LIS (<http://www.ibi.hu-berlin.de/ipbib>). It shows detailed project descriptions, programme information and articles published in various journals. A picture gallery was set up to reflect the project work visually, as well as a documentary film. Especially the presentation on conferences like the BOBCATSSS-Symposium 2010 in Parma and the IFLA World Library and Information Congress 2010 in Gothenburg aroused big interest among the professional audience and the international ERASMUS coordinators.

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JAPAN

### **Master Course of Science in Library and Information Studies**

(English Program)

#### *Objectives of Education*

The objective of this two-year Master's program is to educate international students in Library and Information Science. This course will provide a comprehensive education based on multidisciplinary fields of study, encompassing the fundamental and applied subjects in Library and Information Science. Students will also develop their research skills in the multidisciplinary fields of managing diverse information resources.

#### *List of courses:*

[http://www.slis.tsukuba.ac.jp/grad/elis/ELIS\\_Courses\\_2011.pdf](http://www.slis.tsukuba.ac.jp/grad/elis/ELIS_Courses_2011.pdf)



*How to apply: Please read the following Guidelines for Application carefully and follow the instruction in the document: [http://www.slis.tsukuba.ac.jp/grad/elis/Guidelines\\_for\\_ELIS\\_Applications\\_2011.pdf](http://www.slis.tsukuba.ac.jp/grad/elis/Guidelines_for_ELIS_Applications_2011.pdf)*

*Contact: For any enquiry for the program, please contact us: [elis-info@slis.tsukuba.ac.jp](mailto:elis-info@slis.tsukuba.ac.jp)*

### **Dr. Ljerka Markic-Cucukovic Foundation Awards the Best Students of Librarianship**

Dr. Ljerka Markic-Cucukovic Foundation attached to the Faculty of Humanities and Social Sciences, University of Zagreb, Croatia, announced this year winners of the awards for

the best students of librarianship. They are: Irena Budja, Petra Miocic and Martina Pirsliin. The Foundation Board consisting of the members of the Cucukovic family, representatives of the Faculty teaching staff and the Croatian Library Association had a difficult job of selecting the best among ten excellent applicants. Each winner will receive a certificate and a sum of 540 EUR.

Dr. Ljerka Markic-Cucukovic Foundation was established in 1999 as the only foundation in Croatia that assists students of library science. Awards are delivered each year on the 14th January, the birthday of the late Dr. Ljerka Markic-Cucukovic, the first professor of librarianship appointed at the university in Croatia back in 1976.

## **Who's Who: LIS New Generation**



**Peggy Sue Ewanysyn**

Edmonton, Canada

[peggy.ewanyshyn@members.em-a.eu](mailto:peggy.ewanyshyn@members.em-a.eu)

#### *School/Subject(s)*

- International Master in Digital Library Learning Joint Master Degree (DILL) from Høgskolen i Oslo (Norway), Tallinna Ülikool (Estonia), Università Degli Studi di Parma (Italy)
- Master of Library and Information Studies Degree (MLIS), University of Alberta (Canada)
- Bachelor of Education Degree, University of Calgary (Canada)
- Bachelor of Arts Degree, University of Alberta (Canada)

#### *Main LIS interests:*

Digitization of cultural heritage, digital preservation, open access, art librarianship

#### *Awards/Grants*

- CCROM Intern Scholarship (2009)
- Erasmus Mundus Scholarship (2007-2009)
- Edmonton Public Library Next Generation Grant (2007)
- Bruce Peel Prize in Historical or Archival Studies (2006)
- Library Association of Alberta Continuing Education Grant (2006)

#### *Publications*

- Why not digitize: The cultural imperative of indigenous knowledge. Master's Thesis (DILL), University of Parma. (2009)

- Highlights from a worldwide academic adventure. Letter of the LAA, 160, 26-27. (2008)
- Wartime and its effects on libraries: A literature review. (2007) <http://capping.slis.ualberta.ca/cap07/PeggySueEwanysyn/index1.html>
- The transformative power of an LAA grant. Letter of the LAA, 153, 19. (2007)

#### *Memberships*

Canadian Library Association, Library Association of Alberta, Greater Edmonton Library Association, Erasmus Mundus Students and Alumni Association

#### *Participation in national / international conferences*

- "The Next Phase of the Erasmus Mundus Program 2009-2013" Panel presentation at NAFSA: Association of International Educators Annual Conference, Kansas City, U.S. (2010)
- Volunteer, Conference of the Americas on International Education, Calgary, Canada (2010)
- Volunteer, Canadian Library Association's National Conference, Edmonton, Canada (2010)
- Volunteer, IFLA 75th World Library and Information Congress, Milan, Italy (2009)
- Volunteer, Art Libraries Society of North America 34th Annual Conference, Banff, Canada (2006)

#### *Current and finished projects*

- Launch of public legal education portals: LawNet Alberta, LawNet Canada, LawNet Français (2011)

- Catalogued and digitized portions of Gaël de Guichen's photographic collection for ICCROM (2009)
- Conducted case study research that explored the digital service needs of a First Nations community for Master's thesis (2009)
- Prepared images for Mactaggart Art Collection website (2007)

#### *Practical experience*

- Information Specialist, Legal Resource Centre, Edmonton, Canada
- Archives Intern, International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM), Rome, Italy
- Intern, Institute and Museum of the History of Science, Florence, Italy
- Web Assistant, Information Technology Services, University of Alberta Libraries, Edmonton, Canada
- Reference Assistant, Information Services Division, Edmonton Public Library, Edmonton, Canada

#### *Foreign studies/ International exchange*

- International Master in Digital Library Learning (DILL) studies at: Høgskolen i Oslo (Norway), Tallinna Ülikool (Estonia), Università Degli Studi di Parma (Italy) (2007-2009)
- DELOS International Summer School: 'Digital Preservation in Digital Libraries' (2008)

#### *Career expectations*

Manage a cultural heritage digitization project in an international setting.



**Chiara Consonni**  
University of Parma, Italy  
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#### *School/Subject(s):*

- Bachelor's Degree in Sciences of Cultural Goods. Field: Archives and Libraries, 2007.
- Master's Degree in History and Historical Documentation, 2009.
- Diploma in Archival, Diplomatic and Paleographic Studies, 2009.
- International master in Digital Library Learning (DILL), 2009-2011.

#### *Main LIS interests:*

- Users and usage of digital libraries
- Quantitative and Qualitative Evaluation

- Digital archives
- E-learning
- LIS Education (development of international curricula)

#### *Awards/Grants:*

- 2nd IFLA LIS Student Paper Award, 2010
- Erasmus programme scholarship, 2010-2011
- Grant for the development of a research concerning the internationalisation of the LIS curriculum at the Università degli Studi di Parma, 2010-2011.
- Scholarship for the internship at the Loughborough University Library, 2010
- Grant to attend the BOBCATSSS2011 conference as presenter, 2010

#### *Publications:*

- Consonni, C. (January 01, 2010). Non-users' evaluation of digital libraries: A survey at the Università degli studi di Milano. *Ifla Journal*, 36, 4, 325-331.
- Consonni, C. Lee, H.J., & Shuva, N.Z., (2010). Implementing Instant Messaging Reference Service in Libraries and Information Centres. In Proceedings of the ETTLIS-2010, India.

#### *Memberships:*

- IFLA Education and Training Section, 2010-2012.
- Erasmus Mundus Students and Alumni Association (EMA), 2010.

#### *Participation in national/international conferences:*

- Delos Summer School on preservation in digital libraries, Tirrenia (IT), 2008.
- The maintenance and preservation of digital documents seminar, Urbino (IT) 2008.
- BOBCATSSS2010, Parma (IT), 2010
- Transforming culture in the digital age, Tartu (EST), 2010
- Measuring usage and understanding users! E-resources statistics and what they teach us (IFLA Satellite), Stockholm (S), 2010
- 76th IFLA General Conference and Assembly, Gothenburg (S), 2010
- Research & Education in Digital Libraries, Parma (IT), 2010

#### *Current projects:*

- Development of a portal for the Parma International Alumni Networking Organisation in Library and Information Science (PIANO-LIS)

- Studies on the role of the internship for the development of LIS international curricula.
- Master thesis on the evaluation of digital library services.

*Practical experience:*

- Organisation member of the BOBCATSSS2010 conference, 2010.
- Internship at the Loughborough University Library, 2010
- Administrative coordinator and responsible for the services and contents of the PIANO-LIS project, 2010-2011.

*Foreign studies/ International exchange:*

- International master in Digital Library Learning, 2009-2011 (Norway, Estonia, Italy).

*Career expectations:*

- Gain additional international professional experience.
- Earn a Ph.D. in the next five years.
- Become an LIS professor.

## Conference Reports



The **Third International Symposium on Library and Information Science Education in the Digital Age** was held in Wuhan University from October 8-11, 2010. The symposium was sponsored by Wuhan University, University of Illinois-Urbain Champagne, University of Pittsburgh, Association for Library and Information Science Education (ALISE), and iSchools Caucus(iCaucus) and organized by School of Information Management, The Center for the Studies of Information Resources, and International Collaborative Academy of Library and Information Science, Wuhan University.

Deans, directors of departments and libraries from dozens of library and information science schools home and abroad attended the symposium and explored the development direction of library and information science education in the new environment.



Prof. Ronald Larsen, the Dean of the School of Information Science, University of Pittsburgh addressed the welcoming speech on behalf of American collaborators.

The symposium opened in the main hall of Humanities Building of Wuhan University on the morning of October 9, 2010. The opening ceremony was presided by Prof. Chen Chuanfu, the Dean of the School of Information Management, Wuhan University. Prof. Zhou

Chuangbin, the vice President of Wuhan University attended the opening ceremony and addressed the welcoming speech. Prof. Ronald Larsen, the Dean of the School of Information Science, University of Pittsburgh addressed the welcoming speech on behalf of American collaborators and Researcher Meng Guangjun and Prof. Ma Feicheng addressed the welcoming speech on behalf of Chinese collaborators.

The topic of the symposium was to explore the challenges and professional future of library and information science education in the new environment. On the symposium, 16 subjective reports were given by American and Chinese LIS experts.



Prof. Zhou Chuangbin, the vice President of Wuhan University attended the opening ceremony and addressed the welcoming speech.

220 representatives attended the symposium, together with over 100 faculty members and students. 94 papers were accepted out of over 200 contributions. Prof. F. W. Lancaster from Graduate School of Library and Information Science, University of Illinois-Urbain Champagne submitted a paper titled "Survival is not Mandatory" and asked Dr. Xu Hong to present the paper on behalf of him. Anna Maria Tamaro, Chairwoman of IFLA Education and Training Section, Prof. Jean Preer, the representative of ALISE Board, Prof. Ronald Larsen, the Dean of School of Information

Science, University of Pittsburgh, and Prof. John Unsworth, the Dean of the Graduate School of Information and Information Science, University of Illinois-Urbain Champagne also gave their presentations to the audience.

After the plenary session, three parallel sessions were held, with presentations and discussions on the challenges of library, information and archival science education faces in the new information environment and how it should respond to the challenge. Through their active involvement, the participants strove to come up with the solutions to the main problems individual subjects of information management encounter in their development process.

During the Symposium a round table meeting of Sino-US Deans/Directors of Schools/Departments of Library, Information and Archival Science and a joint meeting of Education and Training Committee of the

China Society for Library Science were also held. The development direction of library, information and archival science education has been widely discussed. In addition, the Deans and Directors have exchanged ideas on the proposals of the cooperation of professional education and the curriculum of Master's degree program in the new information environment, and based on that, shared their thoughts on the Initiatives of LIS for a Broader Career and reached some basic agreement on that Initiatives.

We have reason to believe that the outcome of this symposium will be applied to the practice of LIS education and be helpful to facilitate the innovation and the reform of the teaching contents and curriculum construction.

Submitted by Ping Liu  
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## Conference Calendar

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

	<p>January 04 – 08, 2011, San Diego, California, USA</p> <p>ALISE 2011 Annual Conference</p> <p><i>Competitiveness &amp; Innovation</i></p> <p><a href="http://www.alise.org">www.alise.org</a></p>
	<p>January 31 – February 02, 2011, Szombathely, Hungary</p> <p>BOBCATSSS 2011 Symposium</p> <p><i>Finding New Ways</i></p> <p><a href="http://bobcatsss2011.com/">http://bobcatsss2011.com/</a></p>
	<p>February 08 – 11, 2011, Seattle, USA</p> <p>iConference 2011</p> <p><i>inspiration – integrity – intrepidity</i></p> <p><a href="http://www.ischools.org/iConference11">www.ischools.org/iConference11</a></p>
	<p>June 22 – 24, 2011, Pullman Putrajaya Lakeside, Putrajaya, Malaysia</p> <p>A-LIEP 2011</p> <p>Asia-Pacific Conference on Library &amp; Information Education and Practice</p> <p><i>Issues, Challenges and Opportunities</i></p> <p><a href="http://www.A-LIEP/">http://www.A-LIEP/</a></p>

	<p>August 03 – 05, 2011, Madison, Wisconsin, USA  27<sup>th</sup> Annual Conference on Distance Teaching &amp; Learning  <a href="http://www.uwex.edu/disted/conference/">www.uwex.edu/disted/conference/</a></p>
	<p>August 13 – 18, 2011, San Juan, Puerto Rico  77<sup>th</sup> IFLA – World Library and Information Congress  <i>Libraries beyond libraries: Integration, Innovation and Information for all</i>  <a href="http://archive.ifla.org/IV/ifla77/index.htm">http://archive.ifla.org/IV/ifla77/index.htm</a></p>
	<p>October 18 – 21, Philadelphia, Pennsylvania, USA  EDUCAUSE 2011 Annual Conference  <i>The Best Thinking in higher Ed IT</i>  <a href="http://net.educause.edu/e11">http://net.educause.edu/e11</a></p>
	<p>August 11 – 16, 2012, Helsinki, Finland  77<sup>th</sup> IFLA – World Library and Information Congress  <i>Libraries Now! - Inspiring, Surprising, Empowering</i>  <a href="http://www.ifla.org/en/annual-conference/future">www.ifla.org/en/annual-conference/future</a></p>
	<p>January 17 – 20, 2012, Dallas, Texas, USA  ALISE 2011 Annual Conference  <a href="http://www.alise.org">www.alise.org</a></p>
	<p>January 23 – 25, 2012, Amsterdam, The Netherlands  BOBCATSSS 2012 Symposium  <i>information in e-motion</i>  <a href="http://bobcatsss2012.org/">http://bobcatsss2012.org/</a></p>

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### The International Summer School at Oslo University College

will be arranged June 27th to July 15th 2011.

We will offer the following 4 courses:

- Globalisation, Development and Issues of Inter-Cultural Understanding (7 ECTS)
- International Public Health (7 ECTS)
- Philosophy with children (7 ECTS)
- Academic Writing

The International Summer Programme at OUC will be a meeting place for students from all over the world. In addition to the courses, we will arrange social and cultural events, excursions, and field trips. Most of the students will be accommodated in St. Hanshaugen student village, which is centrally located and very close to the OUC campus.

The fee for the Summer School is 2000NOK. This includes accommodation, extracurricular activities, excursions and administrative costs.

Application deadline March 1st, 2011

For more information: <http://www.hio.no/Welcome-to-OUC/Summer-School-2011>