INTERNATIONAL FEDERATION

OF LIBRARY ASSOCIATIONS

AND INSTITUTIONS (IFLA)

**DIVISION OF EDUCATION
AND RESEARCH**

**SECTION ON CONTINUING PROFESSIONAL
DEVELOPMENT WORKPLACE LEARNING**

CPDWL

Newsletter

April, 2004

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CONTENTS

THE CPDWL EXECUTIVE & STANDING COMMITTEE 2003-2005

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Graham Walton	Secretary, Library, University of Northumbria at Newcastle, Coach Lane Campus, Coach Lane, Newcastle Upon Tyne, NE7 7XA, UK Tel: +44-191-2156520, Fax: +44-191-2156560 e-mail: graham.walton@unn.ac.uk	*2001-05*	*Organise committee meetings and manage agenda/minutes; Co-moderator for CPDWL discussion list Oslo pre-conference planning group*
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John F. Harvey	Editor, Newsletter: P O Box 21363, 1507 Nicosia, Cyprus Tel: +357-2-664286, Fax: +357-2-676061 e-mail: john.f.harvey@usa.net	*2001-05*	*Edit and produce two newsletters per year; Maintain mailing list of members*
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Dr. L. Anne Clyde	Professor Faculty of Social Science, University of Iceland, 101 Reykjavik, Iceland Tel: 354-525-4522, Fax: 354-552 6806 e-mail: anne@hi.is	*2002-05*	*Oslo pre-conference planning group*
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Bruce Massis	Marketing Coordinator: Associate Director Southeast Florida Library Information Network (SEFLIN) 100 S. Andrews Avenue, Fort Lauderdale, Florida 33301, USA	*2003-05*	*Develop and implement marketing plan and communications strategy*

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Jana Varlejs	Associate Professor Rutgers SCILS, 4 Huntington Street, New Brunswick, NJ 08901-1071, USA Tel: 1-732-932 1726, 1-732-846 6850, Fax: 1-732-932 2644 e-mail: varlejs@scils.rutgers.edu	*2002-05*	*Planning group Buenos Aires; Co-project leader for Project submission Quality guidelines*
Clare Walker	University Witwatersrand Library, Johannesbuug Wartenweiler Library, Private Bag X1, Wits 2050, South Africa Tel: 27-11-7171903, Fax: 27-11-3397559 e-mail: walker.c@library.wits.ac.za	*2002-05*	*Oslo pre-conference planning group*

Members of the Buenos Aires Planning Group also include: Inke Behn, Anne-Francoise Bonnardel, Betty Turock and Marylin Wilt.

LETTER FROM THE CHAIR……………………

In my last letter in the October 2003 newsletter, I talked about the changes we were making in the transition from Round Table to Section, and the fact that the structural changes were comparatively straightforward, following the previously established IFLA guidelines and procedures. The cultural changes are more gradual and more complex, and our challenge is to gain recognition from the wider IFLA community as well as adoption of the identity and responsibilities which go with being a section by our own members. The cultural change began with a change of name, and in the aftermath of the Berlin conference, has continued with the revision of our strategic plan, and undertaking the many activities which are carrying us forward.

Effective September, 2002, the Continuing Professional Education Round Table (CPERT) adopted a new name – Continuing Professional Development and Workplace Learning (CPD&WL). By continuing to embrace all aspects of professional development and learning in the workplace in the period post-qualification to the end of a career, the original scope, mission and essential role of CPERT remain the same. The change in name has, however, emphasised two significant points which deserve some reflection:

firstly, the concept of *continuing professional development* is broader than *continuing professional education*, taking in all aspects of a professional's role, and recognising that education is only one of the ways in which individuals continue to learn, grow and develop as professionals throughout their careers; and

secondly, the addition of the concept *workplace learning* signifies the inclusion of all the formal staff development programs and informal learning opportunities which occur within our normal working lives; it also points to the fact that these activities have a huge contribution to make to raising standards of professional practice and improving the quality of our workforce.

The link to the workplace is an important one, given the finding in a survey of members of the American Library Association, that individuals spend three times as many hours on self-directed workplace learning (defined by the author as 'highly intentional learning undertaken on the individual's own initiative and conducted at a pace and with resources of one's own choosing')

than in formal continuing education.[1] This highlights a potential strategy for improving professional practice which up until now, may have been left out of the formal processes and structures of continuing education, as well as other more formal workplace learning programs (examples include staff development courses, performance development systems, in-service training, coaching, mentoring and supervisory support).

In acknowledging that workplace learning complements continuing professional development and fits within the Section's portfolio, the link is made with all types of formal and informal training and development activities. This has benefits and implications for future developments and improvements in the professional workforce – at the very least, our members can share information and disseminate the results of program evaluations and research. Beyond this, it may also be the case that there are (or could be developed) more formal links between the programs and activities which take place within the workplace and continuing professional development programs and activities of professional associations. There is undoubtedly a need for continuous quality improvement and for raising standards of professional practice, and this it is within the mandate of professional associations to take on this role. Perhaps the mechanism is through a recertification process and an ongoing requirement for continuing professional development to retain professional membership – libraries can work in partnership with professional associations to coordinate training and development programs.

Our Strategic Plan for 2004-2005 has been revised, and this is now accessible from our web pages: http://www.ifla.org/VII/s43/annual/sp43-04.htm   While the revisions which were outlined in the draft document in our October 2003 Newsletter were relatively minor, and our mission remains essentially the same, the changes do show an attempt to refine our goals, and focus our activities to make sure we have the resources to carry out our tasks and achieve our intended outcomes.

Regarding the activities which the members of the section are currently undertaking, there are a number of reports in the rest of this newsletter, and I would like to highlight some points of interest:

- In Buenos Aires our workshop: *Skills and Techniques for Information Literacy Instruction: Training the Information Literacy Trainer* will be presented by Lisa Janicke Hinchliffe, Coordinator for Information Literacy Services and Instruction, Associate Professor of Library Administration, University of Illinois at Urbana-Champaign; in the interim program the workshop is scheduled for Tuesday 24th August, 10.45-12.45 hrs;
- Also in Buenos Aires and scheduled for the preeminent time slot of the first day of the congress: Monday 23rd August, 13.45-15.45 hrs – Division VII *Breaking barriers to literacy: contributions from the Education and Research Division* (I will chair this program and our section contribution will be presented by Anne Clyde);
- Meetings of the Standing Committee in Buenos Aires have been scheduled for the following times: Sunday 22nd August, 14.30-17.20 hrs, and Saturday 28th August, 14.30-17.20 hrs;
- A new E-Learning Discussion Group has been established through a joint initiative of CPD&WL and Education and Training Sections (led by Ian Johnson) and this program is scheduled for Friday 27 August, 8.30-10.30 hrs, entitled: *Perspectives on how e-learning is contributing to continuing professional education and development for LIS*;
- We have received special project funding for the production of *Quality Guidelines for CPD Activities* and this is now underway;
- Planning for the pre-conference in Oslo has begun, and we have submitted our proposal for a 2.5 day satellite event (11-13 August, 2005), to explore the theme: *CPD and Preparing for the New Roles of Librarians: a Voyage of Discovery*. We are very pleased to have as our

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[1] Varlejs, J. (1996). *Facilitating workplace learning.* In P. Layzell Ward & D. E. Weingand (Eds.) Human Development: Competencies for the Twenty-First Century: Papers from the IFLA CPERT Third International Conference on Continuing Professional Education for the Library and Information Professions (pp. 98-104). Munchen: K.G. Saur.

partners in this event the Oslo University College, Faculty of Journalism, Library and Information Science, and we are looking forward to working with them and in particular welcome our contacts – Anne Drag Tidemand-Fossum and Ragnar Audunson (for the Division). Discussion has already begun in our e-list exploring the theme and sub-themes in preparation for designing the program.

In my next 'Letter from the Chair', I intend looking at the topic of 'what's new and innovative in training' so if you are interested in this area I'd be pleased to hear from you – email address: ann.ritchie@nt.gov.au

Ann Ritchie
Chair CPD&WL
April 2004

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Information Officers Update – March 2004

The Section's web site on IFLANet has been updated recently with contact details for key people on the Section Executive Committee, details of current Section projects and past and future activities. If you have not visited the site recently check it out:
http://www.ifla.org/VII/s43/scpdwl.htm

Through that site or at http://infoserv.inist.fr/wwsympa.fcgi/info/cpdwl you can get to the Section's eList. Membership of the eList has grown markedly over the past months and we now have almost 300 subscribers.

If you are already a member of the list please post your CPD&WL topics for discussion or information and if you are not a List member please join!

Ian Smith.
Information Officer
i.smith@latrobe.edu.au

CPD&WL Section - Conference 2005 (Oslo)

The Section, working in partnership with the Oslo University College Faculty of Journalism, Library and Information Science is planning a satellite conference to precede the main IFLA conference in Oslo in August 2005.

The theme for the main IFLA conference is "A Voyage of Discovery". For our satellite conference we have chosen a linked theme: "CPD - Preparing for the New Roles of Librarians: A Voyage of Discovery"

We are in the early stages of planning the program for this satellite conference and would like to get input to our thinking.

The question is - what topics/subjects/themes would you find it useful to have covered in this short (2.5 day) satellite conference on issues of continuing professional development and workplace learning?

We are looking at this stage for any ideas and suggestions. These need not be detailed - in fact the briefer the better.

You can send your comments either to the Section's eList cpdwl@infoserv.inist.fr so that all List participants can see your idea/s and perhaps be prompted to comment or add a new idea, or you can send comments directly to Ian Smith, leader of the Program Committee for the conference i.smith@latrobe.edu.au

Topics we have had suggested so far include:

- Changing roles of librarians and continuing professional development to meet these needs.

- Roles in cross training and mentoring.

- Organisational change – the impact on librarians.

- The skills librarians need to be assisting and/or developing curriculum, especially in relation to information literacy

- Leadership and management skills that librarians need to have.

- What are now and might be the new roles for librarians?

- Continuous improvement teams.

- HILS (High Impact Learning).

- "Reach the Developing World: continuing education Programs for developing countries".

- Informal learning, within the larger context of workplace learning

- Evaluation of human resource development (HRD) outcomes and measurement of the return on investment in HRD (

Please add to this list with your suggestions and ideas!

A formal call for proposals for the conference will be made soon. In the meantime, if you have any questions regarding the conference and/or would like to be put on a mailing to receive the call for proposals and other future conference information please contact i.smith@latrobe.edu.au

Ian Smith
Program Committee – Oslo Satellite Conference 2005

CPDWL PRELIMINARY PROGRAM FOR BUENES AIRES

Saturday 21 August 2004
08.30-11.00 Professional Committee (Closed Meeting)
11.30-14.30 Governing Board (Closed Meeting)
15.00-18.00
CB I General Research Libraries (Div I)

CB I Special Libraries (Div II)
CB I Libraries Serving the General Public (Div III)
CB I Bibliographic Control (Div IV)
CB I Collections and Services (Div V)
CB I Management and Technology (Div VI)
CB I Education and Research (Div VII)
CB I Regional Activities (Div VIII)
*The above mentioned Coordinating Board Meetings (CB I) are the business meetings
of the IFLA Divisions. They are not usually open to conference delegates.*

SIMMONS, HARVARD TEAM TO HELP DEVASTATED IRAQI LIBRARIES
NEH Grant Seeks to Modernize War-Torn Libraries, Halt Serious Librarian Shortage

BOSTON (March 4, 2004)-Responding to the devastating effects of war on Iraqi libraries, the Simmons Graduate School of Library and Information Science (GSLIS) and the Harvard University library system are launching a joint program to provide training for Iraqi librarians and archivists, to help modernize Irqai libraries and address the country's serious shortage of librarians.

The program links the Simmons GSLIS--one of the premier library and information science schools in the nation—with the library and information science professionals of Harvard University, which is home to the world's largest academic library.

The National Endowment for the Humanities (NEH) has awarded Simmons and Harvard $100,000 for the two-year project. The grant is part of the NEH program "Recovering Iraq's Past," which funds projects to help rebuild Iraq's cultural heritage.

The program will begin in May, when a team of Simmons faculty and Harvard librarians meet with Iraqi librarians in Amman, Jordan, for a curriculum planning retreat. The Iraqis will identify their needs for training to rebuild collections and to modernize their library systems. Training areas may include preservation, cataloging, collection development and management, and automation and online information systems. Subsequently, Simmons faculty will teach graduate library courses for Iraqi librarians. In collaboration with Harvard librarians, they will oversee a series of special projects and serve as long-term mentors via the Internet.

Michele Cloonan, dean of the Simmons GSLIS and principal investigator for the NEH grant, noted that more than two decades of war and economic sanctions, as well as the chaos of the recent regime change, have left the centuries-old Iraqi book and manuscript collections with a "vast array of problems," and few librarians with contemporary professional training and expertise.

"For years, resources were withheld from cultural institutions in Iraq," Cloonan said, "and the recent war has resulted in widespread destruction. Librarians were cut off from technological and professional development. The United States has some of the best library and information science programs in the world, and we're pleased to be able to bring our training to the Iraqis. So much has changed in library and information science since the Iran/Iraq war two decades ago. The Internet wasn't even in use."

According to political scientist Sidney Verba, Harvard's Carl H. Pforzheimer University Professor and Director of the University Library, librarians from Harvard will play a critical role in the Iraqi program. "The Harvard library is pleased to have this opportunity to join with Simmons to work with our Iraqi library colleagues," said Verba, "and to help rebuild the intellectual base of higher
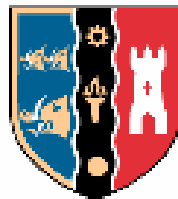
education in Iraq."

In addition to taking library and archival courses, the Iraqis will work with Simmons and Harvard library specialists on special projects that the Iraqis identify as most needed to rebuild their contemporary and historic collections and to modernize their library systems.

The Simmons and Harvard organizers also hope to have some Iraqi librarians attend the International Federation of Library Associations and Institutions World Library and Information Congeress in Oslo, Norway, in 2005, to rejoin their international colleagues.

The Simmons GSLIS directed a similar library-rebuilding program (begun in association with the Harvard?Yenching Institute) in Vietnam, through which Vietnamese students earn their master's degrees in library and information science at Simmons. Today, the Vietnamese graduates of the Simmons program are library leaders in Vietnam. Additionally, the ongoing Bosnia Library Project, based at and supported by Harvard University, has assisted in the rebuilding of destroyed and damaged Bosnian library collections since early 1996.

More information:
Diane Millikan, Simmons public relations director, 617-521-2364. (For Harvard comments, go thru Peter Kosewski at 617-495-7793). Here's the release:

THE
ROBERT GORDON
UNIVERSITY
ABERDEEN

For further information about the Simmons Graduate School of Library and Information Sciences, go to http://www.simmons.edu/gslis. For information about the Harvard library system, go to http://lib.harvard.edu.

Press release

For immediate release

REVISTAS - DIGITISING IBERO-AMERICAN LIS JOURNALS

The European Commission's ALFA programme is to support a study of the feasibility of digitising all the Spanish and Portuguese journals in the field of library and information science, particularly those published in Latin America. The 2-year project is lead by Ian Johnson, Assistant Dean of the Aberdeen Business School at the Robert Gordon University. The project name, REVISTAS - **RE***d* **VI***rtual* **S***obre* **T***odas las* **A***merica***S,** can be translated into English as 'JOURNALS – a virtual network across the Americas'.

The proposal arose out of a previous survey, supported by ALFA, of the management and use of human resources in library and information work in Latin America, and a joint IFLA/FID workshop in Chile, supported by the UNESCO Participation Programme, CONICYT (the Chilean National Council for Science and Technology), and the British Council. These noted, that because of the communication problems within the region, advances in professional practice have been hampered by lack of awareness of what is happening not only in the rest of the international professional community, but also in other countries within the region and sometimes even within the same country. Ways and means of underpinning curricular and pedagogical developments in the region's Schools of Librarianship and Information Sciences are also needed.

The team aim to identify the journals in the field of library and information science published in the principal languages of the region, and identify the patterns of use of these journals. To permit digitisation of past, current and future issues of these journals, they will seek agreement from the journal publishers, and review mechanisms for developing a cooperative electronic library of full text journals and for ensuring that future issues of all these journals are also indexed and abstracted in an online database. The team also aim to develop an on-line inventory of training resources in Portuguese, Spanish and English to support future digitisation projects, and to try to identify a potential source of funds for the eventual digitisation of the journals they locate.

The European Commission's ALFA Programme ('**A**merica **L**atina - **F**ormacion **A**cademica') supports collaboration between European and Latin American Universities. In this project, the Robert Gordon University's partners are Universidad Nacional del Sur, Bahía Blanca, Argentina; Universidad Federal do Parana, Curitiba, Brazil; Universidad Nacional Autonoma de Mexico; Hogskolan i Boras, Boras, Sweden; Universidad Carlos III, Madrid, Spain; Queen Margaret University College, Edinburgh, UK.

For further information contact: Ian Johnson, Assistant Dean, Aberdeen Business School, The Robert Gordon University, Garthdee Road, Aberdeen AB10 7QE, Great Britain. Telephone: +44 (0)1224 263902; Fax: +44 (0)1224 263553; e-mail: i.m.johnson@rgu.ac.uk
Web URL - http://www.rgu.ac.uk/abs/research/page.cfm?pge=10452

Date: 10 May 2004

For all IFLA-L subscribers

With immediate effect, messages which are more appropriate for the FAIFE discussion list will not be posted on IFLA-L. Those who wish to keep abreast of discussions on questions of freedom of expression and free access to information are encouraged to subscribe to this list: FAIFE-L

FAIFE-L is an electronic forum intended to foster communications among IFLA members and others concerned with the issues related to the work of IFLA/FAIFE (Free Access to Information and Freedom of expression). The aim is to facilitate the exchange of information and opinions.

Submissions: faife-l@infoserv.inist.fr

Web interface:

Ross Shimmon - Secretary General

SEFLIN Unveils Its *Community of Learning Program (CLP)* Web Site
By Bruce E. Massis, Associate Director, SEFLIN

Through focus groups, committee discussions, and SEFLIN Board meetings, library directors and staff expressed the need for a *CLP* Web site where all of the lifelong learning components of the *CLP* may be viewed, retrieved and utilized from a single, accessible location. Therefore, SEFLIN has created the *CLP* Web site. This Web site has been built into the *MyLibraryService.org* Web site as a component of the "Services for Libraries and Library Staff" section of that site.

The Web site provides tools to help members explore the learning needs of their organizations as well as their own learning needs. The *CLP* Web site helps individuals create their own learning journeys and the best ways to meet their needs. The SEFLIN *Community of Learning Program* assists members in finding a variety of resources. Their choices depend on content, learning style, available technology, time and funding. The SEFLIN *Community of Learning* is organized so that individuals can find a variety of learning resources easily at one site.

The *CLP* Web site has been operational since January 2004, and hundreds of staff working in SEFLIN member libraries throughout Southeast Florida have used the site to register for courses, workshops, tutorials and informational offerings. The Web site may be viewed at http://clp.mylibraryservice.org. A "User's Guide" to the Web site has been created and is available in print and on the Web site itself. Based on the use of the *CLP* Web site, library staff and training administrators have identified a number of new functions and enhancements that are needed to make this Web tool even more useful.

The SEFLIN Community of Learning Program (CLP) web site provides a holistic or systems approach to learning. We offer this web site as a comprehensive tool to help staff working in SEFLIN member libraries explore the learning needs of their organizations as well as their own learning needs. We help individual members create their own learning journeys and the best ways to meet their needs. The CLP web site assists staff in finding a variety of resources. Choices depend on content, learning style, available technology, time and funding.
The CLP Web site is organized so that individuals can easily find a variety of learning resources. This web site has been designed to synthesize the concept of lifelong learning for library staff. We ask that users begin with the consideration of "learning plans", both individual and organizational. Wherever possible, the learning plan should be linked to the library's "core competency profiles" for library staff. Core Competencies have been defined as "those skills present or creatable upon which the organization bases its operations and services and from which it creates its desired future. Upon careful analysis, "core competency profiles" serve to synthesize one's skills and knowledge, and define one's performance requirements." Courses, workshops and tutorials are offered through the SEFLIN CLP through its "blended learning" approach, that is, through various methods that best suit the user. Let us explore the site and describe its many attributes.

Through the "My CLP" components of the Web site, users may create their own personal training plan and their own personal transcript page on which they may access a variety of useful features including:
- My Training Tracks - A number of library specific and technology specific training tracks have been created. If a user has added a training track to the "My CLP" page, it will be displayed here, so that one may easily follow a specially designed subject area series of courses, tutorials or workshops, towards completion of a training track certificate.

Courses are displayed along with the status for each course in the training track. By clicking on any course link, one may register for that course when ready.

- My Transcript - By clicking on this link, a page will appear showing all of the courses that the user has either registered for or completed.
- My Preferences - By clicking on this link, the user may modify personal preferences, (name changes, email address changes, changes in areas of interest, etc.)
- The user may also add any Non *CLP* event to your transcript on the "My Transcript" page by clicking the "Add Non CLP Course" button, filling in the required information and adding it. Each course, or other event, will display on your transcript page beneath your *CLP* course status listing. If you have inadvertently added a course here, simply click the "cancel course" button to remove the listing.

The *CLP* Web site was designed and built to empower users to manage their own lifelong learning needs, desires and preferences. Please visit the Web site and see for yourself how ongoing communication between library staff and a library consortium can result in a vital tool for learning.

COPYRIGHT NEWS….

Here is the latest news from Copyright Circle. Don't forget our one-day copyright workshops in Bristol (19th. May) and Glasgow (14th. September). A chance to find out just about anything you ever needed to know about copyright from distance learning to digitisation or tattoos to translations. Booking forms on the website at http://ww.copyrightcircle.co.uk or request from me Graham@copyrightcircle.co.uk

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FAREWELL MESSAGE FROM ROSS SHIMMON

Dear Friends and Colleagues;

Incredibly, this is my last hour as Secretary General IFLA. I would like to thank so many people for being such good colleagues; President Kay Raseroka, immediate Past President Christine Deschamps, present and past members of the Governing Board and its predecessors, members of our Sections, past and present Core Activities Directors and hosts, our Regional Managers, members of the conference organising committees, colleagues in our sister organisations in the International Committee of the Blue Shield, in Unesco and in the International Publishers Association and any other organisations. Not least of course, our small team at Headquarters who have been such good colleagues.

Between us all, I think, we have built on the achievements of our predecessors and made progress towards our ambition to be a truly international organisation and, as we claim, the global voice of libraries, librarians and their users.

I have enjoyed my five years at the helm of the good ship IFLA and I think it is in good shape as Rama takes over ready for the challenges ahead. I believe that libraries are needed more than ever as technology advances and terrorism threatens. We need to hold our nerve and defend our principles so that people have free access to information, ideas and works of imagination so that they can make sense of the world around them and take control of their lives.

In a few days Pat and I will return to our home in Faversham. We hope that some of you will find your way there. You will certainly be very welcome. To whet your appetite you might like to check http://ww.faversham.org   Some of you know that my magnificent retirement gift was life membership of Kent County Cricket Club. If you would like to see where I shall be spending

some of my new-found leisure, check http://ww.kentccc.com If I am not watching cricket, I am quite likely to be at the Kent and East Sussex Railway http://www.kesr.org

So, farewell, thanks and good luck!
Ross Shimmon - IFLA Secretary General, 1999-2004

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REGISTER NOW!
2004 JOINT TECHNICAL SYMPOSIUM
TORONTO, ONTARIO ISABEL BADER THEATER

On behalf of the Coordinating Council of Audiovisual Archive Associations, the Association of Moving Image Archivists invites you to register for the 2004 Joint Technical Symposium. The theme of this three day event (June 24-26, 2004) is Preserving the AudioVisual Heritage: Transition and Access.

Technical papers, panels and presentations will focus on a wide variety of digital, audio, film, broadcast, video related topics, such as Linear Uncompressed Video Archiving on High Performance Computer Tapes, Restoration of the Cinemascope 55 Widescreen Process, Restoration of Smooth Pitch Variations Over Long Timescales WOW, the final reports from the FIRST initiative for digital conservation and restoration, Disaster Avoidance and Recovery of Magnetic Tapes, Use of Color Separations for Preserving Visual Metadata in Digital Intermediates, Abandoning Analog Digital Audio Archiving, Degradation Survey of Optical Discs, Updates on the latest ISO recommendations and standards, a tutorial on Digital Image Science, Reports on Digital Mass Storage Systems for Archives, and many other presentations.

The Toronto Chapter of the Society of Motion Picture and Television Engineers (SMPTE) has kindly offered to co-host the Opening Night Reception that will welcome delegates; this event will be held on Wednesday June 23rd.

Thursday morning will include a Welcome by the distinguished, National Archivist of Canada, Mr. Ian Wilson.

A special screening is currently scheduled for Friday evening June 25th (title to be announced).

The Joint Technical Symposium (JTS), which was first held in 1983, is the international gathering of organizations and individuals involved in the preservation of original image and sound materials. Held every three-to-five years, JTS provides an opportunity for colleagues around the world and those interested in the field to meet and share information about original image and sound preservation. Panel discussions, technical presentations and sessions, and special screenings will focus on preservation and restoration of the world's moving image and recorded sound heritage. Attendees traditionally include film/video/audio archivists, laboratory technicians and engineers, and film/video/audio preservation specialists drawn from a broad cross-section of institutions responsible for feature films, television (national, regional and local), independent productions, news film and amateur productions. For newcomers to this vibrant, dynamic and committed community, JTS 2004 will provide an invaluable opportunity to learn what is happening in the field.

Under the auspices of UNESCO (United Nations Educational, Scientific and Cultural Organization) Information Society Division, participating organizations include: the Association of Moving Image Archivists (AMIA), the International Federation of Film Archives (FIAF), the International Federation of Television Archives/Fédération Internationale des Archives de Télévision (FIAT/IFTA), the International Association of Sound and Audiovisual Archives (IASA),

the International Council on Archives (ICA), the International Federation of Library Associations and Institutions (IFLA), and the Southeast Asia-Pacific Audiovisual Archive Association (SEAPAVAA).

Register Now! The earlybird registration rate is available until April 30th. And, accommodation is available through the AMIA Office until April 30th. For registration information, hotel details, and/or a list of sponsor opportunities, visit the JTS 2004 website http://www.jts2004.org, contact the AMIA Office or email info@jts2004.org

To date, JTS sponsors include: SDI Media Group, Technicolor Creative Services, Eastman Kodak Company and Deluxe Laboratories.

Everyone is welcome.

Janice Simpson, Managing Director, AMIA
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Dear IFLA M&M Section Member,

The interest in marketing has tremendously increased over the last two decades in almost all kind of libraries throughout the world. Even the reasons for applying marketing have not been much different. Some of the common reasons identified are: that the founding missions being found increasingly ill-suited for the demands of the marketplace; budgets becoming excruciatingly tight while such units claiming for more support; the recruiting and fund-raising arenas having become extremely competitive; rising competition among similar service providers etc. There are some other reasons which require marketing orientation in library and information services, e.g. it helps in managing libraries better; it brings commitment to customer focus; publicizing the benefits of the library services and listening to customers needs; it helps in making users feel better that they use library again and again; and it improves the image. During recent time information professionals feel some closeness and there is considerable increasing interest in marketing of library and information services throughout the world. But, there is no systematic study that gives us a clear picture of the initiatives made for marketing of library services at the international level. The review is an attempt in this direction, aims at:

- Tracking the stage of the LIS marketing at international level Systematizing the marketing of library and information services and presenting in more useful manner

- Identifying potentials of library and information services marketing, as case for further study and researches

- Set an example to pool best practices such resources in other sectors of libraries

- Encourage inter-sector collaborations in regards to theory and best practices of marketing of services

THE FRAMEWORK: This comprehensive review of various related themes broadly divided in the following sub-themes but not limited to only these:

- Marketing and Library services: Linkage, development, benefits, barriers, Information sources in Marketing of Library and Information Services: Review of literature, Web based resources, Databases,

- Role of Professionals Associations and Institutions in Marketing
orientation of LIS, e.g., IFLA, FID, SLA, ASLIB, ALA, CILIP, ILA, ALIA, CLA,...etc.

- Marketing of Library services in different kind of libraries, e.g.,
National, Academic, parliamentary, governmental, Public, Special, Rural,
Children, Research, hospital, Multicultural, etc.

- Manpower development for Marketing LIS: Skills and qualities of staff,
Need for Education and Training, Course curricula, teaching methods,
guidelines, etc.

- Research and Evaluation: Research and Development in marketing LIS,

- Country Reports

- Best Practices

THE PROJECT TEAM: The project team includes the following members of the SC
of Management & Marketing Section of the IFLA:
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You may kindly contribute in this review in any of the following ways:
- contributing a paper/ note on any aspect of marketing LIS in your country.
- compiling list of publications on marketing LIS in your country sending the names of
  library schools/ institutions/ associations.
- offering/offered education/ training on marketing LIS by any means and at any level.
- giving details of libraries which have adopted marketing approach.
- suggesting names of colleagues/ researchers who are working on marketing LIS.
- suggesting any other marketing related information about your library/ association that
  you would like to bring to the notice of the library community.
- putting this request on listserve in your community/ region

You are welcome to supply any such information/ data/note by 31st August 2004. A volume of
select papers will be brought out. We would be happy to respond your queries, if any.

With kind regards,
Dinesh K. Gupta

BOOK REVIEW SECTION

Albalooshi, Fawzi (ed.: University of Bahrain, Bahrain) **<u>Virtual Education: Cases in Learning and Teaching Technologies</u>**; IRM Press, Hersey, PA (2003), 299 pages

Contact information: IRM Press
                        701 Chocolate Avenue, Suite 200
                        Hershey, PA 17033, USA
                        http://ww.irm-press.com

The contents of this new text, a total of eighteen chapters plus a very brief index, all certainly fall under the heading of electronic technology, and at least most of them are built around the concept of electronic learning methodologies. There are a few exceptions to the rule, but even the exceptions might be considered to be instructive.

This volume almost falls into the category of a 'novel experience': it is nicely printed in Times New Roman, fontsize 10, with large, clear titles and section headings. The number of printing errors is minimal, and the articles appear to have been edited consistently. Interestingly, for a paperback book, IRM Press has bound it securely. The paper is white (not buff), of good-quality and of a durable, moderate weight. Even after considerable handling, marking and carting around in a book-bag, the glued backing shows little sign of wear or breakage! The cover is truly paper, but it is stiff and shiny enough to withstand even more abuse than this reviewer is likely to deliver. Honestly, this is one of the first good-quality paperback books I have ever maltreated.

If we start at the beginning of the volume, the sections discuss, consecutively, the following topics:

- *The Preface, by the editor*: outlining briefly the developments in electronic technology to the point where it became a justifiably suitable, multi-media vehicle for both learning and teaching strategies (which are not, most definitely not, identical concepts).

- Barjis, Joseph (The University of Reading, UK). "An Overview of Virtual University Studies: Issues, Concepts, Trends": an overview of studies about the Virtual University in concept and practice. (Note that this chapter doesn't restrict itself to studies pursued within the VU!) The portion of the article from "VU Models" to "Some Information Age Universities" is particularly down-to-earth and sensible. So is the tail-piece where the author states, "the first important conclusion that can be derived is, distance learning will not replace the traditional classroom setting, but it provides extraordinary opportunities for students, particularly those constrained by time or location" (p. 18). He might also have mentioned that only those students most capable of independent study are likely to make optimal use of the facilities and degree-earning opportunities provided. He does state, however, "concerning quality programs, the programs should include a number of the same elements contained in a traditional university: technical support, individualized attention to students, mentoring and faculty-student exchanges" (p. 19). Only someone actually involved in multi-media distance-learning programs would have the temerity to claim that VU degree programs are unlikely ever to succeed *as degree-offering programs* without the requisite types and degree of human input, but so it is, and so the author of this article is careful to point out.
Barjis, like many academics before him, takes Peter Drucker to task for predicting the demise of the "residential university" (p. 3). The subsequent discussion, which covers a mere two pages, constitutes one of the more thoughtful treatments of the limitations and applications of the VU published anywhere.
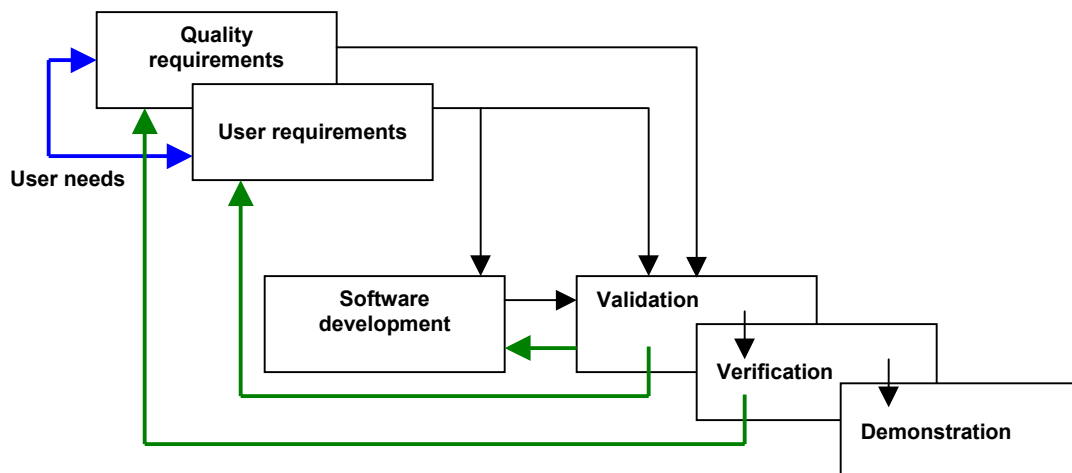A structured list of suggestions about how the prospective student can access and evaluate the quality of VU programs advertised over the INTERNET would add considerably to the value of this article.

- Lassila and Howell (Colorado State University, Pueblo, USA). "A Framework for the Development of an Accredited Web-Based Computer Information Systems Degree". The authors of this article develop a framework for the creation of an accredited web-based Computer Information Systems degree. That is, they develop a set of guidelines to assist in the structuring of four-year B.Sc. programs in Computer Information Systems to be delivered on-line. Understandably, such programs must meet accreditation standards to be of value either to the host institution or the student.

- Valenti, Panti and Leo (Universita di Ancona, Italy). "Quality Assurance Issues for a Web-Based Degree in Motor Disability Assessment". The authors of this rather complex and thought-provoking article discuss quality assurance issues as they have been approached successfully through one real-life program. The definition of quality reads like a directive to an advertising team: "the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs". This definition, although raising a smile, is extended:

> According to the Higher Engineering Education for Europe working group, quality in higher education can be interpreted as "specifying worthwhile learning goals and enabling students to achieve them". Specifying worthwhile learning goals involves paying attention to academic standards, to the expectations of society, to students' aspirations, to the demands of industry and other employers, to the requirements of professional institutions, to the fundamental principles of the subject, etc. Moreover, enabling students to achieve these goals involves making use of research into how students learn, adopting good course design procedures and building on successful teaching experience, all of which may require professional development for lecturers (p. 35).

The reader of this review is strongly urged to review the article himself, especially as "MODASPECTRA is probably one of the first Web-based degrees whose structure and organization are fully available to the scientific community" (p. 47). In particular, the section on security issues (provisions) is instructive (pp. 45-47).

The QUINT Quality Assurance Methodology shown in Figure 2 (p. 44) needs considerable elaboration to be useful as a working guide *in practice*, but it presents a startling conceptual model. It has been re-created here with very slight modifications:

One is much impressed by the cleverly-portrayed and highly significant quadruple feedback loops (property of the Idea Group Inc. 2003).

- Durrett, Burnell and Priest (Texas Tech University, Texas Christian University, University of Texas, USA). "A Virtual Advisor Utilizing Multi-Agent Software Teams and Contingency Theoretic Coordination Models". This article focuses on how distributed education can be made into "a dynamic environment in which students and teachers can communicate and both can learn" (p. 51). The authors present "a smart agent-based resource for advising" (SARA) "to argue for the benefits derived from integrating agent-based systems development and information-processing theory for creating rapidly customizable Web-based support systems" (50-51). Despite the element of INTERNET-type jargon, this article is well worth reading thoughtfully, especially the section on *Future Trends*, pp. 60-61.

- Fernandes, Holzer, Forte and Zaerpour (University of Lausanne, Switzerland). "Identifying Key Factors of Motivation to Share and Re-Use Pedagogical Documents". This is the first of the articles under the heading "E-Collaboration". It proposes to investigate how authors might be motivated to index their pedagogical documents. Thorough and adequate indexing is seen as the first step in any effort toward sharing and re-using such documents. This is a preliminary presentation of research plans to identify factors affecting author motivation and indexing prevention among persons writing in the field of education.

- Gouveia and Gouveia (University of Fernando Pessoa, Aveiro University, Portugal). "*EFT*Web: A Model for the Enhanced Use of Educational Materials". An "EFTWeb" sounds as if it ought to be a Web-based system for Electronic Funds Transfer, and so it is, at least in part. In fact, the best I can do with this article is to lift the abstract:

  > The EFTWeb is a model proposed for developing a World Wide Web-based system that allows the interaction between users and contents. The users can be students and teachers that place, modify and use available contents. Contents can be any type of digital education materials. The system provides the means to control security, intellectual property rights and billing issues, giving both types of users the necessary tools to access the system, prepare materials and use them.
  > One important facility associated with the system is its ability to create contexts. The creation of context is made possible by the combined use of thesaurus technology and referencing content by recurring to dynamic catalogues, providing different perspectives to exist at the same time.
  > The authors defend the importance that context may have to provide a useable environment to support education, learning and training activities, and to make available the associated concepts that help to support such a semantic approach to content reuse (p. 75).

The remaining articles in this volume are listed under three additional headings:
- Web-based Learning & Teaching
- Effective E-Learning
- IT Teaching Cases.

It is my opinion that all of the articles deserve careful study as all raise either vital issues or else important considerations and factors. To assist the reader of this book review, I am continuing to list their titles and authors below:

- Klein, Esther E. (Hofstra University, USA). "Group Support Systems and the Removal of Barriers to Creative Idea Generation within Small Groups: The Inhibition of Normative Influence"

- Forzi and Laing (Aachen University, Germany). "E-Business Modeling"

- Stein, Andrew (Victoria University of Technology, Australia). "Preparation for E-Learning: An Australian Study (2001)"

- Freedman, Tello and Lewis (University of Massachusetts Lowell, USA). "Strategies for Improving Instructor-Student Communication in Online Education"

- Espejo, Mana and Bato (Ateneo De Manila University, The Philippines). "Current Issues and Trends of Internet-Based Education in the Philippines"

- Frick, Sautter and Ovrebekk (University College, Telenor Research and Rogaland Training and Education Centre, Norway). "Effective Online Learning – Both a Utilization of Technology and Methods"

- Alkhalifa and Albalooshi (University of Bahrain, Bahrain). "A 3-Dimensional Framework for Evaluating Multimedia Educational Software"

- Born and Jessup (University of Illinois at Springfield, USA). "Performance Assessment: A Case for Rubrics in the Virtual Classroom"

- Webster, Ray (Edith Cowan University, Australia). "Cognitive Styles, Metacognition and the Design of E-Leaning Environments"

- Asoh, Belardo and Crnkovik (State University of New York at Albany, USA). "Designing and Implementing an E-Government Application"

- Murtuza and Muhammad Ali (Seton Hall University and Tuskegee University, USA). "Learning to Analyze Unstructured Systems Using Forster's *A Passage to India*"

- Martin, R. Keith (Fairfield University, USA). "Great Plans – Little Planning: A Corporate Case Study".

J. Mouridou, Nicosia.   March 2004

DISTANCE LEARNING AND THEOLOGICAL EDUCATION
By Charles K. Bellinger, Brite Divinity School

Philosophical Questions Regarding Distance Education

It is a basic axiom of moral philosophy that just because human beings are capable of acting in a certain way, that does not mean that they should act in that way. We could transfer that concept to our present discussion by saying that just because theological education *can be* conducted through distance learning, that does not mean that theological education *should* be conducted in that way. In other words, distance learning in a theological context needs to be justified through arguments, and defended against possible criticisms.

What are the possible criticisms of the use of distance learning methods for theological education? Perhaps the most obvious and strongest argument against distance education concerns its propriety with regard to the central goals of theological education, which are significantly different from the goals of other forms of education in fields such as business or engineering. The central goals of theological education focus on the formation of an individual for a position of pastoral or educational leadership within a community of faith. Acquiring knowledge of texts and traditions is one aspect of that formation, alongside other aspects such as developing skills in preaching, teaching, counselling, and spiritual direction. How does one develop skills such as these without in-person interaction with a professor and other students? How does one learn to be a leader of a community of faith if one is not a part of an actual community while one is studying? In my view, this line of criticism does have signification weight and merit.

Other criticisms of distance education could be put forward along these lines: does it not crate an unequal playing field where professors and students who have more computer knowledge are at an advantage in relation to those who have less computer knowledge? Are students who have more financial resources also at an advantage in that they can purchase better computers and software than others? Can a chat room or a threaded discussion ever achieve the same quality of communicati9on as a live in-class discussion between professor and students? Can students get to know each other in cyberspace as well as they can in person? If students in remote locations do not have access to a theological library, does that mean that the instructor will be forced to have the students write exams instead of research papers, even if the instructor would prefer research papers as the most appropriate basis for evaluating student progress? These are all substantial questions that I do not have time to delve into more deeply. Suffice it to say that those who are not enthusiastic about combining distance learning with theological education do have a strong case to make, and this case is not simply a matter of Luddite ranting. There are important concerns here about the philosophy of theological pedagogy.

On the other side, I think it is also possible to make a strong case for the legitimacy of incorporating distance education into theological contexts, at least in a limited way. One argument concerns a "testing the waters" situation. A student may be unsure if theological education is the appropriate step for them to take at a given time. If they have the ability to take some courses through distance education, they can begin to discern whether or not they should commit themselves to a seminary degree without having to uproot their family and quit their job. Those students who are already enrolled in an on-campus program will also appreciate the flexibility that distance learning courses offer. It is often the case that seminary students have to commute 50 or 100 miles to attend class, and being able to take some courses from home may save them one or two days of commuting per week. The time saved in this way can be better used spending time with their family or in their ministries. Ecological concerns about burning gasoline and adding to air pollution also factor in here. In terms of the pedagogical environment of distance learning, if a course is primarily textually based, rather than skill based, it is feasible to conduct the course online. In a chat room or a threaded discussion, students can present their responses to reading assignments, and they can interact with the instructor and the other students. Some students who are very hesitant to speak up in a typical classroom setting tend to blossom and become very active in an online setting. In my own personal experience with studying library science in a distance learning program, I found the quality of the student discussions conducted online to be at least as good as in-class discussions, if not better.

There are certain disadvantages or potential programs with distance learning that need to be kept in mind. One obvious area of concern is the possibility that technical glitches will seriously hamper the course. Murphy's law often prevails in cyberspace, despite the best intentions of the technical support people to anticipate and prepare for various scenarios. Another concern is that distance learning is sufficiently different from standard in-class pedagogy that instructors who employ this method really ought to have special training in the technical and pedagogical aspects of distance learning. For an instructor to become very proficient in this format would

require extra time and effort spent investigating this form of pedagogy and learning the best strategies. But how many schools have the ability to provide that kind of training, and how many instructors have the extra time in their schedules to take the training?

In summary, I think that there are two models for incorporating distance learning into theological education that show promise for the future. The first model sees distance learning as appropriate for some courses within the traditional seminary curriculum. Skills courses such as preaching are not appropriate in this context, but certain textually oriented courses in biblical studies, theology, and other fields can be appropriate. Such courses can be offered to students who are "testing the waters" before entering seminary full time, and to on-campus students who desire the flexibility provided by distance learning courses, given the students' time and travel constraints. It is becoming common practice in many seminaries to allow up to 1/3 of the credit hours required for a Master of Divinity degree to be earned in this way. The other model which shows promise for the future is a significant departure from a traditional seminary education. In this new model, which is often called an "in ministry" degree, the student does not leave their home congregation to take up residence at a seminary. Rather, the student remains in place, taking courses through distance learning and being mentored by the pastoral staff of the congregation they are a part of. This situation avoids the pitfalls associated with the image of the distance learner being isolated from community. It lacks, however, the benefits associated with being able to study in person with a faculty composed of highly trained experts, access to a substantial theological library, and the horizon-broadening effect of a more ecumenical environment than is offered in the typical congregation.

My Personal Experiences With Distance Education

I will now give a brief report on my own experience with teaching a course through distance learning. During the Summer of 2002 I taught CHET 60003, Types of Theological Ethics, over five weeks. There was an in-class section with 20 students and an Internet section with 9 students. Most of the students in the Internet section wanted to take it because otherwise they would have to drive a significant distance to attend class, and/or it would interfere with their work schedule. The in-class section was a typical mixture of lectures and discussion. The discussions arose out of assigned reading from books and photocopied handouts. The Internet section did basically the same assigned readings, but did not receive the handouts. If I had had more time I could have made those handouts available to the Internet students by scanning them, but I did not do that. In general, I was very busy, struggling to keep up with the preparation requirements for the course and with the large number of students. The Internet section communicated via an asynchronous bulletin board, a synchronous chat session once a week, and through private email with the instructor. I had originally planned to give lectures are downloadable audio files, but I ran out of time and energy to do that. Instead, I had the students read my lecture notes/outlines or reference articles which provide similar overviews of topics.

On the most general level, I think that both sections were successful and accomplished the course's educational goals. Most likely the in-class students received a slightly better experience, because discussions are more easily accomplished face to face. This was also the first time I had taught a distance learning course. With more practice I'm sure that I could develop strategies that would make the two formats more equal. I did not receive any special training in distance learning pedagogy before teaching the course.

Toward the end of the course, I asked the students in the Internet section if they would like to take more distance learning courses in the future, and they all gave an enthusiastic Yes.

One Internet student said he would have liked to get together for one face-to-face meeting of the class during the middle of the course. I also think that would be a good idea. When I took distance learning courses through the University of Illinois, we were required to come to the campus once in the middle of the semester, and it was time well spent.

Some technical problems with communication arose during the Internet course. In one case, we were ¾ of the way through a two-hour chat session, when my screen no longer displayed anything that I or the students were typing. I logged out of the chat session, and then, when I tried to log back on, I could not do so successfully. I had given the students my phone number, and one of them called me. I explained that I was having technical problems and asked the student to convey to the class that we were done for the day. A similar problem arose in another chat session, but this time I did nothing instead of logging off, and after about three minutes my screen started working normally again. Problems such as this are very frustrating, and they lend ammunition to the critics of distance learning.

A more generic problem with a chat room, rather than a technical problem, is that the flow of the conversation can be strange. Two questions may be asked by two different people in rapid succession, and then it isn't clear which should be answered or which has been answered by comments made by others. Clarifying comments like "I was responding to Pat" have to be made.

In another case, a student was listed as being logged on to the chat session, but she was not contributing any comments as far as I could tell. When I asked her about it later she said she was contributing comments. I was able to diagnose that the problem arose because she was clicking on a button that was putting her into a private chat room that neither I nor anyone else in the class could see. Her comments were not being logged by the system, so I never could read what she had written. In another situation, I asked the students at the beginning of the course what their email address was. I collected all of these and used them to communicate with the students. Part of the way through the course, I gave the students feedback on how they were doing, through emails sent to the addresses they had given. One student had not being doing some of the assignments, and I told her that her grade was suffering as a result. She did not respond, which I found odd. After the course was over, she wrote to tell me that she had not received my feedback emails due to a problem with the email account she had given me. She had finally read them after the course was over. These two problems, with the chat room and the email, could have been avoided with more detailed instructions in how to use chat, and instructions on my part that would have required the students to acknowledge receiving my feedback emails. As time goes by, problems like these could be reduced, but I'm sure there would always be something or other that would go wrong.

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http://libnt2.lib.tcu.edu/staff/bellinger/theo_distance_bib.htm

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