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DIVISION OF EDUCATION AND RESEARCH

Section On Education And Training
*CONTINUING PROFESSIONAL DEVELOPMENT
AND WORKPLACE LEARNING*

Newsletter

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LETTER FROM THE CHAIR.....

Welcome to the start of a new chapter in the development of CPDWL. Firstly, I would like to introduce our new committee –

Chair: Ann Ritchie - annritchie@yahoo.com

Secretary/Treasurer: Mary Chobot - marychobot@compuserve.com

Information Coodinator: John Harvey – john.f.harvey@usa.net

Marketing/communications: Graham Walton – graham.walton@unn.ac.uk

Please feel free to contact us with your feedback and ideas.

In addition to the election of the office bearers for the next two years, there were a number of decisions made at the Annual General Meeting held at IFLA in Boston on 21st August 2001 – and these will have effects not only on the activities undertaken during the coming years, but also on the role and structure of CPDWL as an ‘organisation’. The minutes of the meeting are reproduced in this newsletter, and I would like to highlight and comment on some of the key decisions in the following paragraphs.

Strategic Plan

It had been decided at the IFLA Coordinating Board meeting held prior to this year’s conference that the four-year Medium-term Programme cycle should be replaced by a two-year strategic planning cycle. As our Strategic Plan (2002-2003) had to be submitted before the end of September there was no time for any meaningful consultative process. So the previous Medium-term plan was updated and adapted in line with decisions made at the AGM. Links were made to the IFLA professional priorities (these are outlined on the IFLA website, the four most relevant being ‘promoting literacy, reading and lifelong learning’, ‘promoting resource sharing’, ‘developing library professionals’ and ‘promoting standards, guidelines and best practices’).

The specific activities which address the goals will be developed in consultation with our membership. I believe that the priority development areas or projects which synthesized the outcomes of our pre-conference in Chester will form the basis for these activities. In brief, the broad areas covered by these projects are: Virtual Conferencing; Virtual Programs for; Hands-on Continuing Professional Education; and Research in CE/Clearinghouse. If you are interested in more information or would like to contribute to these projects, the key contact people are Anne Clyde, Leslie Moyo, Fransie Terblanche, and Diann Rusch-Feja respectively.

Becoming a Section

One of the most important outcomes of the AGM was the decision to become a Section. Round Tables will no longer exist in the structure of IFLA. The options for restructuring were considered at the meeting and becoming a section was chosen as the most appropriate.

As a Round Table, CPDWL did not have the ability to have registered members, and in order to become a section we need to recruit members and clearly differentiate ourselves from functions performed by other sections. Becoming a section is one of the key tasks for the year and our name change signifies this transition – our group will now be known as Continuing Professional Development and Workplace Learning – any suggestions for a manageable acronym will be viewed with interest.

Open Session – Glasgow 2002

Possible topics for our 2.5 hour Open Session were discussed but no decision was reached. As we need to submit our Programme Enquiry Form by 16th November 2001 (and finalized details by 15th March 2002) the committee in conjunction with an advisory group will undertake to organize this separately.

Pre-conferences – Aberdeen in 2002 and Berlin in 2003

The call-for-papers for Aberdeen received a healthy response and the structure of the three-day programme was discussed. The coordinators of this event are Ian Johnson and Diann Rusch-Feja, and Patricia Layzell-Ward will assist with the publication of the papers. The theme for Berlin and the possibility of holding a hands-on workshop were also discussed.

Finally I would like to acknowledge and thank all those who have I have been associated with CPDWL over the years and especially reiterate the gratitude expressed at the AGM and thank our outgoing officers (Linda Ashcroft and Blanche Woolls) for their expert work and guidance over the past years.

At the pre-conference in Chester we spoke by phone to Elizabeth Stone, who was the person with the vision and drive to initiate the Continuing Professional Education Round Table. I was very impressed by those who spoke personally and with such obvious respect for Elizabeth's work and commitment to professional development for librarianship. I feel honoured to be in a position to continue this work.

We are now in a transitional year – with careful planning and a commitment to our professional values and cause, I believe we can achieve the vision encapsulated in our name: Continuing Professional Development and Workplace Learning.

I invite all of you to join us by indicating your acceptance to become a foundation member of this group – please respond to Graham Walton at graham.walton@unn.ac.uk

Yours sincerely
Ann Ritchie

NEWS.....

! NEW NAME FOR CPERT !

At the CPERT Meeting during the IFLA Boston Conference it was decided that the name for CPERT be changed to "Continuing Professional Development and Workplace Learning," CPDWL. Linda Ashcroft, now past Chairperson, agreed to report this to IFLA HQ and that it would then be taken forward by the new Chair.

LIBRARY EDUCATION from DOCMATRIX

The following can be ordered from DocMatrix Pty Ltd, PO Box 170, Campbell ACT 2612, Australia, fax: 02-6247-7446, e-mail: mortimer@docmatrix.com.au:

- **CatSkill Version 2** is an interactive multimedia package that provides training in the use of the Anglo-American Cataloguing Rules 2nd Edition, 1998 revision (AACR2R) and USMARC. It is designed for students and beginning cataloguers, and as a refresher for experience librarians. CatSkill is published on CD-ROM for use with either Windows or Macintosh and is networkable.
 - **Quality in Library Services** by Jennifer Burrell & Brad McGrain – All you need to train your information service staff, ISBN: 1 876283 157
 - **LibrarySpeak**, 3rd edition compiled by Mary Mortimer, ISBN 1 876283 16 5
 - **My Mentoring Diary** by Ann Ritchie and Paul Genoni, ISBN 1 876283 19 X
 - **Open The Door To Your Future** by Kaaren Sutcliffe, ISBN 1 875495 20 7
 - **Techniques for Student Research**, 2nd edition, by Nancy D. Lane, ISBN 0 582 80821 9
- Contact DocMatrix for a full catalog.

DREXEL UNIVERSITY, COLLEGE OF INFORMATION SCIENCE & TECHNOLOGY, CONTINUING PROFESSIONAL EDUCATION WORKSHOPS, FALL 2001

The College of Information Science and Technology Continuing Professional Education (CPE) provides short courses for professionals interested in information issues or in learning new information technologies. CPE offers daytime and evening sessions to meet the demands of busy working people. Visit their website at www.cis.drexel.edu/grad/cpe for up-to-date information about CPE courses.

IFLA NEWSLETTER OF THE YEAR

The award for Best Newsletter of the Year was presented to the Newsletter of the Section of Libraries for the Blind. For the second year running, this publication was judged to be the best in a strong field of competitors. The Section produces their newsletter in print form, and in Braille, as well as making it available on the IFLA website. Honourable mention was also given to the newsletters from the Section on Regional Activities for Latin American & The Caribbean, The Round Table on Continuing Professional Education, and the Section Management & Marketing. Newsletters from all Sections and Round Tables are eligible for consideration. Criteria in the judging include availability in print and electronic formats, timeliness of information, and overall layout and presentation.

THE ROLE OF THE CPWDL EXECUTIVE COMMITTEE: is to ensure that CPWDL functions according to the IFLA guidelines and achieves its strategic objectives

Chairperson (Ann):

Responsibilities:

- To represent and consult with IFLA and the CPWDL membership
- To oversee the development and implementation of the strategic plan
- To organise the open session for IFLA
- To coordinate committee meetings

Secretary/Treasurer (Mary)

Responsibilities:

- To maintain the administrative and financial records of CPWDL
- To organise committee meetings (agenda, minutes, other documents)

Information Officer (John)

Responsibilities:

- To edit and produce the newsletter twice a year
- To provide updated information about CPWDL and CPWDL activities for publication on the IFLA website (and other publications)
- To maintain the database and mailing list of members

Marketing/Communications (who?)

Responsibilities:

- To develop a strategic marketing plan to address the critical issue of becoming a new section
- To promote CPWDL by developing communications to inform our current and potential members about CPWDL activities (this includes the pre-conferences, IFLA conference open sessions, publications, etc)
- To recruit new members – this includes identifying target markets, developing press releases and communications for our newsletter as well as other relevant publications and listservs, liaising with relevant groups

The Mission

The Round Table on “*Continuing Professional Development and Workplace Learning*,” (CPDWL), established under the Section on Education and Training, works to encourage and develop continuing professional development programmes for information and library personnel, reflecting continuing developments for the profession, and also works to provide a focal point for relevant activities. The Round Table brings together those interested in and/or responsible for providing delivery systems for continuing professional development, and those interested in improving the quality of continuing professional development.

Priorities

1. *Promote, encourage and develop international continuing professional development programmes for library and information personnel.*
2. *Improve the opportunities of librarians worldwide to contribute to the lifelong learning of individuals both within and outside the profession, including facilitating collaboration and development of networks for the exchange of ideas.*
3. *Stimulate research in continuing professional development for library and information professionals.*
4. *Initiate the change of the Round Table into a Section, increasing membership worldwide, and facilitating communication between members.*

Action Plan

1. *Provide stimulating professional development programmes.*
2. *Promote the work of the Round Table to librarians worldwide encouraging collaboration and the exchange of ideas and resources.*
3. *Continue the IFLA pre-conferences (World conferences), stimulating research, and disseminate information arising.*
4. *Initiate the change of the Round Table into a Section.*

MINUTES of the Executive Committee Business Meeting Continuing Professional Education Round Table International Federation of Library Associations and Institutions Hynes Convention Center, Boston, MA, USA, August 21, 2001

1. The meeting was called to order by Linda Ashcroft, Chair. Those present included:
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2. No one had apologies for missing the meeting.
3. The minutes of the CPERT Meeting in Jerusalem were approved.
4. Matters arising from the minutes included the need for IFLA documentation. Blanche is to open an account in order to have funds transferred from The Hague and then payment will be given to John Harvey. Diane Rusch-Feja noted that the high cost of bank accounts in the U.S. was discussed at the Coordinating Board meeting.
5. Linda Ashcroft and John Harvey attended the Coordinating Board meeting. Linda reported the deadline dates she learned at the Coordinating Board. These included: Proposals for Satellite Meetings for Berlin by March 15, Poster Sessions also March 15.

The Coordinating Board proposed a resolution to waive the required fee for conference speakers who come and bring content. In the past, speakers were asked to pay a one-day fee.

The four-year cycle for the medium-term core activities is being replaced by a two-year cycle strategic planning document. The 2002-2003 planning supercedes the medium-term program to be revised by September 2001. This new strategic plan should include the unit's mission and professional priorities (a list of goals) with each professional priority linked to an IFLA professional priority. The action plan would tie specific actions to the priorities of the unit. This action plan should be reviewed each year. Discussion ensued. It was suggested that Blanche and Linda would work on this and send a review of the action plan to the executive committee with an indication of the person responsible. The CPERT officers will be expected to report progress and achievements for the established two-year action plan.

Linda submitted her written report to members in attendance. Because there were not enough to go to everyone in attendance, the secretary does not have one to attach to these minutes.

6. John Harvey gave the Information Coordinator's report
John Harvey stated that the IFLA website was moving from Ottawa temporarily if not permanently to the Hague. CPERT has a location on IFLAnet. John's secretary has been working closely with IFLA maintaining our contributions.
7. Blanche Woolls gave the Pre-conference 2001 report.
Thirty-one participants representing twenty countries attended the pre-conference in Chester, Vermont, a picturesque village. Those in attendance made positive comments concerning the high quality of the papers presented, the high technology capabilities in the conference facility, the housing and food arrangements.

Several priorities for continuing professional education were developed during the discussion sessions. Also, several participants indicated their interest in serving as CPERT officers and executive board members. These names are available here.

At Patricia Lazell Ward's suggestion, Blanche Woolls was asked to send a letter of thanks to both the NewsBank staff and to the staff in the town hall of Chester Village.

8. CPERT Open Session speakers

Diann Rusch-Feja commented that a change had been made in previous selection of session speakers and that this time they had been asked to speak rather than responding to a call for papers.

9. Suggestions for the 2002 Glasgow conference were discussed. International Collaboration would be a good topic including research on collaboration and getting together for going to funding sources, the advantages and disadvantages. Lynn Hay could present ISIS, a virtual conference. It would be possible to have a demonstration of a practical workshop.

Another suggestion was globalization of information by continuing education providers. Eric Jewell could report the OCLC experience. We were reminded to be culturally sensitive. Claire Walker also suggested asking Connie _____, the person currently working in South Africa who could give some hints for how to work with little funding for good results.

Paper names are due March 15.

10. Plans for the 2002 pre-conference, Aberdeen
The theme of the conference is "Libraries for Life: Diversity: Building on the Past, Building to the Future. The call for papers was made electronically and selectively in a printed version. Ian apologized that it was somewhat less comprehensive because of his illness.

A total of 40 papers were proposed, many from Chester. Diann and Ian felt they could have up to 27 papers. Patricia Lazell Ward agreed to help with the selection and editing of the papers. The plan for the conference is as follows:

Day One: Staff Development/Leadership

Day Two: Concepts of Information Literacy Development, Panel Discussions. In the afternoon, specific effects for Information Literacy, national development

Day Three: Methods of delivery, accreditation of programs, certification of individuals, closing with the ethics of doing continuing professional education. The wrap up would be where next (Argentina and Korea). Papers will be published in advance.

Executive Committee members requested that careful directions be made so that participants could make appropriate travel arrangements. They also suggested that some presentations could be as brief five minutes sharing major points, less formal, perhaps a brown bag discussion of papers.

11. The theme for Berlin was discussed. It was suggested that a hands-on workshop might be appropriate. Diann Rusch-Feja thought that the location might provide an opportunity for a video conference and a panel discussion of sites. It was also suggested that a "show and tell" of courses that have been designed similar to Pam Barron's presentation at Chester. Other suggestions included possible discussions of piracy. Off-the-premises interactive discussions with a facilitator who could bring it all together could cover what works particularly well in one situation. It was also thought that CPERT could join with education and training.
12. Newsletter plans: No changes to be made.
13. Items for the IFLA Express were discussed. The only suggestion was Aberdeen Pre-conference information.

14. The future of CPERT was discussed. Based upon a letter from Secretary General Ross Shimmon, CPERT must decide from one of five options:
- (a) become a Section
 - (b) become (or retain) Discussion Group status
 - (c) become incorporated in the parent Section, with or without informal sub-Section or working group status
 - (d) dissolve and cease to function
 - (e) in a few cases, it may make more sense for a Round Table to “float free” and become a member of IFLA in an appropriate category.

After much discussion the Committee voted “no” to discussion group status. Our choice could be “c” if we continued to have autonomy. Our second choice was “a” if there was going to be a change in the minimum number of members to become a section.

It was agreed that Linda, Blanche, and Ian would make an appointment to see Ross Shimmon. It was further agreed that the name of a new section would be “Continuing Professional Development and Workplace Learning.” Further discussion was suspended until the close of the Tuesday open session when the Executive Committee would reconvene.

Those in attendance after the CPERT session included Linda Ashcroft, John Harvey, Ian Johnson, Anne Ritchie, Claire Walker, Patricia Lazell Ward, Blanche Woolls. It was decided that CPERT would strive for Section status.

15. Election of officers:
Chairperson: Ann Ritchie
Secretary/Treasurer: Mary Chobot
Information Coordinator: John Harvey

Patricia Lazell Ward suggested that someone should be chosen to help John Harvey gather news items for the newsletter.

16. No other business was discussed

CONTINUING PROFESSIONAL EDUCATION FOR THE INFORMATION SOCIETY

5th WORLD CONFERENCE ON CONTINUING PROFESSIONAL EDUCATION FOR THE LIBRARY AND INFORMATION PROFESSIONS, Aberdeen, August 2002

Nearly 50 proposals were considered by the selection committee, and an exciting programme has been developed. Taking account of experiences of previous CPERT Conferences, the organisers decided to include as many papers as possible, but also wished to provide time for discussing them.

Further information about the conference arrangements, including the final announcement and a reservation form will be available shortly, together with information on how to get to Aberdeen and accommodations. As indicated in the Call for Papers, the Conference fee is expected to be about GBP 140 including a copy of the proceedings (to be published by K.G. Saur), but excluding travel and accommodation costs.

PROVISIONAL PROGRAMME

Tuesday 13th August Registration for early arrivers

Wednesday 14th August

CPE developing tomorrow's leaders

Christine Abbott, *University of Birmingham, England* – Filling the empty chair: succession planning strategies for senior information management posts

Ken Haycock, *University of British Columbia, Canada* – An organisational impetus for change: a case study of applying research in staff development to leadership development

Jesper Laursen, *Danish Union of Librarians* – CPE for public library managers: a new strategy – the Danish way!

Ian Smith, *La Trobe University Library, Australia* - Staff development and Continuing Professional Education – Policy and practice in Australian academic and research libraries

Chris Hagar, *Mortenson Center for International Library Programs, University of Illinois at Urbana-Champaign, USA* - Setting up an international leadership institute: from ideas to practice

Catherine Hare and Julie Mcleod, *University of Northumbria, England* - A 'Mix and Match' approach to delivering CPE to Records Management professionals: a Johari Window View on local and global delivery mechanisms for CPE in records management

Patricia A. Lawton, *University of Illinois at Urbana-Champaign, USA* - Retooling cataloguers and indexers for the Information and Knowledge Management Society: a needs assessment for Continuing Professional Education in the UK and US.

Bruce E. Massis, *Southeast Florida Library Information Network, USA* - The SEFLIN Technology Training Program: linking lifelong staff learners through Continuing Professional Education

Jan Houghton, *University of Technology Sydney, Australia* - Knowledge Management: Information Literacy for Business

Thursday 15th August

CPE developing information literacy

Penny Moore, *International Association of School Librarianship* - Cognitive apprenticeships in education for information literacy

Viviane Couzinet, *Université Paul Sabatier, France* - Continuing Professional Education in information literacy for teachers: case study of French secondary schools

Susie Andretta, *University of North London, England* - Information literacy for mere mortals

David Loertscher and Blanche Woolls, *San Jose State University, USA*. Information literacy

Fransie Terblanche, *University of South Africa* – CPE in information literacy for other professions

Julie Mcleod and Catherine Hare, *University of Northumbria, England* - Continuing Professional Education in information literacy for environmental managers

Developing global CPE

Elisabetta Marinoni, Pierangela Mazzon, and Maurizio Tiziano Moretto, *Università degli Studi di Padova, Italy* - A collaboration experience amongst East and West bio-medical university libraries: information skills for Albanian librarians.

Irene Wormell, *Swedish School of Library and Information Studies* -Promotion of the information science research in the Republic of South Africa: DISSA-net - 1998-2000

Sue O'Neill Johnson, *Information Solutions Group, The World Bank* – Special Libraries Association's Global 2000 Conference leads to creation of a community of practice for developing country librarians: a case study

Mary Chobot, *Mary C. Chobot and Associates*, and Richard Chobot, *Association of Fundraising Professionals* – Making the case: securing the funds to support research in Continuing Professional Education (CPE)

Anna H. Perrault and Vicki L. Gregory, *University of South Florida, USA* - Global Continuing Professional Education via the Web: the challenge of internationalisation

Friday 16th August

Virtual delivery of CPE

Pamela Barron, *University of North Carolina at Greensboro, USA* – Continuing education and the use of technology as a delivery mechanism: an instructor's perspective

Lynne Rudasill, *University of Illinois at Urbana-Champaign, USA* - Learning to teach to the virtual world

Alastair G Smith, *Victoria University of Wellington, New Zealand* - Digital professional education for digital librarians

Quality issues in CPE

Jana Varlejs, *Rutgers University, USA* – Quality control and assurance for CPE

Clare Walker, *University of the Witwatersrand, South Africa* – Chasing certificates: problems of establishing effective and significant assessment and evaluative components for delivery of CPE in South Africa

Jitka Hurych, *Northern Illinois University, USA* – Continuing Professional Education as an ethical issue.

Further information from:

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Distance Education in Library and Information Science in Asia and the Pacific Region
By Chutima Sacchanand, Associate Professor in Information Science and Vice-President for Operations, Sukhothai Thammathirat Open University, and President of the Thai Library Association. THAILAND

Abstract

This article identifies the distance education needs of information professionals in the region and lists various institutions that offer distance education courses in library and information science in Asia and the Pacific region along with perspectives, media and methods, instructional systems, resources and services.

Preface

In this important development of the information age, emphasis is on the need for further education, continuing education and lifelong education for the information professionals and those who have already been in the workforce. Distance learning is the most useful and cost-effective means of enhancing or updating information and library skills and qualifications (Stoker

1995: 3). One of distance education's strengths is its ability to integrate diverse skills and professional backgrounds (Markowitz 1990: 49)

The growth of college and university level distance education in recent years has been striking with regard to both the number of students undertaking study at a distance and the number of institutions providing distance education in library and information science. The electronic age provides challenges for information professionals. As libraries and information centers focus on managing electronic records and virtual libraries, distance education provides various opportunities for information professionals:

- 1) It provides opportunities to acquire or update skills and knowledge in areas increasingly in demand.
- 2) It enhances already acquired professional qualification. Individual subjects may be taken as continuing education courses, without the need to meet formal entry requirements.
- 3) It increases access to education and meets the needs of learners who are already in the workforce.
- 4) It emphasizes freedom from classroom limitations in location and time. Distance education is flexible with variable times and locations, whether at work or at home. Time to learn is expanded to fit individual needs.
- 5) It offers a chance to information professionals and people who live and work in remote areas and have no way of improving and continuing their education.
- 6) It creates opportunities for people with families and work commitments who are unable to further their studies at conventional universities.

Introduction

Distance education has gained popularity all over the world as a means of extending continuing education to all people, particularly professionals. It has been analysed as a single product of the era of industrialization and it has benefited from the rapid advances in electronic telecommunications in the 1980's and early 1990's.¹ New communication technologies enable learning to take place beyond the classroom. Numbers of colleges, universities and institutions offer courses via the distance education system. As a result, someone pursuing a degree or trying to keep pace with new developments in their field can often study the required courses without needing to enrol in a conventional campus-based course.

The Need for Distance Education for Information Professionals

Information professionals have been involved in distance education since 1888, when Melvil Dewey called on the Albany library school to develop correspondence courses for librarians in small and special libraries. Since then schools have permitted the enrolment of part-time students, scheduled evening and weekend classes, summer courses, and intensive sessions, and offered courses away from the home campus and other alternatives to a "traditional" classroom education.²

Distance Education in Library and Information Science: a Survey

In 1989, the British Library Research and Development Department published its British Library Research Paper 50 entitled "Distance Education in Library and Information Studies: a Survey" made by J A Haythornthwaite and F C P White.³ One hundred and eighty-eight library schools and institutions in the English-speaking world were contacted, of which eighty-two responded, a rate of just over forty-three percent. It is shown that the range of courses offered through distance education is extremely wide from a thirteen-week course in "statistics for librarians," to full degree courses at all levels, including a doctorate.

Some interesting and important points have emerged from the survey which are discussed, e.g., concern about the financial viability of distance education, and anxiety about the isolation of distance learners and teachers. In certain areas of study, practical difficulties loom large; the use of sophisticated equipment requires "hands-on" experience which is very expensive to provide for distance-learners. In spite of these reservations, the interest demonstrated by many respondents indicates a widespread desire for knowledge of what can be achieved in this important and developing area of educational practice.

Countries and Institutions in the Asia-Pacific Region Offering Library and Information Science Distance Education

The National Institute of Multimedia Education (NIME), Japan, in collaboration with United Nations Educational, Scientific, and Cultural Organization (UNESCO) made "A Survey of Distance Education in Asia and the Pacific" (Revised Edition 1994). From this latest survey, the following information regarding library and information science via distance education was compiled:

1. Library and information science via distance education is provided in seven countries in the Asia-Pacific region namely: Australia, Republic of China, Republic of India, Japan, New Zealand, Papua New Guinea and Thailand.
2. Various levels are offered including diploma, graduate diploma, post graduate diploma, associate and bachelor degrees.

Besides, in 1998, the author made a small survey by accessing the International Centre for Distance Learning (ICDL) database, reviewing related literature in the field and sending questionnaires to the leading information educators in some countries in which information is not provided. Information was analysed and it was found as follows:

- 1) Distance education in library and information science is provided by thirty one institutions in nine countries in the Asia-Pacific region.
- 2) Various levels of courses are offered leading to certificate, diploma, bachelor's, master's and doctorate degree programs. Many short courses are also provided. Some examples are:

Australia: Charles Stuart University awards Diploma in Library and Information Science, Bachelor of Arts (Library and Information Science), Graduate Diploma of Applied Science (Library and Information Management), Graduate Diploma of Education (Teacher Librarianship) Master of Applied Science (Information Studies,) Master of Applied Science (Teacher Librarianship), Master of Education (Teacher Librarianship), and Ph.D.(Information Science). Victorian TAFE Off-Campus Network, Department of Technical and Further Education awards Associate Diploma of Applied Science (Library and Information Studies).

Fiji: University of the South Pacific awards Diploma in Library/ Information Studies.

India: Indira Gandhi National Open University awards Master in Library and Information Science; Kakatiya University awards Bachelor of Library and Information Science and Certificate in Library and Information Science.

New Zealand: Victoria University of Wellington awards Master of Library and Information Studies.

Pakistan: Allama Iqbal Open University awards Bachelor of Arts (Library and Information Science).

Thailand: Ramkamhaeng University awards Bachelor of Arts (Library and Information Science) and Master of Arts (Library and Information Science). Sukhothai Thammathirat Open University awards Diploma in Information Science and Bachelor of Arts (Information Science). Various individual courses in the information science program are also offered to the general public through the continuing education project leading to the Certificate of Achievement.

Teaching Media

The most dominant teaching media for distance education in library and information science used by institutions in the Asia-Pacific region is print media, which comprises study materials and textbooks. Radio and television broadcast, face-to-face tutoring, practical work, home lab kits and residential schooling are dominant. Others are audio-cassettes, video-cassettes, computer-assisted instruction, telephone tutoring, tutorial via mailing, counselling via mailing, counselling by telephone, counselling via other media. tutorial via audio-conferencing, compact-disc, tutorial via video-conferencing. There is growing use of interactive telecommunication media especially video conferencing and computer communication. The Internet is being introduced more widely and rapidly. Teaching material and media are usually produced by full-time and part-time academics

on the course team basis for material development. Radio and television broadcast, audio-cassettes and video-cassettes are produced by academic staff working with the Educational Production Center.

Instructional System

The instructional system is mostly print-based. Students study from printed material mailed to them, listen to radio programmes and audio tapes, watch television programmes and video programmes and engage in interactive communication such as teleconferencing. In some subjects, they have to carry out practical/ laboratory work, attend a series of required face-to-face tutorial sessions, and counselling of varying duration, according to the number of units taken. Evaluation is made in different forms: continuous assessments, written assignments for submission, practical work, attendance of regular workshops, and written final examinations which are conducted at various study centers around the country.

Resources and Services

The most dominant resources are library resources, local study centers, regional centers and resource centers, special study centers, and co-operating government and private institutions. This provides numerous contact points for students and allows full use of learning resources to enrich distance education. Student support services are helpful in solving the academic and non-academic problems of distance education students. Services to distance learners generally include tutorials, library services, computer services, educational and vocational counselling services, and professional practical experience.

Prospects and Trends

Distance education came to the attention of the experts from eleven countries in the consultative meeting and workshop on "Planning Human Resource Development for Information Societies" at Sukhothai Thammathirat Open University (STOU) Thailand during 3-7 March 1997. This meeting and workshop was convened as a planning exercise to develop strategies for improving the education and training of information professionals in the Asia-Pacific region. This meeting was jointly organized by Sukhothai Thammathirat Open University and UNESCO Bangkok, Thailand, and supported by the Ministry of Education, Science, Sports & Culture, Government of Japan.

At the Meeting, the members agreed on a regional program with one of its specific objectives being: "To enhance the provision of distance learning for information professionals and workers taking into consideration the special needs of rural libraries by:

- a) Expanding the STOU survey and publishing the results on the World Wide Web,
- b) Providing training in the development of distance learning programs,
- c) Developing distance learning packages on specific topics to meet high priority training needs.⁴

To implement the distance program, at the Meeting, it was agreed that STOU be approached to help with the survey on institutions in the region which offer library and information science through distance education, providing training to the library and information schools in the Region on how to develop distance education programs; collecting, developing and disseminating information and packages on distance education programs for information professionals and workers.⁵

Distance education in library and information science in the Asia-Pacific region grows larger. Its importance and standards are accepted. There is a good prospect and trend that there will be more countries and more institutions offering library and information science distance education. Various integrated multimedia will be used to provide academic instruction. However, printed material will still be the basic instructional media in the Asia - Pacific region for the coming years. This is because of the economic situation being a major problem, Information and technological infrastructure are also basic problems.

Summary

Distance Education is now recognized throughout the world as a viable alternative to campus-based education and remains occupationally competent in today's digital era and knowledge society. Distance education in library and information science, which started in 1888, has grown rapidly to a wider audience in the Asia-Pacific region. The number of countries and institutions offering library and information science distance education has increased and various levels of degree programs and short courses are offered. It expands the reach of the classroom by using various technologies to deliver university resources and services to off-campus sites, and by transmitting courses into the workplace, thus enabling informational professionals to view class lectures in the comfort of their homes and offices. Library and information science distance education comes as an integral part for information professionals of not only "Education for All" but also "Education for Tomorrow."

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Appendix

List of Institutions in the Asia - Pacific Region
Offering Courses in Library and information Science via Distance Education

Australia

Central Queensland University (Graduate Diploma and Master Degree)
Charles Stuart University (Diploma, Bachelor Degree, Graduate Diploma,
Master Degree and Ph.D.)

Curtin University of Technology (Bachelor Degree, Graduate Diploma, Master Degree and Post-Graduate Diploma)
Edith Cowan University (Graduate Diploma and Master Degree)
Monash University (Bachelor Degree and Graduate Diploma)
Open Training Services (Diploma)
The Queensland University of Technology (Diploma)
The University of New South Wales (Graduate Diploma and Master Degree)
University of South Australia (Graduate Diploma)
Victorian TAFE Off Campus Network. Department of Technical and Further Education (Diploma/Certificate)

China, the People's Republic of

Hong Kong Baptist College (Associate and Bachelor Degree)
Central Radio and Television University (Diploma)
University of Hong Kong (Diploma)

Fiji

University of the South Pacific (Diploma)

India, Republic of

Annamalai University (Master Degree)
Birla Institute of Technology and Science (Bachelor Degree)
Dr.B.R.Ambedkar Open University (Master Degree)
Indira Gandhi National Open University (Diploma)
Kakatiya University (Certificate and Bachelor Degree)
Kota Open University (Diploma)
Madurai Kamaraj University (Certificate)
Nalanda Open University (Diploma)
University of Calicut (Bachelor Degree)
University of Madras (Bachelor Degree and Master Degree)

Japan

Bukkyo University (Bachelor Degree)
Kinki University (Bachelor Degree)

New Zealand

Massey University (Master Degree)
Victoria University of Wellington (Master Degree)

Pakistan

Allama Iqbal Open University (Bachelor Degree)

Papua New Guinea

University of Papua New Guinea (Bachelor Degree)

Thailand

Ramkamhaeng University (Bachelor Degree and Master Degree)
Sukhothai Thammathirat Open University (Certificate, Diploma and Bachelor Degree)

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Negotiating the Role of University Continuing Education Programs by Karen Novick

Rutgers University's vice president for academic affairs spoke recently at a faculty meeting of the School of Communication, Information, and Library Studies about the "conflict of commitment" being felt within the higher education community. Joseph Seneca notes that American society today tends to evaluate organizational endeavours within a market context. He suggests that this view, which leads to a concept of the university primarily as "education provider" is in conflict with research universities' traditional values of open exchange, scholarship, and the pursuit of knowledge, values not as easily understood as satisfying the needs of some market segments. Few listening to Seneca feel the "conflict of commitment" between the search for markets and the ideals of university life more than this writer.

Like Karen Melville, director of the self-supporting continuing education (CE) program at Toronto's Faculty of Information Studies (described in this column in the summer 2000 issue of the *Journal of Education for Library and Information Science*), I head a continuing education unit that (1) has historically served the library and information studies (LIS) community; and (2) has been mandated to become totally self-supporting. Like Toronto, Rutgers requires its CE units not only to cover all expenses, including staff salaries and benefits, but also to return a percentage of income to the university to cover indirect costs such as space, heat, light, and use of university infra-structure. The percentage of CE income taxed by the university is growing annually. Consequently, CE programs must generate greater income to maintain level funding. One strategy for increasing income is to increase market share. Thus CE is very much on the front line in the "conflict of commitment" felt by higher education.

The financial realities for higher education in the recent past have led to a situation in which continuing education is excised to some extent from its place within the public service mission of the university. CE is viewed now – possibly not by LIS faculty, but certainly by many university administrators – not so much as a public service offered by the university or as a method of outreach, but as a potential "cash cow." For continuing education units in schools of business, agriculture, and other fields, there is tremendous pressure to generate large amounts of revenue for the university. A study of the extent to which CE units in higher education make money found that nation-wide CE units contribute about three-quarters of a billion dollars in 'profits' to their parent institutions. However, the study also found that for most institutions the profit potential of CE is relatively small.¹ For those in the library field, where there has not been a history of significant money-making, the revenue-generating pressure is lighter but nevertheless still present. In the eyes of university administrators, achieving and maintaining self-support, including covering indirect costs, merits a C grade; as in graduate school, that means you passed, but barely.

Self-support status makes it challenging and sometimes impossible for university LIS continuing education programs to offer certain types of activities that are known to be needed by primary constituents because the potential audience is either too small or too under funded to be able to sustain an activity financially. To meet this challenge, it is possible to use net profits from popular programs to subsidize those that are not. Of course, this choice diminishes net financial value overall, even if it is the "right thing to do." Sometimes CE programs are able to obtain grant money to support worthwhile activities: other times it may work to collaborate with local professional associations. However, transferring programs to another group is not a revenue-gathering activity, and, therefore, it is necessary to carefully ration this type of altruistic behaviour. Similarly, some of the general service functions that university continuing education directors provide the library community, such as career counselling and referral services, also are difficult to sustain because they do not generate the revenue to cover the director's time. Furthermore, despite the fact that CE directors spend their professional lives in LIS education,

involvement in the Association for Library and Information Science Education and the community of library educators is difficult to justify because it does not generate salary revenue.

Another major factor affecting university-based LIS CE is the tremendous growth of the lifelong learning sector of the economy, with for-profit, not-for-profit, community, and educational institutions offering a massive number of classes in a wide variety of formats. Some of these courses especially in computer and “soft” skills, are appropriate for the library community even when not offered by traditional library CE providers. In New Jersey, part of the growth in the CE area has involved a state-wide, government-supported library cooperative network that was created in the mid-1980s and is now responsible for hundreds of classes around the state. Some of these classes are directly subsidized by state funds used to equip and maintain computer labs. Even programs offered by this network that are not directly funded are subsidized because state monies cover the indirect costs of operations. Other states have different types of state-supported CE, but the end result is that at the same time university-based CE providers are asked to become self-supporting, their primary constituents have an increasing number of educational opportunities to choose from, and some of these are subsidized.

While there is tremendous growth in the numbers and types of classes librarians can choose, there also is an increase in the demand for continuing education in the field. Technology has had a great deal to do with this need, but it also is true that the expansion of the service component of the economy and accompanying standards for accountability and outreach are driving the need for lifelong learning. Therefore, the supply of classes is not outstripping the demand.

What is happening, at least in New Jersey, is that the various providers of CE for the library community are each specializing to some extent in the types of activities offered. I convene each year an informal discussion group of representatives from each of the library associations, regional library cooperatives, and library-related agencies to talk about respective continuing education programs, what classes are offered that might be passed to others, and what plans exist for special events of which others should be aware. For example, in the early 1990s Rutgers was the only CE provider in the state offering hands-on computer and Internet training on a regular basis. Once the library cooperatives received state funding to create computer labs Rutgers was happy to transfer those classes and concentrate on other programs. Rutgers’ current mission statement explicitly recognizes this cooperative specialization: “Rutgers SCILS Professional Development Studies serves the continuing education needs of professionals in the fields of library and information science ... by offering unique, high quality credit courses, non credit seminars, institutes, and other educational opportunities ... Professional Development Studies offers continuing education classes and programs ... which are not readily available from other colleges, professional organizations, and other education providers.” In addition to it being a “nice thing to do,” convening this group allows this director to plan more effectively and to generate more publicity about Rutgers’ activities.

As CE competitors increase the number of workshops and other classes offered, and as LIS parent institutions require greater income generation, university-based LIS CE providers are redefining their missions and targeting new audiences. For those in schools that have curricula in subject areas beyond library and information science, the pressures lead to a broadening of missions to serve non-library populations, a wider geographic area, or both. To some LIS faculty this seems to be a betrayal of historical focus on the local library community. Melville mentions this feeling on the part of the faculty in Toronto. While faculty may not be significantly involved in CE themselves, they must recognize that they do have a stake in the survival of the CE programs at their schools. Faculty should understand that if CE units do not survive the financial pressures from their parent institutions, they will end up serving the needs of no one. Likewise, they should appreciate that professionals working in the field consider the quality and success of university CE programs to be a reflection of the MLS programs with which they are affiliated.

External pressures motivate some CE programs to be innovative: to be the first schools to experiment with Web-based classes, to create new types of certificate programs or to partner with other organizations for marketing and/or course development. Thinking outside the old paradigm and working on new developments demand a great deal of effort but are also tremendously exciting. If LIS continuing education can survive the fears and the finances of these first years of self-supporting status and the redefinition of roles, the library community may find that university continuing education programs provide an even stronger foundation for lifelong learning.

About the author

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Reference

¹. Learning Resources Network (LERN), *The Profitability of Continuing Education in Higher Education*, Research Report #02-829 (Manhattan, Kans.:LERN, 1997).