SET Bulletin

IFLA Section on Education & Training

In this Issue:

Welcome to the School of Library and Information Studies at the University of Alberta, Canada (see p. 12)!

Next Issue:
LIS Education & Training in Italy

Message from the Editor

Dear colleagues,

We are looking forward to seeing you in Quebec City, Canada, for the IFLA World Library and Information Congress this year!

To prepare your visit in Canada you will find in this issue a very interesting article on Library Education in Canada, submitted by Dianne Oberg, our new member of the SET Standing Committee since 2007. Many thanks to Dianne!

Please let us draw your attention on the article "New Era Challenges and Reforming of the Continuing Library Education System in Russia" , submitted by our SC member Tatjana Kouznetsova from Moscow, Russia.

Furthermore there is a report on the recent 16th BOBCATSSS Symposium, held in Zadar Croatia in January 2008. The report is written by different participants from their different and individual point of view: past and future organizers, teachers, students. Don't forget to join the 17th BOBCATSSS Symposium 2009 in Porto, Portugal! The call for papers has just been published, deadline is 15th July 2008! For more information see the symposium's website: http://www.bobcatsss2009.org/.

Another very important event this year was the 2nd IFLA Presidential Meeting, on the occasion of the German IFLA presidency of Claudia Lux 2007–2009, held in Berlin, Germany. Please find impressions from the view of some participants, mostly from Asian countries, p. 9.

Find again some new portraits of LIS' New Generation: from India, and Germany - and please send us your suggestions for LIS student portraits from your library school!

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

Petra Hauke

Section on Education & Training Spotlight

Anna Maria Tammaro

Letter from the Chair

Dear colleagues and friends,
I am looking to meet you in Quebec. The Education and Training Standing Committee will meet on Saturday, 9 August, 2008 from 11:30 to 14:20 and on Friday, 15 August, 2008 from 8:30 to 10:50. Room locations for the meetings have not yet been indicated.

The programme of the Section Education and Training (SET) includes one Open Session and one all day Offsite Session. The Open Session title is "*Recruiting students into LIS programmes: navigating towards global understanding*". It has been difficult to select five papers from the many received. I want to stress that the best selected papers come from the so called "developing countries" as India, Iran, Nigeria, Pakistan and only one from Canada. We have a lot to learn from the "developing countries" and we should try in the future to encourage meetings for sharing experiences and promote mutual understanding.

The Off-site Session will address the theme of "*LIS support staff education: library technicians & library* assistants". Ten papers have been selected coming from Africa (Marocco, Tunisia, Algeria, Rwanda, South Africa), Asia (India), Australia, Canada, Europe (Swiss, Germany) and Usa. The site of the SET Offsite Conference in Quebec is the College CEGEP Francois-Xavier Garneau (http://www.cegep-fxg.qc.ca/). For a plan to access it, look at: http://www.cegep-fxg.qc.ca/fr/college/nous-contacter.php#Plan

Many thanks for the Planning Committee for the SET program, which included Barbara I. Dewey (United States), Jacqueline Dussolin-Faure (France), S.B. Ghosh (India), Niels Ole Pors (Denmark) and a special thank to the co-

Chair Kerry Smith (Australia), and the Chair of the Committee, Mouna Benslimane (Morocco). The E-learning discussion group, which is co-sponsored by Education and Training Section together with Continuing Professional Development (CPDWBL) and Information Literacy Sections, will have a Session with the title: "*Putting the learner into e learning*". The focus of the discussion will be on moving to a learner centered approach, with the impact this can have for learning and teaching and for creating a facilitating environment, including libraries. Four papers have been selected, representing e-learning good practices in USA, Canada, Asia (Thailand) and Europe (United Kingdom).

SET Sessions programme and most of the papers selected are online at: http://www.ifla.org/IV/ifla74/Programme2008.htm

For SET Projects and next conference in Milan see "SET News" in this issue.

Submitted by Anna Maria Tammaro,
Chair of IFLA Education and Training Section,
June 20, 2008.

Contact the Section:

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

Acting Chair
Anna Maria Tammaro
Dept. Cultural Heritage, Section Library Science
University of Parma
Via Montebeni, 9, I-50014 Fiesole (FI), Italy
Tel. * (39)(055)697585
Fax: *(39)(0521)902365
E-Mail: annamaria.tammaro@unipr.it

Secretary/Treasurer/Bulletin Editor
Petra Hauke
Humboldt-Universität zu Berlin
Berlin School of Library and Information Science (BSLIS)
Dorotheenstraße 26, D-10099 Berlin, Germany
Tel. * (49)(30)7415003
Fax *(49)(30)74070216
E-Mail: petra.hauke@buchprojekte.com

Information Coordinator
Gillian Hallam
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

Who's Who: SET SC Member Profiles

Gillian Hallam
Associate Professor
Teaching and Learning
Support Services
Queensland University
of Technology
Kelvin Grove Campus
BRISBANE 4000
Australia
g.hallam@qut.edu.au
T: +61 7 3138 8067

Personal profile

Gillian worked for 16 years in the field of corporate and legal information before moving into an academic role. Her role at Queensland University of Technology has primarily been Course Coordinator for the Master of Information Management program (2004-2007), but was seconded to the role of Project Leader for the Australian ePortfolio Project (a national research project funded by the Australian Learning and Teaching Council). In addition to a number of committee roles, Gillian served as President of the Australian Library and Information Association (ALIA) (2005-2006).

Main issues in teaching and research

- Teaching: Information retrieval; reference and information services; collection and access management; professional practice; career planning; evidence based library and information practice; legal research; law library management

- Research: Workforce planning in the LIS sector; ePortfolios in higher education

Major publications

- Hallam, G. et al (2008). *ePortfolio use by university students in Australia: Informing excellence in policy and* practice*. Commissioned research report for the Australian Learning and Teaching Council (in press).

- (2007) Education in library and information management. Invited chapter in S. Ferguson (Ed.), *Libraries in the twenty-first century: Charting future developments in library and information services,* Centre for Information Studies, Charles Sturt University: Wagga Wagga, NSW.

- With Newton-Smith, C. (2006). Evaluation of traditional mentoring for new library and information professionals: what are the professional and personal outcomes for the participants. *Library Management, 27*(3), 154-167. (Winner of Emerald Literati Award)

- With Fisher, B. & Partridge, H. (2005). Different approaches: common conclusions. The skills debate of the 21st century. International Federation of Library Associations and Institutions (IFLA). World Library and Information Congress. 71st General Conference and Council. Continuing Professional Development & Workplace Learning Section. CPD and Preparing For New Roles In Libraries: A Voyage Of Discovery. Oslo, Norway, 11-13 August 2005.

- With Partridge, H. (2004). The double helix: a personal account of the discovery of the structure of the Information Professional's DNA. Challenging ideas, ALIA 2004 Biennial Conference, Gold Coast, 21-24 September 2004.

Higher education and degrees

PhD, MA, Grad Dip Library and Information Science, Grad Cert Education (Higher Education), P/G Cert Online Education, BA (Hons)

Awards and recognition

- 2007 Carrick Award for Teaching Excellence (Team Teaching) [national award] (Runners up) (jointly with Dr Helen Partridge)

- 2005 QUT Vice-Chancellor's Distinguished Teaching Award (Team Teaching) (joint award with Dr Helen Partridge)

- 2004 QUT Vice-Chancellor's Distinguished Teaching Award (Commendation)

- Fellow of the Australian Library and Information Association (ALIA)

- Fellow of the Higher Education Research and Development Society of Australasia (HERDSA)

International experience

- Project leader: Australian ePortfolio Project (with UK, USA, NL) (2007-2008)

- Chair, Australian ePortfolio Symposium (2008)

- Course leader: Evidence Based Library and Information Practice summer school (with Germany) (2008)
- Conference Co-Chair: 3rd International Evidence Based Library and Information Practice Conference (2005)
- Member of IFLA SETLIS school profile

Faculty of Information Technology
Queensland University of Technology
Foundation: 1974
Programs: Master of Information Management; Graduate Certificate in Information Management
Number of staff: 5
Number of students: 100
Main research issues: Information literacy, Human information behaviour; Workforce planning; Information management
International exchange:

- San José State University
- California Polytechnic State University
- Hochschule der Medien, Stuttgart

Kerry Smith

B. AppSc (ILS), MA, PhD, FALIA
Head, Department of Information studies
Curtin University of Technology
GPO Box U 1987
Perth WESTERN AUSTRALIA 6845
ph: 61 8 9266 7217
fx 61 8 9266 3166

E-Mail: K.Smith@curtin.edu.au
http://info.mediainfo.curtin.edu.au/information_studies.cfm

Professional profile

- Fellow, Australian Library & Information Association, 2002;
- Australian Library and Information Association (ALIA) Western Australian Special Librarian of the Year, 1995.
- Convenor ALIA Research Committee, 2005 -; ALIA President 1997 and Council member, 1993-96.
- Membership Secretary, Australian Geoscience Information Association, Inc. (AGIA);
- IFLA: 1999-2007: Member, Secretary then Chair and Treasurer Standing Committee on Library Theory & Research; 2007–

2011: Member Standing Committee on Education & Training.

Higher education and degrees

- 2004: PhD, Murdoch University: Thesis title: Performance measurement of Australian geoscientific minerals researchers in the changing funding regimes
- 1995: Master of Arts (Science & Technology Policy) Murdoch University. Thesis: The impact of computer technology on the geological map: some information policy implications.
- 1983: Bachelor of Applied Science (Library Studies) Western Australian Institute of Technology (now Curtin University of Technology).

Main teaching and research

I teach in the areas of knowledge management, library & information services, management, special and one person libraries and librarianship, information policy, information and the organization, public librarianship.

Research

- 2007 + Is there a distributed national collection in Australia's geoscience libraries? Part 1: national and Western Australian geoscience library collections.
- 2007 + With Margaret Pember & Glenn Pass: Age shall not weary them: reflections from Western Australian information professionals.
- 2006 Principal Investigator: CSIRO Research capability of CSIRO Exploration and Mining scientists and engineers. Grant $4400.00.
- Final Report: CSIRO SCIENCE REVIEWS: Exploration & Mining. Research Performance of Research Capability Groupings: Bibliometric and scientometric analysis of the research performance of scientists in Groups 1 -7.
- 2005 Australian coordinator: IFLA international research project on *An investigation of the role of IFLA in promoting change and diffusing professional norms in libraries with a weight on norms, standards and policies relating to lifelong literacy.*
- 2004 With Dr Paul Genoni - Curtin University, Faculty Media Society & Culture: *Graduate employment outcomes for qualifying library and records*

management courses at Curtin University of Technology, 1998-2002.

- 1996+ Editor-in-chief: LIBRES, a refereed international electronic journal on library research. URL: http://libres.curtin.edu.au

Some Major publications

- (Ed.). (in press) *The politics of libraries: challenges and realities.* Oxford: Chandos.

- (2006). Professional development for Australian library and information studies educators. In *Proceedings of World Library and Information Congress: 72nd IFLA General Conference and Council: "Libraries: Dynamic Engines for the Knowledge and Information Society"* 20-24 August 2006, Seoul, Korea. http://www.ifla.org/IV/ifla72/papers/107-Smith-en.pdf

- With Harvey, R. (2006). *Is there a role for professional associations in fostering research?* In Khoo, C., Singh, D., & Chaudhry, A.S. (Eds.). Proceedings of the Asian-Pacific Conference on Library and Information Education and Practice: preparing information professionals in the new age. pp. 612-619.

- With Genoni, P. (2005, November). Results of the longitudinal study of employment outcomes for Australian ILS graduates. *The Australian Library Journal.* 54(4) 336-352

- With Marinova, D. (2005, June). Use of *Bibliometric* Modelling for Policy Making. *Mathematics and Computers in Simulation.* 69, 1-2. 177-187.

- With Usherwood, B. (2004) The political perception of the public library: the Australian view. *ALIA 2004 conference proceedings*. http://conferences.alia.org.au/alia2004/pdfs/smith.k.paper.pdf

- (2003). *Performance measurement of Australian geoscientific minerals* researchers *in the changing funding regimes.* (unpub). PhD thesis. Murdoch University. Available from: http://wwwlib.murdoch.edu.au/adt/browse/list/S-Z

- (2003). Accrediting your library programme: what is it worth? *Singapore Journal of Library and Information Management. 32.* 70-82.

- With Marinova, D. (2003). Bibliometrical modeling and policy making. In Post, D. (Ed.). Modelling and simulation Society of Australia and New Zealand Inc. *MODSIM 2003: International Congress on Modelling and Simulation: Integrative modeling of biophysical, social and economic systems for resource management solutions.* Canberra: The Society. pp. 1177-1182.

LIS school profile

- Courses commenced at what was then the Western Australian Institute of Technology (WAIT), now Curtin University of Technology in 1971;

- Commenced distance learning program in mid 1980s and currently offer all coursework courses in the distance (online) and internal modes;

- Approximately 600 coursework enrolments;

- 5 full time staff with some contract assistance;

- Information Studies team received two teaching awards in 2007: The Curtin University Excellence and Innovation in Teaching Award, and later that year The Carrick Institute Citation for Outstanding Contribution to Student Learning.

- Staff research interests include: research repositories, internet issues, records management and archives, journal impact and use, library education and accreditation processes; research activity of LIS professionals and academics.

- Courses are professionally recognised by the relevant professional association;

  o the undergraduate BA (Media & Information) Librarianship and Corporate Information Management – 3 yrs;

  o Graduate Diploma in Information and Library Studies – 1 year;

  o Graduate Diploma in Records Management and archives – 1 year;

  o Master of Information Management – 1.5 years

  o Graduate Certificate in Records Management1 – 1 semester;

  o Graduate Certificate in Knowledge Auditing1 – 1 semester

  o Research students enrolled at the M Phil1 and PhD1 levels.

Next issue SET SC Members:

- Richard Papík, Czech Republic
- Patricia G. Oyler, United States
- Dianne Oberg, Canada

---

[1] Do not qualify for nor receive professional recognition.

SET SC Members List

SET Standing Committee members, officers and corresponding members with list of tasks

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	World Guide Advisory Committee
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	2003-2007 2007-2011	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-Fauré, 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	1) Member: 2008 Conference Planning Committee (Quebec) 2) Member: 2009 Conference Planning Committee (Milan Italy)
Hallam, Gillian	Associate Professor Queensland University of Technology (Qut) GPO Box 2434 401 BRISBANE Australia T: + (61)(7) 31382177 F: + (61)(7) 31381214 Email: g.hallam@qut.edu.au	2007-2011	1) Information Officer 2007-2009 2) Chair: 2010 Conference Planning Committee (Brisbane Australia) 3) Education and Training Strategy 2007-2009
Hauke, Petra	Lecturer Institute for Library & Information Science at Humboldt University Hochkalterweg 3a, D-12107 Berlin, Germany T: +49 (0) 30741 5903 F: +49 (0) 30740 70216 e-mail: petra.hauke@buchprojekte.com	2005-2009	Secretary / Treasurer 2007-2009; Bulletin Editor 2005 ff.
Kouznetsova, Tatiana	Head of the Library Science Chair Academy of Postgraduate Education in Culture and Art Russian #5, the 5th Magistralnaj ul. 123007 MOSCOW, Russian Federation T: +(7)(495)9400285 F: +(7)(495)9400254/9400236 e-mail: aprikt.biblio02@inbox.ru	2005-2009	

Lepik, Aira	Department of Information Studies, Graduate School of Social Sciences, Tallinn University 25 Narva Road 10 120 Tallinn, Estonia T: +372 6409 480 F: +372 6409 481 e-mail: aira.lepik@tlu.ee	2001-2005 2005-2009	
Miribel, Marielle de	Head Librarian, Mediadix, Pôle Métiers du Livre, Université Paris X, 11 avenue Pozzo di Borgo 92210 Saint-Cloud. France e-mail: miribel@u-paris10.fr T: + 33 1 5530 1278 / F :	2005-2009	
Oberg, Dianne	Professor and Chair University of Alberta Dept. of Elementary Education, 551 Education South EDMONTON T6G 2G5, Canada T: +(1)(780) 4925416 F: +(1)(780) 4927622 e-mail: doberg@ualberta.ca	2007-2011	
Oyler, Patricia G.	Professor Simmons College Graduate School of Library and Information Science BOSTON MA 02115-5820 United States T: +(1)(617)5212805 F: +(1)(617)5213192 e-mail: oyler@simmons.edu	2007-2011	
Papík, Richard	Director Institute of Information Studies and Librarianship Charles University, U Krize 8 158 00 PRAGUE 5, Czech Republic T: + (420)(2)51080206 F: + (420)(2)51551182 e-mail: richard.papik@aff.cuni.cz	2007-2011	
Petr, Kornelija	Senior Assistant Lecturer CLA, Faculty of Philosophy, University of J.J. Strossmayer, OSIJEK, Croatia T: + 385 31 211 400 / F: +385 31 212 514 e-mail: kpetr@ffos.hr	2005-2009	Member, 2009 Conference Planning Committee (Milan Italy)
Pors, Niels Ole	Royal School of Library & Information Science Birketinget 6 - DK-2300 COPENHAGEN S, Denmark T: +45 3258 6066 / F: +45 3284 0201 e-mail nop@db.dk	2001-2005 2005-2009	Member, 2008 Conference Planning Committee (Quebec)
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	1) Co-Chair: 2008 Conference Planning Committee (Quebec) 2) Co-Chair: 2010 Conference Planning Committee (Brisbane Australia) 3) SET Guidelines for LIS programmes: position paper
Tammaro, Anna Maria	Researcher, 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) Chair of Standing Committee on Education and Training - 2007- 2009 2) Chair, 2009 Conference Planning Committee (Milan, Italy)
Tamura, Shunsaku	Professor 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: 2009 Conference Planning Committee (Milan Italy)

CORRESPON-DING 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 2007-2009	
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 e-mail: chihfeng@cc.shu.edu.tw	2005-2007 2007-2009	
Ibrahim Lo	Dakar, Senegal	2007-2009	

SET News

LIS Student Award

A particular focus of the SET Strategy is on membership recruitment of students of Library and Information Schools. Addressing this strategic objective, Petra Hauke, Secretary of the Section, has submitted the project "*LIS Student Award*" for an annual award to be given to LIS students for attending the IFLA World Library and Information Congress. The project objectives are:

- Encourage LIS students to submit papers regarding the current World Library and Information Congress (WLIC) theme;

- Reward the best LIS student paper submission for the IFLA World Library and Information Congress each year;

- Give LIS students the opportunity to take part in an IFLA World Library and Information Congress;

- Give LIS students the chance to learn more about IFLA activities;

- Prepare and encourage the new LIS Generation to participate in IFLA activities.

To help students with less experience in abstracts/paper writing, a template for the abstract will be published on the IFLA Section Education & Training's website.

This LIS student Award project has been approved by IFLA Governing Board, with a financial support coming directly from the IFLA HQ. Now the Section has to prepare the guidelines for students submitting abstracts to the call for papers of IFLA Conferences and other illustrative material to promote the participation to the Award. I am very gratefull to

Petra Hauke for the very valuable work she has done. I am sure that all members will support the activities needed for the success of the project. A poster of the LIS student Award project will be presented by Petra Hauke together with LIS students from Berlin, Germany (Humboldt-Universität), during the Quebec Conference Poster Session and all Section members are kindly invited to participate and to promote actively the participation of all LIS students interested to apply for the Award.

The project **"Feasibility of international guidelines for equivalency and reciprocity of qualifications for LIS professionals"**, by Terry Weech and Anna Maria Tammaro is addressing the final phase. This project wants to achieve the SET Strategy of harmonising the academic and professional status of LIS staff through internationally recognised qualifications for LIS positions. A Discussion forum was held in Zadar (Croatia), 31 January 2008, as postconference of the BOBCATSSS annual conference. Participants of the Zadar meeting came from Austria, Croatia, France, Hungary, Italy, Poland, Slovenia, Turkey, United Kingdom. Professional qualifications of librarians are different in Europe, with Bachelors or Masters degree as entry level and career progression not related to holding a Masters level degree. The application of the Bologna Process (after Bologna Declaration signed by European Ministries of Education in 1999) has forced to the application of a common course structure but same subjects receive different European Credit Transfer System (ECTS) points. One

could ask how the credits points are calculated. All participants briefly introduced their Bologna reform application in LIS schools, evidencing the general recognition of the academic status of the profession, also where internship was the main regulation to enter the profession before the Bologna reform started. However, stakeholder collaboration is difficult: Library Associations are not often understanding innovation; university administrators do not understand very well the library profession. The final report of the Project "*Feasibility of international guidelines for equivalency and reciprocity of qualifications for LIS professionals*" will be done in Quebec, during the first SET meeting.

Next Conference in Milan

I can update the members of the Section Education and Training of some progresses about the organisation of IFLA 2009 Offsite Session, in August 2009. The Offsite Session will be focused on Bologna impact on LIS in Mediterranean Area, and will be held in Milan at the LIS School of the Milan University. During the Zadar meeting on January 2008, the participants have been invited to be involved in the organisation of this SET Offsite Session. It has been planned to prepare a publication about the Bologna reform application in LIS in Mediterranean Area, with Peter Malak (Poland) and myself as editors. The full report, following a given common structure, will be put online, with the possibility of printing it on paper. This will be the first complete survey of Bologna process applications in LIS schools in the Mediterranean Area, with national and international issues evidenced and explored.

Submitted by Anna Maria Tammaro,
Chair of IFLA Education and Training Section,
June 20, 2008.

IFLA News

"Free access and digital divide – challenges for science and society in the digital age"

2nd International IFLA Presidential Meeting on the occasion of the German IFLA presidency of Claudia Lux 2007 – 2009
Department for Foreign Affairs, Berlin, Germany
21-22 February 2008,

Impressions – Special Points of View

The meeting deals with a very important issue on the way to free access for all humans all over the world. In this international, manifold and scientifical ambiance the lectures have a broad area for discussions and personal conversation during the breaks.

The lecturers report about practices and experiences in their own countries and show effective developments to avoid digital divide. There are often questions after the presentations, which show that there is much more curiosity about Open Access in libraries. The discussions provide information about the status quo and that there has to be an exchange about the newest information.

The official inaugural speech is opened by Gernot Erler, minister of state in the Department for Foreign Affairs Berlin, Dr. Johannes Fournier, member of DFG, Barbara Lison, president of the BID and Dr. Hans-Georg Knopp, secretary general of the Goethe-Institutes. They provide the framework to concentrate on the themes and they outline principles, when people talk about digital services and free access in an international context.

The speech by Gene Tan, who ist Deputy Director of the National Library Office in Singapur and responsible for Strategic Programming Office & Invent, is an inventive and the funniest lecture at the first day. "That´s more a promotion than a lecture.", commentates the moderator. But the show by Gene Tan matches this year´s presidential theme, because he demonstrates that libraries should get more in the spotlight.

He demonstrate his statement, that everybody should "believe in libraries and in theirselves" by involving all participants. They have to interact with his spoken word "library". This sounds courious, but all attender love it! They shout and laugh about it. That is something, which does not happen so often and allows librarians to feel good an to be proud to do exactly this job.

In spite of the interaction in this lecture, Gene enhances his knowledge with specific library examples from Singapur.

All lectures are very interesting – on the one hand they examine scientifical theories and on the other hand they give information about practical experiences of digitalization or database applications.

The meeting is a successful way to break the daily round and get an insight into other countries and libraries! I am student and start my bachelor thesis "youth and libraries". It is wonderful to see and feel, that there is so much in coming in the next years! I am glad, that there are many different librarians, who have the same attitude and idea and who are engaged in open access for everybody.

Franziska Ahlfänger, LIS Student,
Stuttgart, Germany

"I like the dreams of the future better than the history of the past." Thomas Jefferson

The contingent of Asian library directors paused at these words at the entrance of the *Library of Leuphana University* - appropriate futurism for a library that converted its military installation past into its modern sophistication? The words, though, horrified one director that the past should be secondary to anything else.

The 2nd IFLA Presidential Meeting was preceded by a tour of Germany's libraries - a tour that provided many pauses for thought. These are random thoughts on the dreams of library's future as I saw its many visions presented by the librarians who kept my company during the tour and the subsequent meeting.

Gene Tan, Deputy Director of the National Library Office in Singapur, responsible for Strategic Programming Office & Invent, with his inventive and funny lecture.
Photo: Elke Dämpfert

When Libraries Become Minimalist
The head of the Library of Law at the Hamburg University ran a library that was over-crowded owing to its huge popularity. Yet it was a library with a most restrained, almost brutal hand in design. "The architect intended this to be a reduction of design," the librarian deplored. Coming on the heels of major libraries such as Seattle Central Library where Koolhaas' design is almost an overwrought art, this determined minimalism of design was very refreshing.

It made me think of library websites which are gargantuan gateways with almost all its merchandise on its front door even as one of the most successful information sites has a search box and hardly a quarter of its homepage real estate fulfilled. Are libraries overbuilding ourselves into irrelevant complexities?

When Libraries Become Flat
A major theme at the meeting was the reduction of layers for the users to get to libraries. Zhang Xiaolin, Director of the *Chinese Academy of Sciences of China*, urged librarians to get out of their comfort zones to serve users. Choy Fatt Cheong, Director of the *Nanyang Technological University Library of Singapore* believed that the future of libraries is moving outside the library to be even closer to users in the circles they move in. Facebook, Socialtext, Google, MySpace – the only anxiety the meeting had was – are we too late for the future?

The Past Has Some Time Yet
Yet even as we hurtle into the future of libraries with its collaborative allure and simple interfaces, I remember our visit to the *Staatsbibliothek zu Berlin.* It was puzzling to a librarian from a much younger Singapore that the library had much less urgency in digitization. The librarian looked at us quite quizzically when he said "it was hard to decide what to digitize". It made sense when the librarian showed its largesse of collections even as we walked through the reading rooms that were akin to a nautically inspired cathedral of learning – expansive spaces filled with pensive researchers as they consulted materials that are unique to the Staats-bibliothek, digitized or not.

Somehow in this generation of instant google gratification, there are still pilgrimages to be made to such bastions of knowledge. Much like the rare books at the *Council Library of Luneburg* where the rare books remained chained to their stands.

In this light, I was particularly intrigued by the *National Library of Korea*'s gamble to build an impressive new physical library with the bulk of its spaces devoted to digital services and collaboration. It's almost like the library gone schizophrenic – an uncompromising mix of both digital and physical libraries, the past and the future.

Forgetting Libraries
Do we forget libraries past to serve users now? In the present where libraries are gradually forgotten, what does it say about our future? Some participants say it is forgetting the old rules – that libraries are firstly about building

collections. Or is it more about forgetting the dangerous new rules – that library collections no longer matter as much and it is only about access?

It is indeed a schizophrenic world we are entering. Perhaps the Koreans will have found the answer by now.

Gene Tan, Deputy Director,
National Library Office, Singapore

A Short Visit and Big Surprises

In spite of a short visit in Germany for the 2nd IFLA Presidential meeting, it was a very meaningful experience for me. Several representative librarians, decision makers for library and information policies from 11 Asian countries were invited by the German government and the president of IFLA, Dr. Claudia Lux. Additionally, librarians from many European countries, who were interested in the subject, "Information Divide" attended as audience or presenters.

This meeting provided a good chance for librarians from Asian countries and Germany to exchange opinions regarding information policies and pending issues on information exchange and information sharing among them. IFLA and German government played a huge role as a mediator to help those Asian countries come together and communicate with each other concerning these issues.

This visit had two main purposes; one was study tour, and the other was attending the 2nd Presidential meeting. This Study Journey included visits to chosen German libraries and research facilities in Hanover, Göttingen, Wolfenbüttel, Berlin. It was an honour for us to be given with this opportunity to see every single detail of those libraries with generous guidance. The study tour gave us not only the knowledge of advanced system of German libraries, but also the time for precious conversation during the tour. As librarians, all of us became more friendly and easier to understand each other.

The conference, titled "Free access and digital divide – challenges for science and society in the digital age," dealt with one of the hottest issues in information society. The participants could reflect and apply on establishing library and information policies by understanding how other countries have been making an effort for improvement of free access to digital documents.

Participants from Asian countries applauded how European countries including Germany endeavour to share their information resources to reduce information divide. "Free Access" and "Open Access" - keywords of this meeting - motivated Asian participants to recognize the need of information sharing on their own information resources. Dr. Chi-Joo Lee from National Library of Korea suggested the Conference of Directors of National Libraries in Asia and Oceania to facilitate information sharing via open archives and digital networks.

As a librarian, I was very proud that information sharing and exchange could be improved not by diplomatic cooperation among countries, but by IFLA, a unique organization that gathers and reflects opinions of librarians from all over the world.

The president and executive leaders of IFLA did their best to provide a chance, so that the representatives from various countries could spend time together to solve common problems related with information services. I do hope that this kind of meeting can be continued year by year.

All Germans and Europeans I met during this visit told me that I was very lucky to have such a fine weather rarely seen at this time of the year. However, what made me feel even luckier was that I met various library related people from other countries and learned from them.

I want to express special thanks to Hella Klauser, Jens Boyer, and last but not least, those who attended and participated with enthusiasm at the 2nd presidential meeting.

Dr. Hyun Yang Cho, Professor at Kyonggi University, Chair of International Relations Committee, Korean Library Association, Korea
E-mail: hycho@kgu.ac.kr

LIS News Worldwide

The Bologne master concept in Information studies was accepted by the *Swiss Governement* and it will be proposed beginning september 2008. It is a collaboration with the Ecole de bibliothéconomie et des sciences de l'information (EBSI) of the University of Montréal. More information: http://www.hesge.ch/heg/master_id/welcome.asp

The **Center for Information Studies, University of Tennessee School of Information Sciences**, and Dr. Carol Tenopir will be working with the Centre for Information Behaviour and the Evaluation of Research at the University College London. This project is funded by the British Library and the UK Joint Information Systems Committee. The goal of the study is to determine whether the "Google generation" is searching for and researching content in new ways, and if so, how this change will shape the way they research and search in the future and how the country's major research collections can respond.

Library Hi Tech is preparing a theme issue on the "best young professionals" and looking for suggestions about students or recent graduates who have written something (seminar paper, thesis, etc) that you think is quality research. Please contact Elke Greifeneder, assistant editor of LHT and a lecturer at the BSLIS (see below for the acronym), email: greifeneder@ibi.hu-berlin.de. Deadline of submission is the 8th August 2008. Library Hi Tech is peer-reviewed, ISI-indexed, and has the most open-access friendly author agreement of any commercial journal.

Prof. Michael Seadle, Editor, Library Hi Tech Director, Berlin School of Library and Information Science (BSLIS), (Institut für Bibliotheks- und Informationswissenschaft), Humboldt-Universität zu Berlin, Germany, email: seadle@ibi.hu-berlin.de

Library & Information Science – Education & Training Worldwide

Library Education in Canada

By Dianne Oberg, Edmonton, Canada

Libraries in Canada

The earliest libraries in Canada were private collections belonging to immigrants coming to Canada from Europe. The earliest known library in Canada belonged to Marc Lescarbot, a French scholar and lawyer who came to Port Royal, a settlement in what is now the province of Nova Scotia on the east coast of Canada, in 1606 (Beckman, Dahms, & Bruce, 2008). Library education appeared in Canada much later, at the beginning of the 1900s (Land et al., 2004).

Today, four hundred years after M. Lescarbot arrived with his library, how many libraries are there in Canada? The answer to that question comes from Canada's National Core Library Statistics Program. Spearheaded by the National Library and Archives, this program collects and makes available national statistics on Canadian libraries, including public, academic and special libraries, and school libraries. Today, according to data gathered by the National Core Library Statistics Program, Canada has about 22,000 libraries, including 1000 public libraries (with about 4000 service points), 200 academic libraries, 600 government and private special libraries, and 16,000 school libraries. Schrader (2003), in an article on the cultural and economic impact of libraries, points out that in Canada there are "more libraries than Tim Horton's and McDonald's" (p. 142) - that is, more libraries than the outlets of two of Canada's most ubiquitous fast-food chains). The presence of many libraries means that there is a demand for many library workers - in 1999, more than 38,000 full-time equivalent staff were employed by libraries across Canada. This has implications, of course, for library education.

A discussion of library education needs to be placed in context of the libraries that hire its graduates and the communities that are served by the libraries and other information institutions in which the graduates work. Canada is a large country geographically - the second largest country in the world, close to 10 million square kilometres in area - but quite small in terms of population - about 34 million people. Although Canada's population is growing slowly, our growth rate is higher than that in most industrialized countries. Canada's population growth is mostly attributable to immigration rather than natural growth, and the areas of population growth are concentrated mostly around large urban centres such as Vancouver and Toronto.

Public libraries in Canada are governed by provincial legislation and financed by a combination of local tax revenues and provincial grants. Public libraries are normally the responsibility of a local or regional library board which hires employees, control library property, establish policies, and budget for library operations. Because Canada's

population is very thinly spread outside of the major urban areas, both provincial legislatures and professional associations have encouraged the formation of regional and provincial library systems. These regional and provincial library systems have been found to be the most effective solution to serving small communities separated by great distances.

University and college libraries are integral parts of the academic community in which they are located, and they are supported through the institution's normal operating funds, with additional special grants from partnerships or endowments. A university's or college's chief librarian/director usually reports to an academic official, such as the office of vice-president, academic, and is represented on senior academic decision-making bodies of the university.

Almost every school in Canada has a library facility but many school libraries are poorly resourced and staffed. School libraries began to develop rapidly during the educational reforms of the 1960s, but throughout the 1990s funding for school libraries was particularly hard hit and many district library consultant positions disappeared. Although there are national standards for the size of collections, for staff and physical facilities, and for the role of the librarian in curriculum development, many school libraries do not meet those standards. The role of the school library depends on the willingness of the individual school board and principal to provide space, personnel, funding and materials.

Special libraries are usually established to serve the needs of a sponsoring organization, which may be federal, provincial or municipal governments; companies, associations or industries; or public institutions such as hospitals or museums. Special libraries can also defined by a subject on which they focus such as law, finance, insurance or health science. Scientific and technical libraries form the largest single group of special libraries in Canada.

There are over 150 library associations in Canada, including national, provincial, regional, local, and ethnic associations, and groupings by library type such as public, academic, government, school and special libraries. The first library association in Canada, the Ontario Library Association, was established in 1900; other provincial associations followed between 1911 and 1981. The Canadian Library Association (CLA) was formed in 1946 as a bilingual national association but became unilingual in 1973; today the association is returning to its beginnings, and many of its policy documents now are available in both of Canada's official

languages, French and English. Association pour l'avancement des sciences et des techniques de la documentation (ASTED) is the national association of francophone libraries.

History of Library Education in Canada
Library education in Canada is over 100 years old. The first formal library education program in Canada, and one of the first university programs in librarianship outside the United States, was established in Montreal in the Province of Quebec in 1904 at McGill University, under the jurisdiction of the University Library Committee. The Library School at the University of Toronto was established in 1928 and began offering the Bachelor of Library Science (BLS) in 1936. The University of Toronto also offered Canada's first Master of Library Science in 1950 and its first Doctor of Philosophy in Library Science in 1971.

Through the years, other library schools were established across Canada, and specialist programs for school librarians and for library technicians and other library para-professionals were established as well. Today Canada has seven accredited library schools, and an eighth has been proposed. There are master of education programs for school librarians in four universities, and programs leading to a specialist certificate or diploma in about a dozen universities. There are twenty programs for educating library technicians and other library para-professionals in colleges and technical institutes scattered across nine of Canada's ten provinces.

Education for Professional Librarians
The standard credential in Canada for professional librarians is the master's degree, normally a master's degree offered by a library school accredited by the American Library Association (ALA). There are at present seven accredited library schools, offering master's degrees in library and information studies: the School of Library and Information Studies at Dalhousie University in Halifax, Nova Scotia; the Graduate School of Library and Information Studies, McGill University and Ecole de bibliotheconomie et des sciences de l'information, Universite de Montreal in Montreal, Quebec; Faculty of Library and Information Science, University of Toronto in Toronto, Ontario; the School of Library and Information Science, University of Western Ontario in London, Ontario; the School of Library and Information Studies, University of Alberta in Edmonton, Alberta; and the School of Library, Archival and Information Studies, University of British Columbia in Vancouver, British Columbia.

Canada followed American models of library education from the beginning. The first Canadian library school at McGill drew on the curriculum ideas of Melvil Dewey who began American library education in 1887 at Columbia University in New York City and who taught in the first session of the new McGill library school. Canada also has adopted American accreditation procedures. Before the Canadian Library Association was founded in 1946, the two Canadian library schools before this time, McGill University and the University of Toronto, had been accredited by the ALA. Today, ALA's Committee on Accreditation works in consultation with the Canadian Library Association to accredit Canadian library schools; there has been a Canadian member of ALA's Committee on Accreditation since 1978. For the accreditation site visit, there are two Canadian members of the team for Canadian library schools. The ALA's Standards for Accreditation of Master's Programs in Library and Information Studies apply to the evaluation of graduate programs of library and information studies that lead to a master's degree and are organized around six topics: (1) mission, goals, and objectives; (2) curriculum; (3) faculty; (4) students; (5) administration and financial support; and (6) physical resources and facilities. There has been a continuing debate about the Canadian Library Association taking responsibility itself for accreditation of library schools, but at least two factors have mitigated against such a change: the considerable financial and human resources which are required to carry out the accreditation process, and the employment of Canadian-educated librarians in the United States which has been facilitated by ALA accreditation (and by the North American Free Trade Agreement as well).

MLIS students consult on a project in the SLIS Computer Lab

With the exception of the University of Western Ontario, which has a three-semester 12-month program, all the Canadian accredited library schools have two-year programs. The students spend the first year learning the basics of librarianship, usually through a required core which normally includes cataloging, classification, bibliography, reference, library automation, collection development, library management, or some variation of these. The methods of teaching are fairly standard, and vary little from school to school. Distance education is rarely offered by the accredited library schools, and not one offers its master's program totally online at this time. Library school participation in the provision of ongoing professional development activities varies a great deal: some accredited library schools offer extensive continuing education programs, and others offer little if anything.

Education for Teacher-Librarians
The education programs designed for school librarians, called teacher-librarians in Canada, are more diverse than those designed for professional librarians. School Library education programs range from post-baccalaureate specialist certificate programs to graduate programs at the master's level offered by accredited library schools or by faculties of education. Although teacher-librarians may choose to complete a master's degree from an accredited library school, the more common credential is the master of education or the post-baccalaureate or diploma. In Ontario, teacher-librarians complete a three-part Advanced Qualifications program, offered by school boards, teachers' associations or faculties of education, leading to the Librarianship (Specialist) credential. In the rest of the country, teacher-librarians are more likely to choose a master of education with a specialization in school libraries, usually a program of slightly more than a year in duration, offered by a faculty of education.

Programs for school library education began in faculties of education in the 1960s. The programs for education in teacher-librarianship are small, few, and scattered across the country. The students in these programs learn the basics of librarianship within a school context; strong emphases on new and emerging technologies and on library instruction, especially guided inquiry, are evident in the school library education curriculum. Distance education offered online is a fast-growing phenomenon in school library education, and the Faculty of Education at the University of Alberta in Edmonton, Alberta offers Diploma and MEd programs in school library education totally online.

Education for Library Technicians and Other Library Para-professionals
Library technicians and other para-professionals working in libraries are normally

trained through post-secondary college programs of two years duration (Burke, 2000). These programs require a minimum of the high school diploma for admission, but students often have some post-secondary education before beginning their program at a community college or technical institute. The students in library technician programs learn the practical aspects of basic librarianship. Strong emphases on library technologies and technical services often are evident in the curriculum, but these programs often allow more variation in focus than other types of library education programs. They may, for instance, allow students to focus on a particular type of library (e.g., school libraries or medical libraries), or a particular library function or service (acquisitions or circulation). Increasing numbers of library technician programs are offering courses via distance education, both for earning a credential and for continuing education.

Current Challenges for Library Education in Canada

Accessibility: Not all library sectors and not all areas of the country are equally served by programs of library education. There are no library education programs of any kind available in Canada's three northern territories--Yukon Territory, Northwest Territory and Nunavut. The most accessible type of library education is that designed for the education of library technicians: 20 programs are located across Canada in nine of the ten provinces. There are seven programs for the education of professional librarians, but five of the ten provinces do not have an accredited library school (Saskatchewan, Manitoba, New Brunswick, Prince Edward Island, and Newfoundland). Education for teacher-librarians is most accessible in the province of Ontario, but only at the certificate level through the Advanced Qualifications system. Graduate level education for teacher-librarians is available increasingly through distance education courses and programs, for example, from the University of British Columbia, the University of Alberta, and the University of Prince Edward Island and, in a few instances, through partnerships between universities.

New and Emerging Technologies: The introduction of new technologies has had a dramatic influence on libraries of all types and therefore on library education. Library educators have responded by adding computer and telecommunication technologies to their curricula and, in some cases, by providing continuing-education programs in the new technologies. Addressing the new and emerging technologies has changed curricula related to library services, management,

collections and buildings. Focusing on technologies and on an information-as-product orientation has led some library education programs to reduce their emphasis on "libraries" and to increase their emphasis on "information"; this was reflected in name changes for a number of programs through the 1980s and 1990s.

Library Instruction: There is an increasing need for librarians in non-school library settings who are prepared to take on teaching roles (i.e., bibliographic instruction, library instruction, library orientation, information skills instruction, and so on). New and emerging technologies have increased the need for librarians to engage in instructional roles, one-on-one and in group settings. Few accredited library schools in Canada provide course work related to library instruction, and few librarians providing instruction in university, college, public and special libraries have specialized in this kind of library work. The demand for this specialization in librarianship is as evident in library job advertisements in Canada as it is in other parts of the English-speaking world (Clyde, 2003).

Diversity: Canada's population has become increasingly diverse, and library educators need to be recruiting students from a wider and more diverse pool of applicants. This is an important strategy for improving library services through the development of a workforce that is more representative of the communities being served by libraries. A special challenge for Canadian library educators is increasing the number of Aboriginal (First Nations, Metis, Inuit) librarians. The National Library of Canada once provided scholarships for Aboriginal students attending accredited library schools (the Aboriginal Library Science Trainee Program), but this program no longer exists.

The Future of Library Education in Canada

The future of library education looks positive in Canada. Demand is strong for the education programs available for professional librarians, teacher-librarians and library technicians, and the quality of applicants remains high. Challenges remain. Library education programs need to increase the diversity of their applicants through targeted marketing and through outreach to communities whose members are under-represented in the library workforce. Library education programs also need to continually review and revise curricula to respond to the needs of library clientele in a fast-paced ever-changing information world.

Sources Consulted

- Beckman, M., Dahms, M., & Bruce, L. (2008). Libraries. The Canadian

encyclopedia. Retr. May 25, 2008, from http://www.thecanadianencyclopedia.com/

- Burke, J. J. (2000). Library technical assistant programs: Library education for support staff. Community & Junior College Libraries, 9(3), 23-31

- Clyde, L. A. (2002). An instructional role for librarians: An overview and content analysis of job advertisements. Australian Academic & Research Libraries, 33(3), 150-167.

- Land, B. et al. (2004). A history of education for library and information studies in Canada. ELAN: Ex Libris Association Newsletter, Summer [Special Issue].

- Schrader, A. (2003). "More libraries than Tim Hortons and McDonald's": Capturing the cultural and economic impact of libraries on Canada. Feliciter, 49(3), 142-146.

Author Note: Dr. Dianne Oberg is Professor and Chair, Department of Elementary Education, University of Alberta in Edmonton, Canada. Her teaching and research focuses on school libraries. She and her colleague Dr. Jennifer Branch prepare teacher-librarians through online distance education, Teacher-Librarianship by Distance Learning.

Dianne Oberg, PhD
Professor and Chair
Department of Elementary
Education, University of
Alberta , Edmonton, E-Mail:
doberg@ualberta.ca, http:
www.quasar.ualberta.ca/tl-dl

New Era Challenges and Reforming of the Continuing Library Education System in Russia

By Tatiana Y. Kuznetsova, Moscow, Russia

This paper describes the experience in reforming the system of Russian libraries staff continuing professional development as the country is moving to market economy and establishing information society.

Continuing professional development of librarians is:

- an instrument of regular knowledge upgrade of the Russian library personnel;

- an effective way of compensating the librarians' lacking professional skills;

- a requisite for librarians' rapid adjustment to new professional situation;

- an indispensable condition for a national library reform to adopt and implement trailblazing ideas, concepts and techniques; and

- a way to develop professional library communications.

The organization structure of continuing professional development in Russian libraries has three levels—federal, regional and municipal, each with specific functions.

The most ambitious and innovative educational projects are implemented at the federal level. They aim to promote fundamental aspects of government library policies and establish a new educational mechanism to allow, through short-term training, for the greatest possible increase of professional knowledge. Such projects rest on a unified conceptual, scientific and methodological basis. They aim to enhance librarians' socialization, and promote their efficiency in a rapidly changing technological and social environment.

The central principles of Russian librarians' professional development come as follows:

- priority of innovative knowledge over standard required knowledge in the rapidly developing field;

- module arrangement of curricula to support their fast modification depending on learners' educational background and particular educational tasks;

- social openness of the educational system ensuring its interaction with various social structures, e.g., humanitarian education sphere, mass media, book publishing and trade business, etc.;

- individualized education style with due consideration of learners' professional features;

- democratic relationships creative cooperation among all those involved in the education process.

Thus, new methodology and content of librarians' continuing professional development

are taking shape today in Russia. They have spectacularly changed the previously available teaching practice, and come as basis for strategic guidelines for training new generation of library personnel.

Russian libraries reforming stipulated by present social and economic reforms in Russia and broad introduction of digital technologies into library practice have posed new tasks for the system of Russian librarians' education and postgraduate training. Large scale activities have begun to reform regulatory, organization, scientific and methodological foundations of professional librarians' training. A new specialty of higher professional education, 'Library and Information Activities" (instead of former "Library Science and Bibliography'), has been approved. We've started preparing Bachelors and Masters in Library and Information Resources. New generation of library education standards have been created and its program, information and technical support is being upgraded.

Measures undertaken are first of all meant to train librarians of a new formation that could meet modern requirements to this complex and very important profession in the context of developing an information society based on knowledge.

In the opinion of Russian specialists, modern librarian is first of all a creative information navigator and intermediary in document communication systems, including electronic ones. Besides, librarian of today is not only well versed in belles-lettres, research materials and readers' information needs. He also comes as an expert in information resources development and use, as a manager and market analyst in library and information field, as an active subject of book publishing business, as a bearer of information culture, custodian of public humanistic traditions and universal scientific knowledge.

All this stipulates the necessity of speedy enhancement and key renewal of practicing librarians' professional knowledge and skills.

Systematic **professional development and post-graduate education** that are implemented in the framework of **continuing professional library education** are the most important prerequisites of librarians' active engagement in solving new social and technological tasks. In modern conditions these education formats are becoming **an integral focus of the industry education system** as they are the most efficient tools of regular knowledge upgrade and consequently potential development of the library staff as a whole.

The **compensating role** of continuing professional education in making up for gaps in particular skills and knowledge of young specialists - graduates of professional library schools, their fast adjustment to professional activities under conditions of dynamically developing library practice is also very important.

Besides, Russian librarians view continuing professional library education today as **an effective means of reorganizing librarianship as a whole,** as an effective testing ground for mastering new ideas, concepts, technologies, as it is within its bowels that innovative library experience accumulates and then overflows and implements into practice. It is also an open **tribune for developing professional library communications.**

Objective demand in regular professional development and post-graduate education of library staff was the prerequisite for building an extensive education network in the country.

The present-day **organization structure** of continuing professional library education has the following parts:

Federal level: A federal government educational establishment—the Academy of Postgraduate Education in Arts, Culture and Tourism, or APRIKT, Chair of Library and Information Science; library and information institutes and faculties of universities of culture and arts (Moscow State University of Culture and Arts, Kemerovo State University of Culture and Arts, Kazan State Academy of Culture and Arts and others); Russian State Library (Training Center of Postgraduate and Additional Professional Education); Russian National Library (Training Center); Training and Instruction Center at the Russian National Public Library for Science and Technology, etc.

Regional Level: The Siberian Regional Library Center for Continuing Professional Development under the State Public Research and Technical Library of the Russian Academy of Sciences Siberian Branch, and the Center for Continuing Professional Librarian Development of the Far Eastern State Research Library (Khabarovsk); Central libraries of Russian regions—national and regional universal scientific libraries;

*Municipal Level: M*unicipal library systems (city and district).

The Russian Library Association librarianship, library personnel and lifelong learning section is of great help to continuing professional librarian development. A Concept of Continuing Professional Librarian Development in the Russian Federation was elaborated under its aegis. The Ministry of Culture of the Russian Federation devoted a special Board

session to it in March 2003, which approved the concept. The Concept defines the primary goal of that form of education, building the multilevel system of librarians' professional development that is capable of raising their general professional knowledge and skills level so that it corresponds to the tasks of modernizing the country librarianship. As a main task it is suggested that we should create necessary conditions for equal access of all the library staff to the continuous professional development system in correspondence with their individual professional needs and during their professional lifetime. Also the mechanisms of building the continuing education system for Russian librarians (organization and regulatory, economic, professional and incentive, technological), as well as the mechanism of education process quality management and international contacts development in this field are established.

Librarians' continuing professional development in Russia has been implemented, for the most part, in the following forms:

Postgraduate training - problem or function-oriented training to upgrade theoretical and practical knowledge according to the latest demands to professional qualifications and new professional tasks to cope with (short and medium-term seminars and seminar schools, creative laboratories and workshops, master classes, training and practical sessions, etc.), 15 to 120 academic hours in the curriculum;

Professional retraining - long-term profession-oriented education in class and extra muros for library staff without special library education. It follows 500 to 1,500 academic hour curriculum licensed by and accredited to the Ministry of Science and Education of the Russian Federation. Graduates receive government certificates entitling them to the right of engaging in new professional activities within the federal-approved nomenclature of library specialties. At present, Russia is implementing the following professional retraining programs: Librarian/Bibliographer, Library Manager, Library Collection Manager-Custodian, and Bibliographer/Analyst;

Workplace training - practical consolidation of information and knowhow acquired in theoretical learning, and acquisition of innovation library experience;

Fast knowledge upgrade through informal education channels - conferences, seminars, idea fairs, roundtables, business games, focus groups, competitions, international educational and professional tours, etc.

Continuing Professional Librarian Development has key and multiple functions in the Russian library reform. Proceeding from that, a practice of government contracts was introduced a few years ago, and is actively implemented to retrain personnel on key aspects of library modernization.

The Russian Federation Ministry of Culture made its first steps towards that goal four years ago in the Russian Culture federal target program, 2001-05. Major projects have been implemented on a federal scale in the framework of this program. They resulted in the **establishment of a new education framework** that would allow to upgrade the leading specialists' professional knowledge as much as possible under the conditions of short-term training.

These projects differ in principle from traditional function-oriented postgraduate training. The **main difference** lies in education aiming to **promote implementation of government library policy guidelines**. These aspects come as basic education modules.

APRIKT is a federal government center of continuing professional development in culture and arts with 40 years of experience in education. It acts as the principal organizer and author of federal level education programs.

The greatest attention in developing education programs is given to innovative library technologies and interdepartmental projects and programs that help students to develop new professional mentality oriented towards network modes and information exchange. All proposed education programs proceed from a **unified conceptual academic and methodological basis**. As a rule, at least twenty academic programs are implemented a year.

The following education programs at the all-Russian level are presently in the greatest demand:

- Regional library management system under social and economic reforms (for experts of regional culture management bodies supervising libraries, directors of central regional libraries);

- National libraries of republics within the Russian Federation: development strategies, information potential, and new technologies (for national library medium-rank personnel);

- Universal scientific library management in the new social and economic situation (for newly appointed directors);

- Children and youth library director's school;

- Municipal library director's school;

- Library management and innovation technologies (a cycle of educational seminars for central regional library medium-rank personnel);

- All-Russia Library Innovation School (has been working since 2002. It aims to analyze library innovations, generalize on them, assess them from the point of end result, and promote their implementation);

- All-Russian School of Quality Management in Library Activities;

- Interstate library workshop «Ecological Culture and Information in the Interests of Sustainable Development » (is held annually since 1999);

- International Library Philosophical School (annual sessions since 2004);

- Distance course: Internet Technologies Application in Library Information Activities.

Lectures, workshops, round tables, business meetings devoted to modern library practice achievements and problems have been held in the framework of these academic projects. Major attention has been given to the following issues:

- Strategic directions of library and information field development in the digital age and information technologies: building of LIBNET national computer library and information network; development of Russian Libraries Union Electronic Catalog and CIS participation in the project; cooperation in information technologies application for library resources development;

- Public libraries in the context of the country social and economic development: creation and operation of legal information public centers network; "Information for All" UNESCO program and the role of libraries in its implementation; regulation of library activities, public library model standard and new approaches to public library service; centralized library systems specific operation features under social and economic reforms.

I would like to draw special attention to a fundamentally new education program, the **International Library Philosophy School** that opened in September 2004, the jubilee year of a renowned German philosopher Emmanuel Kant, in Kaliningrad, his native city. The School aims to promote the elaboration of philosophical foundations of library development in the information age, and disseminate the knowledge received in an extensive professional milieu. **The project owes its profound originality to an opportunity it offers to combine the**

heuristic process of quest for philosophical knowledge with educational technologies. Thanks to that, new conditions are provided for collective idea generation and new ideas penetration into public mentality. The project is to help library managers to develop library modernization concepts, strategies, projects and long-term programs in the context of a new socio-cultural paradigm of social development.

Russian librarians are greatly interested in the **All-Russia Library Innovation School** education program. Organized on the basis of Belgorod Region libraries the School highlights library innovations, evaluates them and promotes their practical implementation. It teaches the techniques, and trains habits of, innovation creativity, and techniques of blueprinting and implementing library innovation projects. The School helps librarians to adjust themselves to innovations being implemented, and to acquire socio-psychological techniques of overcoming resistance to the new in their professional milieu. The School is using such methods of team creativity as the research laboratory, Innovation Models of the Present-day Public Library, or the open rostrum, Tradition and Innovation in Librarianship: Dialectics of Development and Reform Management. The School also arranges best innovation project contests.

The exclusive **Library Collection Manager-Custodian** program is one of the most important among professional retraining programs. It is designed for 1,590 academic hours. It aims to train top-notch experts with a working command of interdisciplinary knowledge on all functional approaches offered by the National Program of the Russian Federation for the Preservation of Library Collections. Specialists trained in Manager/Custodian program are to be able to provide all-round implementation of the collection preservation program in their regions.

Thus, a **new ideology** of professional development and retraining library personnel at a federal level has formed in a few recent years. This ideology is **oriented towards training library managers and leading experts** to form a professional library elite and leaders of librarianship. Alumni are carriers of innovative ideas. They disseminate those ideas in the broad professional community thus influencing regional library and socio-cultural policies and promoting cooperation and partnership.

Another **goal orientation** of the proposed educational programs, irrespective of content, is to **promote librarians' professional socialization and encourage their**

professional and creative activities in a thoroughly new technological and social environment. The programs are posing the task of forming a new style of professional conduct, finding a new meaning and purpose of the librarian's lifetime cause and making them aware of there social importance and excellent prospects in the information age.

Thorough changes have taken place in the **content and methods of developing education programs**. Those programs have been filled with **fundamentally new content** and are targeted towards educating professionals capable of solving the sector modernization tasks.

The contemporary Russian library continuing professional development system rests on the **following principles**:

- priority of the innovation component of education over standard education component due to a high degree of professional library knowledge upgrade and to the goal of fast library innovation implementation into a broad range of professional activities, which is the prerogative of continuing education as a system;

- functional integration of education and librarianship proper — an integration that helps to construe systems relations between those structural components of education to improve its didactic, methodological and applied bases;

- universal character of education due to the branch universe of librarianship and enhancing the role of humanities and natural and exact sciences in forming professional library knowledge;

- module arrangement of curricula to guarantee their modification depending on the students, their professional background, and practical didactic goals;

- succession and continuity of educational stages (adaptation—specialization—innovation—poly-functionalism—professionalization), and multisided updating, extending and deepening the content of knowledge at each of its developmental stages;

- social openness of the educational network ensuring its interaction with government and local self-government bodies, and other functional levels of professional activities (research, management, etc.), with related branches (book publishing and trade, research information, etc.) and with other social partners.

Andgagogics, a science on adult education, which is progressing apace, comes as a **research and methodological basis** of continuing professional development. Proceeding from andragogical principles, proposed continuing professional development programs envisage:

- individualized education with due consideration of learners' social role and professional characteristics;

- dynamic style of education (maximum of knowledge in the minimum of time);

- democratic teacher-student relationships and creative partnership;

- student's greatest possible activity and encouragement of his professional reflection.

The **teaching staff** has undergone major change in recent years. Today, sector managers, library directors and practical experts are notable on the staff. This promotes the professional community progress, constructive thinking of all those involved in the education process, and productive creativity. An approximate total of 200 major researchers, library managers and top-notch experts in humanitarian sciences: philologists, sociologists, economists, political analysts, environmental specialists, men of law, culturologists, historians are presently involved in implementing federal level education projects. Thus the new models of continuing library education promote integration of different scientific and practical sectors intellectual potential with the aim of solving the problems of library development in the electronic communication era and increasing the libraries social role in the interests of sustainable social progress.

Close interconnection of the **education process with library practice** is one of the preconditions of new education models efficiency. Libraries – initiators of innovations are the backbone of many education programs. For instance, the All-Russia Library Innovation School is organized on the basis of Belgorod Universal Scientific Library and regional municipal libraries, the "Ecological Culture and Information in the Interests of Sustainable Development" workshop is held thanks to close cooperation of APRIKT with the All-Russian Scientific and Methodological Center of Ecological Culture at the Russian State Juvenile Library as well as Bryansk, Vologda and Orel regional libraries; the International Library Philosophical School is organized under the active support of Kaliningrad Region libraries.

Pskov Universal Scientific Library (the "All-Russian School of Quality Management in

Library Practice" project), Ugra State Library, central to Khanty-Mansi District (summer training program "Libraries and Local Governance"), Tomsk Municipal Information and Library System (the All-Russian workshop "Innovation Processes Management in Public Library") are all APRIKT's reliable partners in implementing federal level education programs. In recent years, over 50 federal, central regional and municipal libraries as well as LIBNET National Information and Library Center managing the Union Catalog of Russian libraries, Federal Center of Document Conservation and Restoration, All-Russian Institute of Scientific and Technical Information and many other information, book publishing and bookselling organizations took part in implementing large scale education projects.

A new system of interaction between academic and practical levels of continuing professional education emerges as a result of such partnership, and the relationships between theory and practice, traditions and innovations are being harmonized. Most importantly, **the sphere of professional library communications is expanding and filling up with new content.**

The students' contingent is fairly extensive. In five recent years, more than 2,000 library managers and top experts from 75 Russian regions completed their training within the framework of mentioned education programs.

In addition to Russian specialists, librarians of CIS, Baltic states, Eastern European countries including Azerbaijan, Belarus, Germany, Kazakhstan, Lithuania, Poland and Ukraine, participate in these programs.

However, with all the considerable achievements in the field of continuing library education this important link in librarians' professional development is still **in the making**

and cannot yet fully satisfy the demand of library staff in knowledge upgrade.

There is lack of financial and personnel resources; new education technologies are being implemented too slowly, there is no possibility of broader implementation of distance learning. Across regions there is a sharp disproportion in organization, scale and regularity of training.

Target funding of education programs at the expense of regional budgets is being planned as a means to solve the complicated situation. Regular monitoring of library personnel situation is being envisaged as well as the development of an information resource database intended for scientific and methodological support of training at federal, regional and municipal levels.

We are facing a lot of work in **integrating digital technologies into the continuing library education system**, developing distance education formats which are especially important for distant regions.

The solution of these problems will determine not only our ability to educate a new generation of library staff but also the success of further reforms in the country librarianship.

Author:
Tatiana Y. Kuznetsova

Head of Library and Information Science Chair, APRIKT (Academy of Postgraduate Education in Arts, Culture and Tourism), Ph.D., Professor, member of the Standing Committee, IFLA Education and Training Section

Who's Who: LIS New Generation

Elke Greifeneder
Humboldt-Universität, Berlin, Germany
URL: http://www.ibi.hu-berlin.de/institut/mitarbA-Z/akadmitarb/greifeneder/
E-Mail: greifeneder@ibi.hu-berlin.de

School/Subject(s)

- Berlin School of Library and Information Science - Humboldt Universität zu Berlin /

Master in Library and Information Science and French studies

- Université Paris VIII, studies of documentation and linguistics

Main LIS interests
Human Computer Interaction, Online help, user studies

Awards/Grants

- VFI-Förderpreis 2007 (Verein zur Förderung der Informationswissenschaft)

for the best master thesis in Information Science the German speaking world.

- 2005/2006: Scholarship for an exchange to Paris (Erasmus programme)

Publications

- (2008). Meeting our future professionals. In: Library Hi Tech 26 (2) (in print).
- (2008): Help Users Search! In: 16th BOBCATSSS Symposium 2008 – Providing Access to Information for Everyone, 16th BOBCATSSS Symposium.
- (2008). Hilfe auf allen Ebenen. Ein Beitrag zur Forschung über Online-Hilfen in OPACs. In: VÖB-Mitteilungen, 61(2):32-44.
- With Seadle, Michael (2008): In archiving we trust: Results from a workshop at Humboldt University in Berlin. In: First Monday, 13(1).
- With Seadle, Michael (2007): Envisioning an iSchool Curriculum. In: Information Research 12 (4). Online verfügbar unter: http://informationr.net/ir/12-4/colis/colise02.html
- (2007): Magisterstudenten auf dem Abstellgleis. Fähigkeiten und Einsatzmöglichkeiten von Absolventen der Bibliotheks- und Informationswissenschaft. In: Bibliotheksdienst 41 (6):624–629.
- (2007): Online-Hilfen in OPACs. Analyse deutscher Universitäts-Onlinekataloge. Saarbrücken: VDM Verlag.
- With Kindling, Maxi (2007): Helping hands. A chance for students interested in international cooperation. In: SET Bulletin IFLA Section on Education & Training 8 (1):34–35.
- With Seadle, Michael (2007): Die Kunst des Beobachtens. Wie man Digitale Bibliotheken mit ethnographischen Methoden evaluiert. In: BuB (11/12):836–840.
- With Seadle, Michael (2007): Defining a Digital Library. In: Library Hi Tech 25 (2):169–173.
- (2006): Wenn Maschinen lächeln könnten. Vom Charme des französischen Bibliothekswesens. In: LIBREAS 4. Online verfügbar unter: http://www.ib.hu-berlin.de/~libreas/libreas_neu/ausgabe7/006gre.htm

Memberships

- Verein Deutscher Bibliothekare
- Editorial Board, Library Hi Tech

Participation in national/international conferences

- 2005-2008: Annual German library conference (Bibliothekartag)
- 2006: DGI-Online-Tagung, Frankfurt, Germany
- 2006: „Regards sur un demi-siècle: cinquantenaire du BBF", Bibliothèque Nationale de France
- 2006: „Journée professionnelle", BPI, Centre Georges Pompidou, Paris, France
- 2007: „Workshop on Preservation Networks and Technologies", Humboldt-Universität zu Berlin, Germany
- 2007-2008 IFLA Presidential Meeting I and II, Berlin, Germany
- 2008: Bobcatsss, Zadar, Croatia
- 2008: IFLA, Quebec, PQ, Canada

Current and finished projects

- Master thesis on online help systems in German university OPACs
- Current studies on user interface design based on methods of the human computer interactions
- Teaching "Digital Libraries and the User", "Peer Reviewing in Scholarly Journals", and "Masters Colloquium".

Practical experience

- 2001-2006: Internships in the public library of Bremen (Germany) and Epinal (France), in the Frankreich-Bibliothek Ludwigsburg (Germany) and in the university library of the Humboldt-Universität zu Berlin.
- 2006-2007: Editorial Assistant, Library Hi Tech, Emerald, UK.
- 2008- : Assistant editor, Library Hi Tech, Emerald, UK.
- 2008- : Wissenschaftliche Mitarbeiterin (Lecturer), Berlin School of Library and Information Science, Humboldt-Universität zu Berlin.

Foreign studies/ International exchange

- 2005/2006: Scholarship for an exchange to Paris (Erasmus programme)

Career expectations

- Earn a Ph.D. in the next three years, gain additional international professional experience,
- and become an LIS professor.

Parthasarathi Mukhopadhyay

University of Burdwan, West Bengal, India

E-Mail: psm_vu@india.com

School/Subjects

- Bachelor and Master degree of Library and Information Science from University of Burdwan, West Bengal, India;
- Ph.D. from Jadavpur University, West Bengal, India.
- Qualified National Eligibility Test for Junior Research Fellowship and Lectureship conducted by University Grants Commission, Government of India.

Main interests

- Application of Free/Libre Open Source Software and open standards in designing library and information services
- Web-enabled and public library based community information services
- Indic scripts based information systems in Unicode-compliant environment (automated and digital library systems)
- Design and development of Virtual Learning Environment (VLE) on Library and Information Science
- Webometrics and Library 2.0

Awards/Grants

- University Gold Medals for both Bachelor and Master degree of Library and Information Science
- Bani Bose Gold Medal for Bachelor degree of Library and Information Science
- Jawaharlal Nehru Memorial Fund prize
- Awarded Junior Research Fellow (JRF) by University Grants Commission, Government of India

Publications

Published a total of 21 papers, guided 14 Post Graduate level dissertations and designed 10 coursewares including one video tutorial on Koha (the first open source library automation software) for different programmes of Indira Gandhi National Open University, New Delhi. The last major titles are as follows –

- Designing Bengali Script based Digital Library through the Application of Open Standards and Open Source Software. *Proceedings of the International Seminar on Semantic Web and Digital Libraries*, Bangalore, 2007. Indian Statistical Institute (DRTC), Bangalore, p. 381-396.
- Five Laws and Ten Commandments: The Open Road of Library Automation in India. *Proceedings of the National Seminar on Open Source Movement – Asian Perspective*, XXII, Roorkee, 2006. IASLIC, Kolkata. 2006. p. 27-36.
- Multi-script Information Retrieval System: A FLOSS based Prototype for Indic Scripts With Special Reference to Bengali Script. *Proceedings of the Conference on Information Management in Digital Libraries,* Kharagpur, 2006. Indian Institute of Technology, Kharagpur. p. 305-316.
- VidyaOnline: design and development of a FLOSS based virtual learning environment on library and information science at Vidyasagar University, West Bengal. *Proceedings of the Conference on ICT for Facilitating Digital Learning Environment,* Bangalore, DRTC, 2006, Paper A
- Designing web enhanced multilingual community information services: A FLOSS based framework for public libraries in West Bengal. *Proceedings of the Conference on Community Information Service: Challenges and Opportunities for Libraries,* Banaras, 2006. BHU, USEFI and DSIR, Banars. 2006. p. 210-33.

Memberships

- Life member of Indian Association of Special Libraries and Information Centres (IASLIC)
- Life member of Bengal Library Association (BLA)
- Expert member of an Empowered Committee on Public Library Automation and Networking in West Bengal, Directorate of Library Services, Government of West Bengal

Participation in National/International Conferences (selection)

Participated in a total of 33 national/international seminars/ conferences/ workshops and acted as resource person for 15 workshops/refresher courses. Some of the last major events are:

- International Seminar on Semantic Web and Digital Library (Documentation Research and Training Centre, Bangalore)
- International Seminar on Building Digital Library through DSpace (Documentation Research and Training Centre, Bangalore and HP Lab, India)
- International Conference on Digital Libraries (ICDL) (The Energy Research Institute and Ministry of Information Technology, Govt. of India, New Delhi)

- International Seminar on Role of Libraries in the Development of Human Resources in Bangladesh (Rajshahi University of Engineering and Technology, Rajshahi, Bangladesh)

Practical experiences
- Information professional in Central Glass and Ceramic Research Institute – a national laboratory under Council of Scientific and Industrial Research, Ministry of Science and Technology, Govt. of India (1996-2001)
- Faculty, Department of Library and Information Science, Vidyasagar University, West Bengal, India (2001-2007)
- Faculty, Department of Library and Information Science, University of Burdwan, West Bengal, India (2007 -)

Current and finished projects and research activities:
- Development of Unicode-compliant Bengali script (Bengali is the fourth largest spoken language in the world) based Automated Library System (A Bengali script based automated library system has been developed, which is in use by five college libraries, through the application of open source software and open standards. The ingredient software for the system are Koha (as LMS), PERL (as programming environment), Apache (as Web server), MySQL (as backend RDBMS), Avro (as virtual keyboard), USP10 (as rendering engine) and an array of open type Bengali fonts)
- VidyaOnline – a Virtual Learning System on Library and Information Science by using Moodle as course management software, LAMP architecture and GD graphics library.
- WEBCIS – an Indic script based digital community information system by using MARC 21community information format, Unicode as text encoding scheme, GSDL as indexing software and virtual keyboard and open type fonts for Bengali script

Career expectations:
- Design, development and promotion of open source software and open standards based library and information services
- Design and development of Indic scripts based automated and digital library system
- Web-enabled, multilingual, public library based community information services
- Application of Library 2.0 tools in designing library and information services

- Design and development of online teaching-learning-evaluation system (Virtual Learning Environment) on Library and Information Science
- Application of modern cataloguing theory and practices (FRBR, FRAD and IME-ICC principles)

Subrata Deb

University Librarian, SMVD University, P.O Katra-182301 (J&K) INDIA
E-Mail: sdeb2004@yahoo.co.uk; deb.subrata@gmail.com

School/Subject(s)
Mr Deb did M. Sc. and BLI S from TM Bhagalpur University (India). He completed Grundstufe-I German and DSM[2] from NIIT (Delhi); obtained MLIS from Annamalai University & AIS[3] from INSDOC[4] Delhi- [a CSIR[5] organization.]

LIS interests
His interest lies in Information Management, Digital library, Knowledge Management & e-Learning exploring and applying new technology Library, Information and Digital Resource Centre. He strives to provide library solutions using minimum resources.

Awards/Grants
- CSIR Scholarship at INSDOC.
- Internal Resource Advisor for TERILIC[6].
- Selected for UNESCO Asian Regional Training Programme on GSDL[7]

Publications
International Journals: (4 papers)
- The Electronic Library 24(3) & 23 (2);
- Information Development 19(3) ,
- World Libraries 9(1).

International Conferences: (5 papers)
- ICDL[8]2006 , New Delhi <Invited speaker >;
- 7th ICADL[9]2004, Shangai, China;
- ICDL2004, New Delhi;

---

[2] Diploma in Systems Management (in computer programming)
[3] Associateship in Information Science
[4] Indian National Scientific Documentation Centre
[5] Council of Scientific Industrial Research, (a Government of India Organization)
[6] TERI Library and Information Centre
[7] Greenstone Digital Library Software
[8] International Conference on Digital Libraries
[9] International Conference of Asian Digital Libraries

- ASIS&T 2003 , California;
- 4th ICADL2001, Bangalore.

National Conference: (2 papers)
- National Seminar on Digitalised Information Exchange for Quality Sustenance and Enhancement among Acreedited Institutions. 3-4 March 2005. Tiruchirapalli. <Invited speaker >; and
- 44th All India Library Conference of ILA[10], 1999, Hyderabad.

Paper Reviewer for
- The Electronic Journal, Emerald publications. 2006;
- Conference proceedings: ICDL2004 ,
- ICDL2006

Former Associate Editor of Mycorrhiza News: Quarterly Newsletter of the Mycorrhiza Network, TERI

Memberships
- IASLIC
- ILA
- National Recommendation Committee : Digital Library of India formed during the ICDL2004 and ICDL2006, Delhi.
- National Programme Committee ICDL2006

Current and finished projects
- March 2007 onwards: SMVDU[11] (Founder University Librarian)
- Current: Establishing the Library and Information system of SMVDU, Katra, (J&K) from planning of the building to laying down the policies, establishing the Virtual Library, CD-ROM Networking, Networking with other Libraries, establishing Information Centre for Energy Management, establishing the Virtual Reference Desk to answer queries in real time.
- *Finished:* OPAC and WEBOPAC, Library bar-coding, policies, Virtual Library and CD-ROM Network.
- 2005-2007: NIPER[12] as Deputy Librarian (Librarian-in-Charge); Established the Information Centre and Virtual Digital Library accessible through Intranet, full text article database of faculties using OSS[13] and founded the Hindi *Pustakalya* (Library). Automated the Library, implemented OPAC accessible through LAN, Bar-coding, stock verification, Library

Security System with CCTV and Corporate Membership initiated.
- 1995-2005 : TERILIC; PI[14] of projects, initiated digital library & organized workshops, tutorials and conferences Electronic Library, Library automation including Library bar-coding , management of in-house databases, MIC[15] (1995 -2001) and Homepage.

Practical experience
Mr Deb has a unique combination of experience as a classical librarian, Information Manager, Database Manager, Digital Librarian, and Knowledge Manager. Regarding organization he has worked with international level R&D institute and deemed university like TERI, educational R&D and Institute of national importance under central government – NIPER; and presently, the founder University Librarian in a Technical University – SMVDU. - Digitization, GSDL, Electronic Library and manage non-numerical Windows based and web enabled databases using OSS e.g. WWWISIS (CGI script), GENISISweb, CDS/ISIS or WINISIS; Library automation, Data conversion. He did Technical Editing & coordination of publication of Newsletters and training users for online & offline information retrieval and use Library information resources. Management of SICs[16] and providing online information services through VIC[17].

Career expectations
Want to contribute to the profession in terms of Intellectual inputs/Human resource development in developed, developing and underdeveloped world. Establish and develop a modern Library, Information & Knowledge management Centre or Human Resource Development Centre that will be able to nurture the promising Library and Information professionals. Wants to work in multicultural society without borders and move beyond the borders.

Some others (Points that could not be covered under the above headings
Faculty: (4)
- Delegations of Ministry of Malayasia for Window version of CDS/ISIS and Database searching
- Internet search for CERC18, Govt. of India, New Delhi. 2001
- Workshops on Electronic Resource Management Sept 2002 & Nov 2002.

[10] Indian Library Association
[11] Shri Mata Vaishno Devi University
[12] National Institute of Pharmaceutical Education and Research
[13] Open Source Software

[14] Principal Investigators
[15] Mycorrhiza Information Centre
[16] specialized information centres
[17] Virtual Information Centre
[18] Central Electricity Regualtory Council

Conference Reports

"Providing Access to Information for Everyone"

16th BOBCATSSS Symposium
28-30 Jan 2008, Zadar, Croatia
– reported from different personal points of view: students, newcomers, organizers, future organizers

A wonderfully arranged symposium

Magnus Torstensson, Swedish School of Library and Information Science, University College of Boras: I heard about BOBCATSSS in the 1990-ies, but then our department was too much occupied in transforming our former post academic diploma course to academic exams in library and information science up to a PhD. BOBCATSSS 2001 in Vilnius had the topic *Knowledge, Information and Democracy in the Open Society: the Role of the Library and Information Sector*. As the topic was very close to my area of lecturing and research I was involved in a workshop on libraries and democracy. I must say that I came, I experienced the symposium and was defeated.

The symposium was more full of energy and enthusiasm than I was used to in other conferences. What an excellent idea that students from different cultures arrange a conference in cooperation! How good that many of the papers and posters are given by students! Now since long a majority of the papers are student papers. How wonderful that students from different countries can learn to know each other! That can be very important for their future development as well privately as within our field LIS. Shortly afterwards a BOBCATSSS group was formed at our school and the work to arrange BOBCATSSS 2004 in Riga in cooperation with students and staff at the LIS department at the University of Latvia began. It was hard enthusiastic work but also a very rewarding learning process. The students learned to think of all details in arranging a symposium and also to discuss these questions through meetings in Riga and Boras and intense e-mail contacts. BOBCATSSS has for me been as well to meet old colleagues and friends as to get new ones.

I looked very much forward to BOBCATSSS in Zadar. I was happy to go there with five students and a colleague. I was sure that the students would perform well after all preparatory work including some rehearsals together. The topic of the symposium, *Providing Access to Information for Everyone,* is very important in a world full of inequalities. I got to Zadar late Saturday night and had good possibilities to learn the city of Zadar to know during Sunday.

The walk to the city along the seaside was great as the city itself with its impressive old history back to the Romans and before that. The opening ceremony next day was nice and interesting with good keynote speakers. My paper on *Workers and libraries* was in a session on class and gender in which also three students from our school had a paper on gender. We were happy that so many, mostly students, came to the session. I think that it can be due to that these questions are important for many of us within the LIS sector. Besides two students from Boras had a paper on open access and one student a poster on heteronormativity and libraries.

City of Zadar, Historic Site

For me it is more important that the students perform well than I do it myself. It can give them confidence to continue with international contacts. I took part in several interesting sessions and workshops during the days in Zadar. What I especially remember is a workshop on LIBREAS – Library Ideas, a journal edited by the students at the LIS department at the Humboldt University, Berlin.

The symposium took place in beautiful surroundings north of Zadar close to the sea. The evening activities in central Zadar had delicious food and vivid music with good possibilities for as well stimulating discussions as dancing. I was given new energy from all the enthusiasm that is so special for BOBCATSSS symposia. That is good to have to endure the long Nordic Winter. Many thanks

to students and staff from the four universities in Croatia and Germany for a wonderfully arranged symposium!

Open to gain new experience and impressions

Dace Bukovska, Ruta Garklāva and Daiga Lapiņa, Department of Information and Library Studies, Faculty of Social Sciences, University of Latvia, Riga, Latvia, Speakers: This year 15 new information specialists from Latvia went to Zadar to present four researches on the poster and lecture session.

Latvian "information tigers" joining BOBCATSSS 2008: Daiga, Ruta and Dace (from the left)

It is not a secret that every year the new "information tigers" are going on certain exciting adventure – BOBCATSSS. This year symposium took place in sunny and blossoming seaport Zadar. The cheering wind of the Adriatic Sea and the warm sunbeams let the smile break into every BOBCATSSS 2008 participants' face. We were open to gain new experience and impressions.

The symposium was organized by LIS students from Croatia and Germany. The three-day symposium tied up the participants in numerous lectures, eight workshops, five panel discussions and three poster sessions within one issue – "Providing access to information for everyone". Active discussions and togetherness joined all the BOBCATSSS participants irrespective of age and academic degree.

We (Dace, Ruta and Daiga) presented our research about the development of Legal deposit in Latvia. The audience was reserved and seemed quite interested in the topic; presentation introduced listeners with short history of Legal deposit in Latvia and current situation. After presentation there was small discussion about the harvesting of electronic publications in Latvia carried out by the National Library of Latvia.

On the second day of the symposium we decided to go by ferry to the nearby island (the island of Ugljan) where we climbed up the mountain to see the fortress. We discovered the beauty of the unique archipelago of Zadar. The view up there was amazing and breathtaking. We were exhausted and joyful at the same tame.

The Archipelago of Zadar

We were also impressed by the presentation of the Public Library of Zadar, also known as the Blue Library. We think that every library needs such PR specialist to improve the image of the library in society. The Public Library of Zadar is not just a store of the books, but the centre of culture, the place where to meet each other; it is one of the most known libraries in Croatia.

In addition to social events we were also introduced with the old city of Zadar by professional guide. Most of all we loved the Sea Organ, every evening we went to the seashore to enjoy the unique aerophone and to observe the luminous performance of the magic circles.

We really enjoyed the time there. We brought home the energy of the sun, some sunburned noses and endless positive emotions.

Students from around the world that have interests close to mine

Candela Ollé, PhDSstudent, Department of Library and Information Sciences, University of Barcelona, Best Awarded Poster Presenter.
It was a really good experience attends at my first BOBCATTS, in Zadar. My professor Àngel Borrego encouraged me to take part in the conference, because I hadn't heard about BOBCATSS before, perhaps due to my journalist background.

I decided to prepare a poster *"Use and user studies of electronic journals at Catalan Universities"* in order to promote discussion and at the same time to exchange methodologies, doubts, comments, etc.

I had my two minutes of glory during the first poster session. When I got up to the stage I was nervous because it was really difficult to introduce my last year work in 120 seconds. Finally, everything went fine – and what a surprise during the Closing Ceremony to be awarded for the "Best Poster"! Later a lot of people came to ask me questions and suggested me ideas. It was really helpful and it enriches me as a researcher.

During the conference I met professors, students and PhD students from around the world that have interests close to mine. They have found the same handicaps during the research process. Sometimes, when you are living the solitude of a thesis to find people that really understand you because they are in the same situation, it helps you.

At BOBCATSSS 2008 I blended work and tourism. Maybe the fact that organizers are university students make possible to get this atmosphere. At this moment I want to congratulate the hard work done by the Universities of Zadar, Osijek (Croatia), Postdam and Berlin (Germany). I took my time to attend a workshop: *Information literacy strategies in the digital age* that promoted the discussion and it combined theorical and practical sides. It was nice. Moreover I selected some papers I went to listen with my colleagues of the University of Barcelona.

Prof. Ivan Pehar,
Director of Zadar
City Library

On the other side I tried to take part in almost all social events, I visited the city and the public library and I danced at night social events. I really enjoyed the Mediterranean city of Zadar. I never saw before such a gorgeous place as the organ in front the sea. I felt like at home. I left the conference the last day in the morning due to the long time that I needed to comeback about 10 hours. This was the disadvantage but it was worth to attend it!

Big challenge and big success
Stephan Büttner, Prof. PhD, Fachhochschule Potsdam, Germany, Member of the BOBCATSSS 2008 Organizing Team
The Bobcatsss 2008 conference was a smash hit, for organizing students and teachers in Croatia and Germany. The adventure to organize this conference began in January 2006 in Tallin, as Tatjana Aparac-Jelušić (Univ. Ossijek, Croatia) asked Petra Hauke from Humboldt-University Berlin and me (Univ. of Applied Sciences Potsdam) to be Organizer-partner for the Bobcatsss conference in Zadar, Croatia in 2008. Because we already were "infected by the Bobcatsss-fever" we agreed the same evening.

What a great project! Our students were embraced about the idea.They ad hoc formed working groups and discussion groups. But frankly spoken, at first we were a little bit reluctant concerning the location. Remember, Zadar is 3,5 h by bus from Zagreb, the next big international airport. But while visiting Zadar in September 2006 we were convinced that Zadar should be a very fine place for the conference.

The next questions arising: How to organise the conference and what about the topic(s). One conference, two countries and students from four universities (Osijek, Zadar, Berlin, Potsdam) – how to bring them together? How to communicate with which tools? Email, that the experience of former organizers, is a fine communication tool but will be failed if there are more and working groups.

Backstage: preparing BOBCATSSS 2008

It was a fortune circumstance that at the same time in all four universities the elearning and communication platform Moodle was introduced. The advisory board – the accompanying professors of the four universities - decided to use Moodle, hosted in Germany, with one of the students in the position of an administrator. For the reviewing process we used another tool: Pentabarf, hosted in Croatia. These electronic communication tools were really essential for the success of the project.

One of the experiences in organizing the conference was the importance of a trustfull personal communication within the advisory board. After all, without the engagement and

enthusiasm of our students such a project can't led to success.

Last but not least, organizing this international conference was also a great experience in intercultural management. For future conferences it is recommended to put more emphasis on these aspect of intercultural competencies.

Learning about organizing a conference
Prof. Eero Sormunen, Univ. of Tampere, Finland, organizers BOBCATSSS'2009
For me and my students this year's symposium in Zadar had a special meaning. We were collecting experiences of and learning about organizing a conference since our students are co-organizers of Bobcatsss 2009 in Porto, Portugal. Our students have actively participated previous symposia but now our viewpoint was different.

Inivitation to join BOBCATSSS 2009 in Porto, Portugal!

We had an exhibition stand to promote Bobcatsss 2009. Manuela Pinto and Susana Oliveira from Porto had made a wonderful job in collecting promotional materials for the exhibition and the closing session. We did not focus so much on the formal program but on observing how everything was organized and scheduled and asking questions about the background work done.

Be present for the shift!
Prof. Manuela Pinto, Univ. of Porto, Portugal, organizers BOBCATSSS'2009
We already knew what was BOBCATSSS but we never had the chance to participate on it. So, BOBCATSSS 2008 started to be for us an excellent opportunity to increase the partnership between the Finnish and the Portuguese teams, as BOBCATSSS 2009 organizers, and to improve the experience we had in organizing such kind of events. But it very quickly became a bigger challenge for all. In fact, Zadar and all the "clima" of the BOBCATSSS alive was the real starting point

of our work as an international team and future organisers.

At the 16th Symposium we could feel what is the meaning of BOBCATSSS, joining different generations, different countries, different points of view and different expectations but having always in mind the improvement of knowledge and a better professional performance, bringing together students, teachers, researchers and professionals.

Under the theme "Providing Access to Information for Everyone", the idea of a necessary change in the area of LIS in the context of the Information Era was often referred and became a common goal among the participants and, for us, it confirmed our desire of putting the ongoing change of the field of information science in the centre of the discussion of the next Symposium, facing the new challenges, improving the information science area and building a new information professional.

Our contribution effectively started at Zadar with an active participation in the panel "OpenBOBCATSSS" and with our stand, profiting, at the same time, of the excellent work sessions but also of the social events that brought BOBCATSSS into the host communities at the different levels.

We had the opportunity to personally meet our team colleagues, with whom we had several working meetings. We also learned with the experience of BOBCATSSS'2008 organizers, students and teachers, despite all the work and tiredness they felt, doing an effective benchmarking in order to contribute to a greater success and promotion of this unique event of youth in the scope of the information Science.

The enthusiastic closing Ceremony meant to us the great responsibility we have now but also gave us the so necessary support, which we transmitted to all the students and teachers that stayed at Finland and Portugal.

Overhanding the BOBCATSSS flag to the BOBCATSSS 2009 organizers

After the great experience of Zadar we are now looking forward to receiving your contributions

until the 15th of July and seeing you in the 17th
BOBCATSSS Symposium, from 28 to 30 of
January 2009, at Porto, Portugal. Further
information on the symposium is also provided
on the site: www.bobcatsss2009.org.

Be present for the shift!

Conference Calendar

	August 05 – 08; 2008, Madison, Wisconsin, USA 24th Annual Conference on Distance Teaching & Learning http://www.uwex.edu/disted/conference/
	August 10 – 14, 2008; Québec, Canada 74th IFLA – World Library and Information Congress *"Libraries without borders: Navigating towards global understanding"* http://www.ifla.org/IV/ifla74/index.htm
	October 28 – 31, 2008, Orlando, Florida EDUCAUSE 2008 Annual Conference "Interaction, Ideas, Inspiration" http://www.educause.edu/e08
	November 12 - 14, 2008, Sofia, Bulgafia Sofia 2008 Bulgaria "*Globalization and the Management of Information Resources*" http://slim.emporia.edu/globenet/Sofia2008/index.htm
	January 20 – 23, 2009, Denver, Colorado 2009 ALISE Annual Conference *Transforming LIS Education for the 21st Century* http://www.alise.org/mc/page.do?sitePageId=62136&orgId=ali
	January 28 – 30, 2009, Porto, Portugal 17th BOBCATSSS Symposium http://www.bobcatsss2009.org/
	August 23 – 27, 2009, Milan, Italy 75th IFLA General Conference and Council "Libraries create futures: building on cultural heritage" http://www.ifla.org/IV/ifla75/index.htm

New Books & Articles

Providing Access to Information for Everyone, Proceedings 16th BOBCATSSS Symposium 28-30 January 2008, Zadar, Croatia. Petra Hauke (ed.). Contributions to Library and Information Science Vol. 3, Bock + Herchen Verlag, Bad Honnef, 2008. 372 pp. ISBN 978-3-88347-259-1. Open Access: http://edoc.hu-berlin.de/conferences/bobcatsss2008/

Tracing the Bobcatsss: Whoever thinks that the bobcatsss is a special kind of species, might be right, for indeed, the set-up of the BOBCATSS Symposium is rather special. The original idea of arranging professional exchange between library schools in Western and Eastern Europe, by having students jointly organising the symposium, had resulted in a firm tradition, engaging more and other library schools than the original 9 (the acronym being derived form the initials of their respective cities), from all over Europe and even beyond.

The charm and strength of the symposium lie in the initiative and organisation by students from different library schools. They are responsible for call for papers, selecting and inviting speakers, the social programme, accommodation and transport arrangements etc. all the while working with students from different background, academic tradition and culture. Learning from misunderstandings, alternative approaches etc. is all part of this learning symposium. A large number of the papers and presentations is from students themselves, demonstrating, sometimes together with their teacher, what they have been researching, or what the concerns of library and information science are, or what in library practice and politics is at stake.

The 2008 edition of Bobcatsss took place in Zadar and was organised by the library schools in Berlin/Potsdam, Germany, with Zadar and Osjiek, Croatia. The title: Providing Access to Information for Everyone, may sound as a traditional (and unattainable) approach to library and information services, the papers now also available in printed form show a creative variety of the notion of access, information and everyone. They range from questioning whether access with anonymity is still possible (Dutch-Croatian comparative study) to historical class distinctions in public library development in Sweden. Who is everyone, are there hidden barriers to information provision? asks a German contribution. They might lie in an unconscious gender-biased attitude, is a Swedish answer; or in an unsuitable space design, responds a Norwegian researcher. Ample studies are presented on the intellectual hindrances: (self)-censorship, copyright-issues, literacy-skills; or hindrances for the disabled, or new exclusions because of IT-implementations. At the same time, new possibilities for providing access to information have also been studied: Instant Messaging and Chat as Reference services, virtual exhibitions, better OPAC interfaces and digital repositories. The research and studies cover all types of libraries: public, school, university, special libraries and their clientele, and make reading of this volume beyond the your own field of interest worthwhile. The various aspects of accessibility are a common concern of the library world as a whole. Studies from Lithuania, Hungary, Italy, Turkey etc. all demonstrate that the professional discourse is truly an international one. The new generation is living and studying accordingly; the question remains: how to get that spark into library management and practice: the students can be the bridge builders, if they will have continued access to international exchange. The richness of this Bobcatsss volume should convince every teacher and library manager to this open access.

Marian Koren, Head of Research and International Affairs, Netherlands Public Library Association, e-mail: koren@debibliotheken.nl

Presentations for Librarians: A Complete Guide to Creating Effective, Learner-Centered Presentations. Lee Andrew Hilyer. Oxford: Chandos Publishing, 2007. 189 pp.

For those in the market for tips on what to do (and what not to do) during a presentation Lee Andrew Hilyer has compiled a truly thorough guide to crafting presentations, for library conferences and class instruction alike. Hilyer holds a Master's in Education and previously developed curriculum for presentation skills at the Houston Academy of Medicine. Whether you prefer Macintosh or personal computers, the author offers insight on how to create presentations in various software applications, and also provides detailed instructions on how to use the different software available.

The book is apart of a new series presented by Chandos Publishing titled, "Information Professional Series," and is geared specifically toward the ever-active
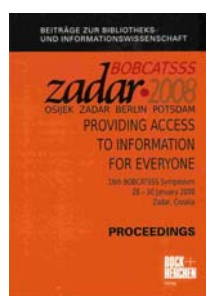
information professional. It is divided into two sections. Part 1, Human Learning and Learning from Presentations gives the reader a foundation in human cognition. The author stresses the importance of understanding how people think and learn in order to create effective presentations that engage the learner. He goes on to describe the three types of cognitive load involved in processing information – intrinsic, extraneous, and germane. Intrinsic cognitive load implies the amount of mental effort involved in the learning task, while extraneous cognitive load refers to any unnecessary effort exerted during the learning process, and germane cognitive load, which provides a relevant example to assist in processing the information being presented. Hilyer proposes germane cognitive load to be the most important of the three to ensure a "successful and efficient learning" experience, and gives examples of ways in which to increase germane cognitive load during presentations (p. 14-15). Two additional chapters give instances of both good and bad presentations.

Part 2, Creating a Leaner-centered Presentation, describes the various steps involved in the process through chapters such as Introduction to the Presentation Process Model, Creating Your Slides, Creating Effective Handouts, Writing Your Script and Creating Your Storyboards, Delivering a Successful Presentation, and other helpful topics such as evaluation. In this context the author places emphasis on identifying three to five key content points and presenting these points visually to provide effective presentations. Hilyer also stresses the importance of designing presentations with an understanding and consideration of human learning, and gives well-structured examples of both good and bad presentations. He also provides a practical explanation of font types, describing serif and sans-serif, and which of the two is considered more formal.

With over ten chapters and three appendices, the book is organized in a fashion that builds upon itself. In the appendices the reader can find instructions on how to use software such as Microsoft PowerPoint 2007, Apple Keynote Version 3, and OpenOffice Impress Version 2.2 (screenshots included). Hilyer provides instructions on how to add and format text, insert images and clip art, frame images, and more. This is a substantive soft cover volume, which offers a practical approach to the process of creating a presentation and instructional design, not simply a how-to manual. For more tips and less theory, consult one of Steve Mandel's editions of *Effective Presentation Skills* or *Developing Presentation Skills* by Kathleen

Schmalz and Arlene Moliterno, which gives even more detail in terms of instructional planning.

The focal point for *Presentations for Librarians* is the audience and how to create the most effective presentation to clearly convey information to a particular group. Most beneficial to the reader are the technical instructions the author provides on a variety of presentation software. Recommended for all librarians, particularly those involved in library instruction and/or presenting at professional conferences.

Lesley Brown, Instruction and Reference Librarian, Michigan State University, Main Library

Rowley, Jennifer E.; Farrow, John (2000): Organizing knowledge. An introduction to managing access to information. 3. ed. Aldershot, Hampshire: Gower. (Reprint 2006)

Reviewing a book normally means talking about a fresh publication. The monograph dealt with here is not new at all. The fact that Ashgate has decided to reprint the third edition of a book which was first published in 2000 is more than amazing and gives rise to a lot of questions. It shows that the book is still on the reading lists of LIS courses on knowledge representation, although reading it, reprinted after eight years of its first appearance, gives you an insight into a strange old world. Reprinting a book, almost unchanged since 2000, not only suggests its commercial success but also sheds light on the state of affairs of our education. When Steve Ballmer said that the last ten years of technological development would mean nothing compared with the ten years that are to yet to come, he was not only talking about the future but also about the rapid changes of the last decade.

The decision to reprint an important text book in the main course topics of LIS which does not even mention Google is frankly irresponsible. If the book still sells well it might be acceptable from a commercial point of view but, from a professional standpoint, fails to make sense. In fact, I was recommending this book until quite recently because of its thorough and broad overview to the basics of information work. It has its strengths in describing not only modern electronic information management but also giving examples from the analogue (hard copy and paper-) world. So, you might still consider using it for your classes for illustration purposes and for fundamentals. But you
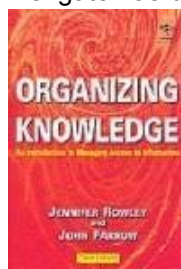
should bear in mind that the post-Google world of Web1.0 is nearly not represented – not to mention Web2.0, the semantic web, metadata, RDA and so on.

This might remind us perhaps that either the world of modern knowledge organization is no longer a topic for LIS people or that we are missing a fundamental textbook encapsulating both views of indexing, retrieval and information management: A.G. (ante Google) and P.G. (post-Google).

Hans-Christoph Hobohm
Univ. of Appl. Sciences Potsdam, Germany
Dean Information Sciences

Recommended new books and articles:

AUGE, Véronique, CARDONA, Nicole, CHAUVIN, Clotilde, [et al.) (2007). *Politique documentaire et établissement scolaire*. Paris, ADBS. ISBN 978 2 84365 096 3
This concept which is a topical theme in libraries has entered the education world and school libraries. It appears as a necessity in our connected society of information. It implies the whole educative community which is led to define a global policy for everyone in school establishments. The authors present tools and examples to build this policy.

CORNIOU, Jean-Pierre (2008). La société numérique : regards et réflexions. Paris, Hermès-Lavoisier. ISBN, 978 2 7462 2059 1
A few notes on information society; an analysis on the new technologies (GPS, software, Iphone…) and on their general or professional uses.

COURBIERES, Caroline (Ed. scientifique), REGIMBEAU, Gérard (Ed. scientifique) (2006). *Dimensions sociales du document.* Toulouse, Presses universitaires du Miral. (Collection, Sciences de la société, 68). ISBN 2-85816-847-4
Document, this polymorphic object, is considered according to different viewpoints : its communicational design, its social uses, its patrimonial approach. Document is at the junction of information science, anthropology, ethnomethodology and sociolinguistics.

DENECKER, Claire, KOLMAYER, Elisabeth (2006). Eléments de psychologie cognitive pour les sciences de l'information. Villeurbanne, Presses de l'ENSSIB. (Collection, Les Cahiers de l'ENSSIB). ISBN : 978-2-910227-65-4
Cognitive psychology analyses human activities required to learn, read or look for information. It tries to explore the cognitive processes necessary for these different activities.

DOMI, Etleva [The National Library of Albania]: "Bibliotekat dhe Aftësimi në Informacion/ Libraries and the Information Literacy", In: Bibliothecae 2006, Nr. 7, p.41-46.

ERTZSHEID, Olivier (2008). *Créer, trouver et exploiter les blogs*. Paris, ADBS. ISBN 978 2 84365 102 1
Blogs are very present in our everyday life. This book suggests ideas to choose them and not be lost in the blogosphere. The net surfers are advised in their systematic retrievals.

GENDINA, N.I., Kolkova, N.I., etc. Developing the Information Culture of the Personality: theoretical background and modeling the curriculum contents. - Moscow: Interregional Center of Library Cooperation, 2006. - 512 pp.

Informatics as an Information Science: information, documental, technological, economic, social and organizational aspects/ R.S.Gilyarevsky ed. - Moscow: FAIR-PRESS,2006. - 592 pp.

KUZNETSOVA, T.Ya. Continuing Professional Library Education in the Russian Federation: new models and new forms of cooperation // Libraries in the Society of Knowledge. - Baku: NURLAR, 2006. - P.213 - 233.

La révolution wikipédia : les encyclopédies vont-elles mourir ?. Paris, Mille et une nuits. ISBN, 978 2 75550 051 6
A criticism of this collaborative encyclopaedia: the authors have made an inventory of errors and manipulations.

LARDELIER, Pascal et MELOT, Michel (dir.)(2007). *Le livre et les supports numériques*. Paris, L'Harmattan. ISBN, 978 2 296 02677 3
Ten librarian, teachers and LIS researchers wonder about the specificity of the numerical book : what is the status of the traditional book? What about the numerical book? What is reading a hypertext?

LE COADIC, Yves-François (2007). *Le besoin d'information : formulation, négociation, diagnostic*. 2è éd. Paris, ADBS. ISBN 978 2 84365 097 0
Information need is central in the user-centered approach. The user has to be helped during the different phases of the retrieval process from the beginning of the information seeking to the diagnosis and the expression of this need. Y. F. Le Coadic explains methods librarians, documentalists, archivists have to experiment to help the users

Management of Library Collection Preservation: education program materials, projects/ Editor-for-Science: Yu.A.Grkhanov. -

Moscow: Interregional Center of Library Cooperation, 2008. - 344 pp.

NORMIER, Bernard (2007). *L'apport des technologies linguistiques au traitement et à la valorisation de l'information textuelle.* Paris, ADBS. (Collection, L'essentiel sur...).2007, ISBN 978-2-84365-092-5
What are the linguistic technologies used for? The author aims at showing the solutions brought by the automatic treatment of languages to the problems we met in the information retrieval and information processing.

PAPY, Fabrice (dir.)(2007). *Usages et pratiques dans les bibliothèques numériques.* Paris, Lavoisier-Hermès. ISBN 9787 2 7462 1655 6
21 chapters allow the reader to think about the problematics linked to the uses and practices of the numerical libraries. Analysis show different points of view coming from researchers in LIS, psychology, ergonomics or professionals from libraries.

REBILLARD, Franck (2007). *Le web 2.0 en perspective*. Paris, L'Harmattan. (Collection, Les industries de la culture et de la communication)
A socio economical analysis of internet.

ROULLEAUX-DUGAGE, Martin (2008). *Organisation 2.0 : le knowledge management nouvelle génération*. Paris, Eyrolles. ISBN, 978 2 212 54101 3
The author suggests tools to work on networks and use community of practices.

SUKYASYAN, E.R. Library Profession. Staff. Continuing Education. Collection book. - Moscow: FAIR-PRESS, 2004. - 448 pp.

SUSLOVA, I.M. Library Strategic Management. - Moscow: Interregional Center of Library Cooperation, 2008. - 256 pp.

ZEMSKOV, A.I., Shrayberg Ya.L. Electronic Libraries. Tutorial. 3rd Edition. - Moscow: RNPLS&T, 2004. - 130 pp.

The *University of Tennessee faculty* have contributed the following articles of interest to IFLA readers:

Allard, S., Mehra, B., & Qayyum, M. A. (2007). Intercultural Leadership Toolkit for Librarians: Building Awareness to Effectively Serve Diverse Multicultural Populations, Education Libraries (Special Issue: Outreach to Minority Populations), 30(1) (Summer 2007), 5-12.

Cortez, Edwin M. "Sustaining Economic Development through Knowledge Management Practices in the Caribbean region: Challenges and Opportunities". ACURIL XXXVII Conference. June 3-9, 2007. San Juan, Puerto Rico

Cortez, Edwin M., Britz, Johannes, Albright, Kendra, Kigongo-Bukenya, Isaac "Forging Partnerships across the World: International Collaborative Initiative between LIS Programs". IFLA, 73rd General Conference and Council. August 18-23, 2007. Durban, South Africa.

Cortez, Edwin M., Britz, Johannes. "Applying Knowledge Management Strategies to Economic Development in Sub-Saharan Africa". Libri: International Journal of Libraries and Information Services. (In review)

Cortez, Edwin M., Britz, Johannes. Kigongo-Bukenya, Isaac. "Strategies for Human Development of LIS Faculty in Sub-Sahara Africa". IFLA, 74th General Conference and Council. August 19-24, 2008.

Cortez, Edwin M., Sandusky, Robert. Aristeguieta-Trillos, Simon. "A Cross-Cultural and Bilingual Experience in LIS Education-a Case Study". Open Roads Conference. May 15-16, 2008. Melbourne, Australia.

Dewey, Barbara. "Circle of Service: A Collaborative Information Commons Model," in Learning Commons: Evolution and Collaborative Essentials edited by Barbara Schader. Oxford: Chandos Publishing. 2008: 37-67.

Mehra, B. (2007). Affective Factors in Information Seeking during Cross-Cultural Learning of International Doctoral Students in Library and Information Science (LIS) Education. In: D. Nahl & D. Bilal (eds.), Information and Emotion: The Emergent Affective Paradigm in Information Behavior Research and Theory (ASIST Monograph Series) (pp. 279-301). Medford, NJ: Information Today, Inc.

Mehra, B. (forthcoming). Information Interventions for Developing Culturally Appropriate International Infrastructures. 71th Annual Meeting of the American Society for Information Science & Technology 2008: People Transforming Information - Information Transforming People [panel presentation]. Panel Title: 25 Years of SIG-III and the Future of International Information (Moderator: Aaron Bowen), Columbus, OH, October 24-29, 2008.

Mehra, B., & Bilal, D. (2007). International Students' Information Needs and Use of Technology, Proceedings of the 70th Annual Meeting of the American Society for Information Science & Technology 2007: Joining Research and Practice: Social Computing and Information Science. Volume

44 [Short Paper], Milwaukee, WI, October 18-25, 2007. [Available on CD-ROM].

Mehra, B., & Bilal, D. (2007). International Students' Perceptions of their Information Seeking Strategies. In: K. Dalkir & C. Arsenault (eds.), Proceedings of the 35th Annual Conference of the Canadian Association for Information Science/L'Association canadienne des sciences de l'information (CAIS/ACSI): Information Sharing in a Fragmented World: Crossing Boundaries, Montreal, May 10-12, 2007. URL: http://www.cais-acsi.ca/search.asp?year=2007.

Mehra, B., & Bishop, A. P. (2007). Cross-Cultural Perspectives of International Doctoral Students: Two-Way Learning in Library and Information Science Education, International Journal of Progressive Education, 3,(1), 44-64.

Mehra, B., & Braquet, D. (2007). Library and Information Science Professionals as Community Action Researchers in an Academic Setting: Top Ten Directions to Further Institutional Change for People of Diverse Sexual Orientations and Gender Identities, Library Trends, 56(2), 542-565.

Mehra, B., & Braquet, D. (2007). Process of Information Seeking during "Queer" Youth Coming-Out Experiences. In: M. K. Chelton & C. Cool (eds.), Youth Information Seeking Behaviors: Contexts, Theories, Models and Issues (pp. 93-131). Toronto, Canada: Scarecrow Press.

Mehra, B., & Lambert, C. A. (2008). Priority Information Needs of African American Graduate Women: A Pilot Study, Communication for Social Change, 2(1), 105-123.

Mehra, B., & Papajohn, D. (2007). "Glocal" Patterns of Communication-Information Convergences in Internet Use: Cross-Cultural Behavior of International Teaching Assistants in a Culturally Alien Information Environment, The International Information & Library Review, 39(1), 12-30.

Mehra, B., & Rioux, K. (2007). Human Information Behavior Concepts from a Perspective of IT Professionals in India,

Proceedings of the 70th Annual Meeting of the American Society for Information Science & Technology 2007: Joining Research and Practice: Social Computing and Information Science. Volume 44 [Panel Abstract], Milwaukee, WI, October 18-25, 2007. [Available on CD-ROM].

Mehra, B., & Srinivasan, R. (2007). The Library-Community Convergence Framework for Community Action: Libraries as Catalysts of Social Change, Libri: International Journal of Libraries and Information Services, 57(3), 123-139.

Mehra, B., Allard, S., Qayyum, M. Asim., & Barclay-McLaughlin, G. (in press). Aquí y allá (Here and There) Connections between San Juan and Knoxville: Golden Rules in Intercultural Education to Create Learning Corridors in American Academy. Education for Information Journal.

Mehra, B., Haley, J. E., & Lane, D. (in press). Information Needs of Lesbian, Gay, Bisexual, and Transgender (LGBT) South Asians: Multiple Shades of Identity based on Sexual Orientation and Ethnicity, The Colors of the Rainbow: Lesbian, Gay, Bisexual & Transgender People of Color in the Academy (Research). Edited by: V. A. Wall & J. Washington.

Rioux, K., Albright, K. S., & Mehra, B. (2007). Conceptualizing Social Justice in the Information Sciences, Proceedings of the 70th Annual Meeting of the American Society for Information Science & Technology 2007: Joining Research and Practice: Social Computing and Information Science. Volume 44 [Panel Abstract], Milwaukee, WI, October 18-25, 2007. [Available on CD-ROM].

Tenopir, Carol. "The Impact of Scholarly Communication on LIS Education." In Chinese Association of Library and Information Science Education (CLISE), November 2006. Taipei, Taiwan. International Conference on The Research and Education of Library and Information Science in the Digital Age.

Don't forget to join: http://www.bobcatsss2009.org !