



# SET Bulletin

IFLA Section on Education & Training

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## Next Issue:

LIS Education & Training in Italy

## Message from the Editor

Dear colleagues,

We are looking forward to seeing you in Porto, Portugal, for the 17<sup>th</sup> BOBCATSSS Symposium which is organized from students of LIS schools in Finland and Portugal (p. 31).

To prepare your visit in Portugal you will find in this issue a very interesting article on Library Education in Portugal, submitted by Fernanda Ribeiro and Maria Manuela Gomes Azevedo Pinto, University of Porto, Faculty of Arts and Humanities (pp. 6ff.).

Please take attention on the "International Guidelines for Equivalency and Reciprocity of Qualifications for LIS Professionals", submitted by our SC chair Anna Maria Tammaro and our former SC chair Terry Weech. This SET project aimed to explore the feasibility of developing Guidelines for the quality of LIS education programs (pp. 11ff.)

Furthermore there is a report on a project at the Berlin School for Library and Information Science "Public relations work in library and information science", submitted by Elke Greifeneder and Sandra Lechelt, trying to answer "How can LIS programs provide students with the right skills and tools marketing LIS?" (pp. 13ff.)

The SET Standing Committee has decided not to publish any longer papers which are available on the SET website, like SC members lists etc. Therefore you will find in this issue "SET News" with links directly to all new documents on the SET website (pp. 5f.)

Last but not least please pay attention to our IFLA LIS Student Paper Award (p. 5, 15). The Award 2009 is sponsored by IFLA HQ and the German company ekz.bibliotheksservice GmbH. We are still looking for new sponsors for the award 2010! Please help us to find one ore more sponsors!

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

Petra Hauke

## Impressum

The SET-Bulletin is published twice a year in January and July. Please share your ideas and comments by sending your contributions or suggestions to the editor Petra Hauke, Berlin School of Library and Information Science (BSLIS), Dorotheenstraße 26, D-10099 Berlin, Germany, Fax: ++49 30 74070216, E-Mail: [petra.hauke@buchprojekte.com](mailto:petra.hauke@buchprojekte.com). Latest Revision: 1<sup>st</sup> Jan 2009 – Copyright © International Federation of Library Associations and Institutions, [www.ifla.org](http://www.ifla.org), SET-Bulletin online: [www.ifla.org/VII/s23/index.htm](http://www.ifla.org/VII/s23/index.htm)

## Section on Education & Training Spotlight



Anna Maria Tammaro

### Letter from the Chair

Dear colleagues and friends,

My best greetings of happy and successful 2009! I wish to thank all of you for the support and the collaboration you have given to our SET activities. Our last year's activities have been focused around three main lines of the SET strategy:

#### 1. International cooperation

(1) SET Strategy: Encourage and support the development of conference programs that develop the understanding of all stakeholders in foundational education and continuing professional development for professional and paraprofessional library staff.

Our program in Quebec in August was focused on the problem of students recruitment and LIS paraprofessional staff education. The e-learning DG was dedicated to teaching capability and economic sustainability of e-learning courses. The program was interesting and open to different cultures, but with the problem we have encountered of some speakers not being able to participate, due to VISA denied. All papers are published on the IFLA Conference Web site.

(2) SET Strategy: Uphold and strengthen the academic and professional status of LIS-staff through international recognised qualifications for LIS positions.

The final report of the project "Feasibility of international guidelines for equivalency and reciprocity of qualifications for LIS professionals", by Terry Weech and me is online in SET website.

#### 2. LIS education continuous updating and innovation

(1) SET Strategy: Review the Guidelines for Professional Library/Information Educational

Programmes 2000 (3<sup>rd</sup> rev. draft 2003) to determine their currency and relevancy for LIS education and professional development in the dynamic information environment.

Kerry Smith is guiding the revision. It is planned that the SET open session (and possibly other SET activities at this conference) at the IFLA 2010 conference in Brisbane Australia, be on the revision of the Guidelines where we intend to invite professionals and educators to give papers on relevant issues.

(2) SET Strategy: Establish new professional guidelines to encourage the incorporation of new knowledge, skills and competencies in traditional and open and distance LIS education programs.

SET has continued to give sponsorship to the E-Learning discussion group, which is now a Special Interest Group with Gillian Hallam as convener.

### Contact the Section

[www.ifla.org/VII/s23/index.htm](http://www.ifla.org/VII/s23/index.htm)

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#### 3. Increase membership of SET

(1) SET Strategy: Explore ways to have corresponding members of the Section from cultures and countries not represented on the

Standing Committee to become more active through more regular communications with the Section.

Henri Sene, Senegal, is invited as new SC Corresponding Member.

(2) SET Strategy: Establish an annual LIS Student Award to attend the IFLA World Library and Information Congress, managed by the SET.



Presentation of IFLA LIS Student Paper Award at IFLA Conference in Québec, Canada

Petra Hauke has developed and put in practice the project "IFLA LIS Student Paper Award". She has presented the project at the IFLA Congress in Quebec and also found a private sponsor EKZ from Germany. I wish to thank Petra, also on behalf of all SET members, of the wonderful work she has done; we all agree that this was the best achievement of the Section for this year.

(3) SET Strategy: Develop a recruitment strategy to attract more LIS schools to become members of SET.

In occasion of the IFLA Congress in Milan, I have been involved in promoting the SET section in Italy. Invited speakers from most important LIS education associations worldwide will be invited to the Offsite session in Milan University. However, this objective was not achieved and we can do better next year.

### Next Conference in Milan

The Section Education and Training program for the IFLA conference in Milan August 2009 will have one on-site and one offsite session. The themes are the following:

On-site session: The role of library and cultural institutions professionals in cultural heritage: education for the convergence of Libraries, Archives and Museums (LAM).

Off-site session (University of Milan): Recognition of qualifications and quality of LIS education: the Bologna process challenges in a changing world – international issues evidenced and explored.

E-learning SIG: Lifelong E-Learning and Libraries.

LIS education in developing countries SIG: Building Bridges: Connecting the Soul and Spirit of LIS Education in Developing Countries.

I look forward to cooperating with you on all these issues in 2009, to the best of our capacities.

Submitted by Ana Maria Tamaro, Chair of IFLA Education and Training Section, December 29, 2008.

## Who's Who: SET SC Member Profiles



### Richard Papik

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<http://uisk.ff.cuni.cz>

### Personal profile

Position: Director of Institute of Information Studies and Librarianship (Faculty of Arts, Charles University in Prague, Czech Republic) – since 2002 until today, lecturer at the same institute since 1994 and also necessary for life

in information sector: practice has been since 1984 until today.

### Main issues in teaching and research

Teaching: Online retrieval and services (focused to STM sectors: scientific, technical, medical information, R&D information support), Effective reading techniques (rapid reading), Introduction to studies of information and library science, Information systems and resources (for students of psychology at Charles University), and optional courses: Competitive intelligence and business information, Medical and pharmaceutical information, also selected topics from knowledge management or special search strategies.

## Research

Online retrieval methods, selective topics from HCI (human-computer interaction), cognitive sciences, teaching and training methods

## Major publications

Close 70 articles or chapters in books or in conference proceedings including few international conferences, also author or co-author of 3 books in Czech language (related to online retrieval methods, information literacy or effective reading).

## Higher education and degrees

Master's studies (1990) and doctoral studies (2000) from the Charles University in Prague.

## International experience

1996: Exchange librarian at Longwood University in Virginia for Spring Semester, U.S.A.; 1998: Semestral teaching and visiting assistant professor at the SILS UNC (School of Information and Library Science, University of North Carolina), also shorter exchange or training programs in Denmark, Germany, Lithuania, Slovenia, United Kingdom.

## LIS school profile:

Institute of Information Studies and Librarianship (Faculty of Arts, Charles University in Prague), url: <http://uisk.ff.cuni.cz>

## Facts & Figures

Foundation: 1950. Number of staff, positions: 33. Number of students: more than 500 in bachelor's program, master's program, doctoral program (directions or specialties – only at the master's level are: information studies, library studies, books studies, new media studies).

## Main research issues, special projects

Every last 5 years 2-4 projects of domestic or international coverage in areas: teaching methods in information and library science, information literacy projects, blended learning projects, new media topics, human-computer interactions related to information science, electronic publishing, etc.

## International exchange (partner universities):

1 Treaties with the School of Information and Library Science (University of North Carolina) and Longwood University, also are used treaties of Faculty of Arts or Charles University, interesting and probably very successful is an event organized by

the SILS UNC and our institute named the Prague's Summer Seminar – see more details:

<http://sils.unc.edu/programs/international/prague.html>.

2 Erasmus or bilateral agreements with information and library schools or similar institutions in Denmark, Finland, Germany, Italy, Lithuania, Poland, Portugal, Slovakia, Slovenia, Spain, Sweden, Turkey.

Life's motto :-): *"Live a balanced life, learn some and think some and draw and paint and sing and dance and play and work every day some."* (From the book *All I really need to know I learned in kindergarten* by Robert Fulghum)



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## Personal profile

For over three decades, Charles B. Lowry has directed academic and research libraries, most recently as Dean and Professor at the University of Maryland, College Park. In 2008, Dr. Lowry agreed to a three-year term as the Executive Director of the Association of Research Libraries, at the end of this time, Dr. Lowry will return to the University of Maryland, College Park.

## Higher Education and Degrees

B.S., Spring Hill College 1964; M.A. History, University of Alabama, 1965; MSLS, University of North Carolina, Chapel Hill, 1974; Ph.D. History, University of Florida, 1979.

## Professional Accomplishments (selected)

- Member of the MUSE Board of Directors (2007- ).
- Founding Executive Editor (2001-03) and Editor (2004-08) of portal: Libraries and the Academy, published by Johns Hopkins University Press.
- Distinguished Alumnus Award, 2001, The School of Information and Library Science, The University of North Carolina at Chapel Hill.
- Editor of "Managing Technology" column, a regular feature in the Journal of Academic Librarianship, (1994-99).

- Principal Investigator and author of HELIOS Digital Archiving Project funded by a group of Heinz Foundations (\$1,005,000, 1993-96).

**Major Publications** (selected)

- "The Small Market Professional Journal: How Idiosyncrasy Informs the Future and Why It Matters," portal: Libraries and the Academy, Vol. 8, No. 3 (2008), pp. 223-231.
- "What is the Healthy Organization? Organizational Climate and Diversity Assessment: A Research Partnership," portal: Libraries and the Academy, Vol. 8, No. 1 (2008), pp. 1-5.
- With Sue Baughman et al, "From Organizational Assessment to Organizational Change: The University of Maryland Library Experience," panel in Proceedings of the Library Assessment Conference, Building Effective, Sustainable, Practical Assessment, Charlottesville, Virginia, September 25-27, 2006. pp. 319-329.

**International Activities and Presentations**

- "The Small Market Professional Journal — How Idiosyncrasy Informs The Future and Why It Matters", Session Two: Open Access, Fiesole 2008, 10<sup>th</sup> Fiesole Collection Development Retreat, The European University Institute (EUI), Badia Fiesolana,

Florence, Italy Thursday, March 27 – Saturday, March 29, 2008.

- "Digital Archiving: Exploring How Little We Know," lecture to the staff of the National Archives of Japan, Tokyo, August 1, 2007.
- "The Ubiquity of Libraries: Some Comments on the Present and Future," lecture to the staff of the National Diet Library, Tokyo, August, 3, 2007.
- "The Gordon W. Prange Collection: A Symbol of Japan-United States Partnership," Lecture at the Opening of the Children's Collection Exhibit, International Library of Children's Literature of the National Diet Library, Tokyo, February 1, 2003.
- "Completing the Paradigm Shift," panel presentation at "ALEPH in the 21st Century— Future Developments of Ex Libris Information Systems," 13th International Consortium of Aleph Users (ICAU) Meeting, Paris, September, 30 – October 2, 2002, University of Paris IV: "Centre Universitaire Malesherbes"

**Next issue invited SET SC Members:**

- Chihfeng Lin, Taiwan, China
- Henri Sene, Dakar-Fann, Sénégal

**SET News**

Please find  
**New on SET Website**

<http://www.ifla.org/VII/s23/index.htm>

**Annual Report 2008**

[http://www.ifla.org/VII/s23/annual/s23\\_annual\\_report2008.htm](http://www.ifla.org/VII/s23/annual/s23_annual_report2008.htm)

**IFLA LIS Student Paper Award 2009**

<http://www.ifla.org/VII/s23/student-paper-award-2009-en.pdf>

The announcement is also available in:  
Arabic | Chinese | French | German | Japanese  
| Russian | Spanish

**Strategic Plan 2008-2009**

<http://www.ifla.org/VII/s23/annual/sp23-08.htm>

**Revisited Section Brochure**

Available in:

[English](#) | [French](#) | [German](#) | [Italian](#) |  
[Japanese](#) | [Spanish](#)

**World Library and Information  
Congress  
23-27 August 2009, Milan, Italy**

**Call for Papers Open Session:**

["The role of library and cultural institution professionals in cultural heritage: education for the convergence of Libraries, Archives, and Museums \(LAM\)"](#)

**Call for Papers Off-Site Session:**

["Recognition of qualifications and quality of LIS education: the Bologna process challenges in a changing world"](#)

## Minutes Draft from IFLA Congress 2008 in Québec, Canada

<http://www.ifla.org/VII/s23/annual/set-minutes08.pdf>

## Revisited List of Standing Committee Members

<http://www.ifla.org/VII/s23/scmem-set.htm>

# Library & Information Science – Education & Training Worldwide

## LIS Education and Training in Portugal

By Fernanda Ribeiro and Maria Manuela Gomes Azevedo Pinto

### Abstract

This article starts by a brief overview of the evolutive process in the field of education in Library and Information Science (LIS) in Portugal and its connection with international contexts.

This approach allows to understand the paradigm shift and the crucial and complex changes caused by the impact of social, economic, cultural and technological conditions of the information era as well as the emergence of a new scientific area – Information Science (IS). Both contributed to the arising of new perspectives in information services, new information professionals and, undoubtedly, new education models.

Considering the positioning in the European space, will also be considered the implementation of the European Higher Education Area, whose creation endeavoured an educational approach across the European Union countries, including LIS field.

### 1 General context

The analysis of the millenary evolution of the info-communicational process and of those who act inside it and take charge of its control shows the clear existence of a rich and technically developed *modus operandi* focused on the document – the physical evidence that reflects and supports either the record of corporate bodies and nations' administrative activities or the human knowledge and memory, which must be preserved, disseminated and accessed.

Maintaining the integrity of the information system and its proximity to its producer, those practices didn't settle an effective gap between what is assumed today as being an archives or a library. However this integrated perspective

will be deeply affected by the changes occurred after the French Revolution (1789).

In fact, this event was the starting point of a changing process that has been continued along the 19<sup>th</sup> century, whose ideas related to the reinforcement of the liberal policy, the protection of the national memory and cultural heritage, the development of History and the influence of the Positivism, substantially changed the previous practices.

The liberal perspective goes towards a progressive separation of information from its producers and the institutionalization of an activity / profession more and more related to custodial entities artificially created to collect, organise and disseminate information, shaping the emergence of a historicist and custodial paradigm (the French model) that will dominate in Europe.

Public institutions as Archives and Libraries (at national, departmental or local level) were created and related to different kinds of documents ("archival documents" and "library documents") and were progressively focused in technical procedures.

At beginning of the 20th century, it was visible the emergence of "different" professional corporations which try to achieve their disciplinary autonomy reflecting the progressive separation between erudite libraries and those related to technical and scientific information (documentation), and also between historical archives and the borning records management area, or even the autonomy of Archivistics from History.

Meanwhile, it was unquestionable the increasing number of professionals that needed to be prepared to do their job. The training inside institutions became a current practice, namely in many European countries where it constituted, at the time, almost the only way to educate those professionals.

However, this training was given separately to librarians and to archivists (this separation still remains today in many places in Europe) and has been reinforced by the entrance of professional associations into the professional education sphere, in the last decades of the 19th century. Regarding the academic education, and despite some exceptions at the end of the 19th century, it will be institutionalized only at the decade of 40 in the 20th century.

## **2 The establishment of LIS (and archives) Education in Portugal: the Higher Course for Librarians and Archivists (1887-1982)**

The Portuguese reality reflects the context mentioned above but it must be pointed out three distinctive aspects:

- Portugal is one of the countries in the world where LIS (and archives) education at higher level began earlier;
- from the beginning, the education of librarians and archivists was given in an integrated way (in the same course);
- the participation of professional associations in the education process started later, only in the 80's.

The first and innovative course of professional education, of higher level, directed to train librarians and archivists, was created in 1887 with the name of *Curso Superior de Bibliotecário-Arquivista* (Higher Course for Librarians and Archivists). The specialized subjects (Diplomatics, Numismatics and Bibliology) were lectured in the National Archives (Torre do Tombo) and in the National Library and the teachers were employees of these institutions. The other subjects (Portuguese and Universal History; Philology; Latin and Greek Literature; Modern Literature of Europe) were taught in the *Curso Superior de Letras* (Higher Course in Arts and Humanities), in Lisbon.

The Republic, established in 1910, brought an increasing state interest in the promotion of culture and public instruction and, consequently, the concerns about access to information, public reading, promotion of libraries and archives have also been improved. In 1911 the University of Lisbon was created and the '*Curso Superior de Letras*' has been transferred to its scope. Therefore, the archivists and librarians' education became integrated in the academic space, as an under graduated course (although not equivalent to a modern bachelor), but the technical subjects remain to be taught at the National Archives and at the National Library. With the duration of three years, this course gave a specialized professional training and could be attended by

everyone who had completed the grammar school.

The next major changes occurred in 1931. The Higher Course for Librarians and Archivists has been reformulated in order to be an "exclusively professional" course and was retired from the university. The tutelage of the course became competence of the *Inspeção das Bibliotecas e Arquivos* (Inspection of Libraries and Archives) created in 1887, and the access conditions also changed. It was transformed into a post-graduated course, which required a previous graduation in Humanities or, at least, the approval in some humanistic subjects.

The technical aspects were reinforced and those related to general and cultural subjects have been reduced. However, after some years it was recognised that the education, disconnected from an academic institution, was quite difficult to be assured by the technical services that were responsible for the teaching.

Therefore, in 1935, a new reformation has been taken and the Higher Course for Librarians and Archivists has been established in the Faculty of Arts and Humanities of the University of Coimbra. It remained as a post-graduated course, with the duration of two years and a "practicum" of six months, and it could be accessed by anyone who got a graduation in any subject and who passed an entry examination of general culture. The Higher Course for Librarians and Archivists included in the first year subjects as Palaeography and Diplomatics, Numismatics and Sphragistics, Bibliography and Librarianship and in the second year a Course of Improvement in Palaeography, Archivology and Archivoeconomy.

The Higher Course for Librarians and Archivists has been the only way to the education of information professionals in Portugal, during about one hundred years (1887-1982), with a single alternative, established in 1969, through a Technical Training more oriented to Documentation, which took place, by practical and economical reasons, in libraries or archives designated by the Ministry of Education. At the end the students got a librarian-archivist-documentalist diploma.

In fact the Higher Course for Librarians and Archivists followed a historicist and erudite matrix (French model), but the professionals felt the necessity of a new education model, more technical and technological. In a certain way this has been achieved through the Technical Training established by the Ministry of Education, a kind of training more in

accordance to the American model that put an emphasis in the technique and technologies, got proximity to Information Science and reduced the cultural and historical subjects. However, this experience only lasted for a few years.

Considered old fashioned to answer to information challenges and to the work market needs the Higher Course for Librarians and Archivists has been extinguished in 1982, and replaced by a new education model, named *Specialization Course in Documentation Sciences* (Curso de Especialização em Ciências Documentais – CECD).

### **3 A renewed education model in 1982: the CECD (Specialization Course in Documentation Sciences)**

The CECD brought not only a significant change in the curriculum but also a structural change – it introduced the separation of archivists' training from librarians/documentalists' training. It was a two years post-graduated course, with a common training in the first year and a separation in two branches, during the second year ('archives' and 'libraries/documentation'). This happened not because of scientific or theoretical reasons, but as a response to professional activities and corporative interests. In spite of the word "specialization" in its designation, this course was, in fact, initial training because it didn't suppose a previous graduation in the same area of knowledge.

The expectations related to a curriculum oriented to enlarge the capacity of using information systems and information networks and to develop documentation services, libraries and archives have not been really achieved with the new education model established in 1982 and some time after its creation it has been the target of many criticisms. But, in despite of that, the CECD became the dominant training model in Portugal and remains, even today, as the only one recognised, in accordance to the law, to admit a librarian, an archivist or a documentalist in public administration services.

The CECD created in 1982 started its classes in the University of Coimbra and in the University of Lisbon in 1983 and after three years (1985) began in the University of Porto. In 1988, a private university got permission to lecturer this course too. Until the end of the century, Portugal had LIS education in four universities and trained about 120 information professionals/year.

After 2000, and related to the university's crisis in the area of Humanities, the growth has been enormous and the CECD were

established in several public and private universities. In 2007 there were 17 courses and it is possible to estimate that the admission to these courses had grown to about six hundred students/year at the moment.

Besides some lacks in the CECD curriculum, three other main problems in LIS education must be referred: the inexistence of a progressive education model inside the University (from bachelor to PhD); the inexistence of teaching people exclusively devoted to an academic career; the prevalence of practice over academic and scientific concerns. In fact, only the universities of Coimbra and Porto admitted full-time teachers to CECD; in the other universities, either public or private, the teaching has been guaranteed by professionals (librarians, archivists or documentalists), that teach in the university in part-time and don't have conditions or interest to devote themselves to research activities.

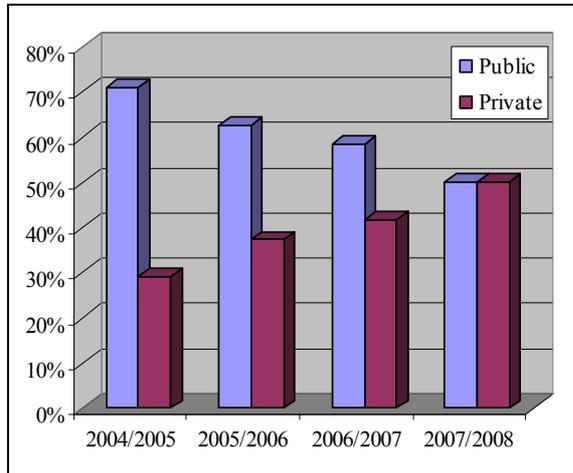
With a different positioning, some institutions implemented masters' courses in a partnership with foreign universities such as University of Sheffield: LNETI established a Master of Science in Information Management, in the beginning of the 90's; the Faculty of Engineering of University of Porto started a Master in Information Management, in 1997. The doctoral studies began in 1989 in the Faculty of Arts and Humanities of University of Porto and a PhD has been also established in the University of Coimbra in 1996,

### **4 The new curriculum in Information Science (2001) and the changes of "Bologna Process"**

In face of the constraints of the dominant educational model (CECD) – a clear domain of professional practices and the absence of a scientific support –, a new model had been designed in the scope of Information Science. This new perspective is based on a new scientific-informational paradigm, emerged in the last decade of the 20<sup>th</sup> century and integrates Archivistics, Librarianship and Documentation as applied areas in the field of Information Science. It has been object of a deep reflection, at epistemological and theoretical levels, which lead to the edition of a book entitled *Das "Ciências" Documentais à Ciência da Informação : ensaio epistemológico para um novo modelo curricular*.

Briefly, it must be said that the information which is understood as the object of Information Science is, naturally, *social information* (as distinct from genetic or biological information and physical or thermodynamic information), thus understood

as a set of mental, coded and socially contextualised representations (significant symbols) passible of being recorded on any medium (paper, film, magnetic tape, etc.) and, therefore, permanently communicated. Furthermore, the fact that this information has a psycho-social character and that its genetic process makes it an entity in itself gives it an originality prior to its materialisation (record).



Graphic 1 - Evolution of practicum proposals (2004-2008)

It is also important to explain that Information Science deals with a scientific research method and the one adopted is the quadripolar method, developed in the scope of Social Sciences, by Paul de Bruyne and other authors. The adoption of Systemic Theory, as a reference and an interpretative tool for any scientific study, will it be theoretical or practical, is another element that characterizes the scientific approach towards Information Science.

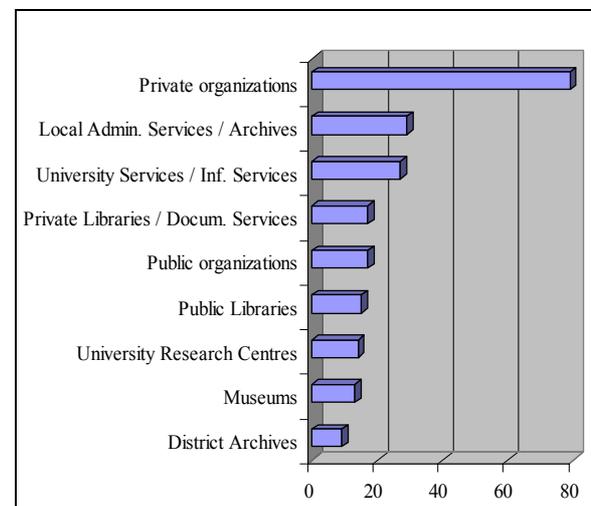
The new *curriculum* firstly aims to avoid the artificial separation between some technical questions, traditionally identified with archives or libraries that have characterised education and training in Portugal. We refer to procedures related to the organisation and representation of information, such as description, cataloguing and indexing, which in Portuguese courses have been assigned to different disciplines, depending on whether the training is for archivists or librarians.

The proposed unitary approach also aims do a synthesis with the so called Information Systems (technological systems devoted to the storage and retrieval of information), that are increasingly being implemented inside organisations in general.

The education model brings together within the scope of the main academic area – Information Science – a set of disciplines that, on one side, assure a theoretical and methodological unity and, on the other side, includes the applied

components of this field, with their particular specialisations. Theory and research methods, systems analysis, technical procedures for organising and representing information and related to storage and retrieval procedures, along with informational behaviour and seeking constitute, naturally, the core curriculum. These core subjects are complemented by a set of subjects devoted to the applied components of Information Science, as they are related to the different kind of information systems (archives, libraries or technological information systems).

The curriculum is also completed by several subjects (some obligatory and some optional) that represent the interdisciplinary relationship with other academic areas.



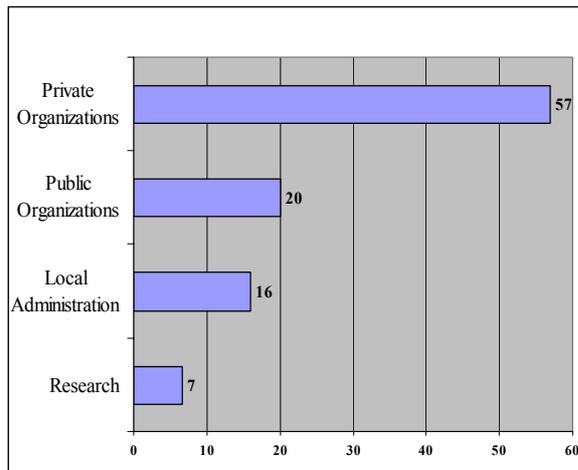
Graphic 2. Evolution of practicum proposals by type of service (2004-2008).

This model was implemented, at under graduate level (bachelor) in the University of Porto in 2001 as a partnership between Faculty of Arts and Humanities and Faculty of Engineering. It is oriented to educate information professionals able to work in any organisational context and from its beginning it tried to integrate itself in the spirit of Bologna Declaration, in what concerns professional profiles and competences.

Before the Bologna reformation, this bachelor (a 4 years curriculum) included a six months practicum in a work context. The graphics below show the evolution of the practicum proposals, received either from the private or the public sector (Graphic 1) and the diversity of services (Graphic 2) that request these kind of information professional, with a clear domain of sectors related to organisational information management, independently of the existence of an archives or a library service. Thus, 57% of the students found their first job in private companies, what

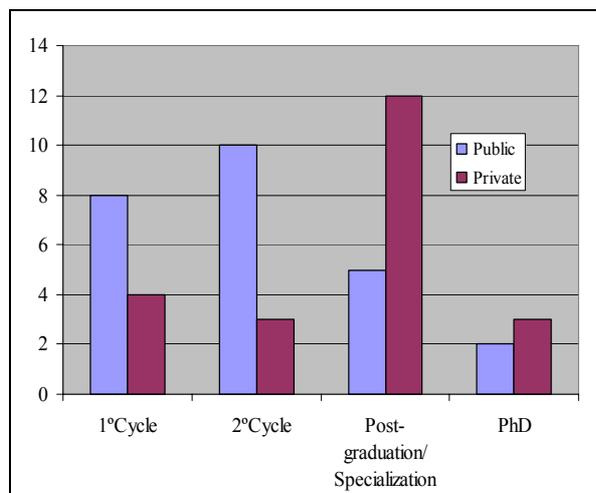
shows that they are able to work in any organisational context (Graphic 3).

This new education model of University of Porto is slowly inspiring other schools in order to the creation of similar under graduated courses in spite of they don't adopt the designation "Information Science". If we consider the changes occurred in the last two years, with "Bologna" implementation, we can see a clear domain of the 1<sup>st</sup> cycle (bachelor) and 2<sup>nd</sup> cycle (master) in the higher education public institutions (mainly universities) side by side with the prevalence of post-graduated courses, namely the CECD.



Graphic 3 - Bachelor in Information Science - Employment of graduates (2004-2008)

The number of courses has been growing from 33, in 2005 (before Bologna), to 47 in 2007, mainly in the 1<sup>st</sup> and 2<sup>nd</sup> cycles. However, three of these courses hadn't start yet because of the lack of students and others have an excessive number of applications.

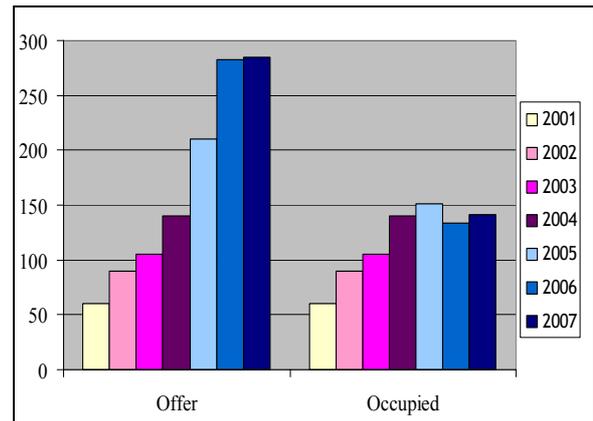


Graphic 4 – Type of courses in public and private higher education schools (2007)

The 1<sup>st</sup> cycle can be accessed by anyone who completes secondary school and the grade is

obtained with the approval in, at least, 180 ECTS (European Credit Transfer and Accumulation System). Usually the courses have a duration of six semesters.

In spite of the general and consensual perspective that understands that the high level education should start with bachelor and going up until PhD the reality shows that the traditional perspective still dominates and there is a diversity of curricula in universities and polytechnic schools.



Graphic 5 - Vacancies and their occupation in 1st cycle (bachelor) courses (2001-2007)

Portugal, at the present time, lives a moment of shift which recommends an effective reflection and curricula benchmarking without forgetting either the outcomes that the ongoing research will deliver or the required adjustment of an education model that should also be directed to the competences' acquisition, truly adequate to the market and research needs in the information era.

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## International Guidelines for Equivalency and Reciprocity of Qualifications for LIS Professionals

By Terry L. Weech and Anna Maria Tammaro

### Aim and objectives

The SET project aimed to explore the feasibility of developing Guidelines for the quality of LIS education programs that will provide a basis for establishing procedures for determining the equivalency of degrees granted and the reciprocity for recognition of job qualifications from the wide variety of LIS program contexts and cultures that exist internationally.

The specific objective was determining if a common framework for LIS professional qualifications, competencies and learning outcomes necessary for different levels of professional employment and for a variety of job profiles, is possible in the international context of the information society.

### Methodology

The literature dealing on equivalency and reciprocity of qualifications for LIS professionals has been reviewed to provide the historical and research context for the methodology. The various current methods of assessing quality of LIS programs and competencies of LIS professionals have been analyzed. A questionnaire has been developed with the following purpose:

- To determine acceptable criteria and procedures for establishing equivalency and reciprocity of LIS Professional Qualifications
- To determine best measures of quality assurance of LIS educational programs in the judgement of LIS professionals and LIS faculty worldwide.

The survey has been conducted by email. The resources of the Education and Training Section of IFLA have been utilized to facilitate the data gathering. Two focus groups have been held: the first in September 2007 at Lisbon international conference and the second during

a European regional workshop organised in Zadar in January 2008. A limitation of this survey is due to the low respondent ratio.

### Findings

Dealing with Equivalency and Reciprocity of LIS qualifications, it is clear that what is lacking is a uniform basis of assessing equivalent degrees internationally.

### Professional qualifications

Most of the respondents give evidence that the preminent entry level in Europe and in Asia is the LIS Bachelor degree. In US and other countries, (as for example UK, Poland, Turkey) is required a LIS Master Degree. Any Bachelor degree (not in LIS) is required by countries in Europe and Asia (for example by Portugal, Bulgaria, Italy and Japan). For civil servants, additional requirements are: certification of individuals (as for example Estonia, Belgium), professional exam (Spain, Croatia), generic exam (for example Italy).

For career advancement in Public Administration, there are special requirements, as professional retraining with 2 years curricula (for example Russia), or Master completion (as in France).

### Professional Association role

Who is leading the quality assurance process? In US and some other countries (as Australia) the Library Association is leading the accreditation process of LIS courses. In Europe Library Associations, except UK, are not involved in quality assurance(QA) of LIS programmes. The role of Library Associations could be especially important for the recognition of profession, and also for facilitating equivalency of qualifications at international level.

Most of the participants to IFLA survey in Europe (73%) and US (50%) and Asia (50%) wish that IFLA assumes an active role in stimulating members associations in their country for this issue. A Quality model should be given by IFLA, to achieve transparency and facilitate recognition.

Respondents from Asia and Europe wish that IFLA encourage member associations and institutions to establish systems of accreditation and/or certification in their county or region based on recognized Quality Assurance mode(73%) I. For some (20%) of the respondents in Europe and (50%) in Asia, IFLA can have a more active role, endorsing the task of national recognition of individuals.

### Accreditation and recognition procedure

The question remains, what is the feasibility of developing some form of procedures or guidelines that will be applicable internationally? All the international guidelines and codes of practice aim to three classes of objectives:

- improve transparency of programmes and qualifications,
- stimulate cooperation and mutual recognition,
- experience international cooperation and professional networks.

How can IFLA or an international library organisation realise the task of accreditation? Three models have been indicated:

- international resource center on relevant information about LIS education
- international experts committee for the assessment of LIS education on an advisory base
- learning outcomes to be met by all LIS professionals who wish to have their training recognized internationally.

The replies indicate that many of the respondents would prefer the third approach: a quality model focused on learning outcomes (53% in Europe, 50% in US and 50% in Asia). In order of preference, the other approach are: an international resource center (50% in Europe, Asia and US) or the international experts committee (respectively 50% in Asia and 40% in Europe, no in US).

The respondents were asked also to give their opinion on two different approaches to learning outcomes:

- a benchmarking system established by sharing best experiences of LIS schools creating benchmarks to assess quality through a peer review process

- a second approach linking quality assurance of LIS education to the assessment of LIS programs by professionals who successfully completed the courses at each school. (Tammaro, 2005, p. 19)

The first approach of benchmarking was indicated preferred, respectively from 60% of respondents in Europe, 100% in Asia and 50% in US. The second approach was indicated as 50% in Asia and US and 53% of the preferences in Europe.

### Conclusion

IFLA could be leading the proposal of a quality model of LIS education. The learning outcomes approach can shift from quantitative criteria such as the length and content of courses studied, to the outcomes achieved during these studies. This means passing from a prescriptive QA system to a more descriptive one.

The full report is available at: <http://www.ifla.org/VII/s23/index.htm#Projects>

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## Preparing for the Stage: LIS Projects and Public Relations

By Elke Greifeneder and Sandra Lechelt

"Public relations work in library and information science (LIS)" is the title of a class held at the Berlin School of Library and Information Science (BSLIS), Humboldt-Universität zu Berlin, during winter semester 2008/2009. This article discusses why public relations in our field are important and how we communicate this to the class.

It has become evident in recent years that if we as librarians want recognition and support, we cannot hide our work backstage. We have to go on stage and present ourselves. Exhibitions and author lectures have long been part of the work in libraries, but as LIS projects like long term archiving, information literacy or bibliometrics become more and more an integral part of our work in research libraries and LIS-schools, we have to consider how to

present this kind of work – which is no small task.

During the last IFLA Conference in Quebec a staff member of the German National Library presented a poster on a metadata project. This was a good example of a situation where librarians must present metadata in a way that appeals to people who may feel no great attraction to the topic. This project was called KIM (Kompetenzzentrum Interoperable Metadaten) and was sponsored by the Deutsche Forschungsgemeinschaft (German Research Foundation), which must account to the German public about the use of public-funds.

Even more challenging is learning how to apply public relations skills to our community and to the public in general. To do this librarians have to consider the background of

the audience, while getting their attraction in seconds. At the same time we must explain our research as easily as possible without making people think what we do is trivial. Our presentation must be like the famous painting "Monochrome" by Yves Klein. When people look at the picture, they see a blue wall. Only blue.

The first impression is: every child can do this. But the fact that people pay a fortune for this painting suggests that it is not just a blue picture and not as easy as it seems. People stop and think about it. The public relations aim for libraries is similar: addressing the public with our projects so that they think about us and our value for society.

How can LIS programs provide students with the right skills and tools to take on this complex task? The BSLIS offers both a bachelor's and a master's degree in LIS. These are accredited programs and in each the students have to participate in a project seminar. Project courses require a high level of student engagement including at least 260 hours of extracurricular work.

Throughout the project students are expected to work on their own and in groups. They also work with the eLearning system Moodle, which has an integrated wiki that can be used to record progress. During the last several years there have been various projects for the bachelors students such as: reviewing unpublished manuscripts for Library Hi Tech, editing a book ("turning an idea into a book") and persuading professors to publish their articles in an open access format in our institutional repository.

One of the current project seminars is a "public relations" course. Specifically the students are to organise and coordinate the Humboldt-Universität booth at the next Bibliothekartag (German Librarian Conference) including its design, materials and financial aspects. The class provides them with knowledge about the general framework and the nature of public relations work. Before setting the stage the class takes a closer look at the LIS project itself and discusses which content should be presented.

In some ways, it is like a casting. The course takes all possible candidates and casts them in what may be the most useful part to enter the stage. This helps students to discover their own school as they have never seen it before. They must reflect about aspects such as: What is the concept behind the Berlin School of Library and Information Science? What is the essence of library and information science? What might BSLIS and LIS mean to others.

They must ask who the visitors to this conference are and what might catch their attention. They must make a detailed analysis of possible visitors of the booth including their needs and expectations. For example, if they emphasize the research aspects of the curriculum, they need to explain why research skills are useful in practice. If they were to emphasize only practical implications, they would lose a key element of the university's identity: the Humboldt tradition of the unity of teaching and research.

The course itself needs to assist to these discussions. It teaches students techniques for getting new ideas and seeing things from different points of view. It also offers comparison materials from other institutions, because if the students are able to see the difference, they get to know their own institution better. Some of the students have never been to a conference. Hopefully this seminar will inspire them to participate in conferences. If they have never attended a conference, then planning for a booth for such an unknown situation is hard. The course explains them how conferences work and that the intention of a booth is to represent the school. The course helps them to think about how they should present themselves in order to target visitors. After this overview they are allowed to work within a general framework.

The class also offers practical means for the students to realize their ideas, including sessions on information design with multiple focuses on corporate design, on text design and on visualization. The course teaches them how to edit images professionally and how to write press announcements. The reader may wonder at this point how diverse the teaching competences must be to include topics like professional design, journalism and booth-building. Guest speakers help by presenting specific skills, like writing a press release. They also describe their daily work, such as being a journalist. As a result, the students not only learn a particular skill but see what they might do in their professional career.

The Bibliothekartag will take place in June 2009, which gives the students nearly eight months for planning the conference. This seems a long time, but for public relations work it is not. The course divides the students into three working groups: one to design the booth, one to prepare materials for the booth and one to work on financing. The last one is probably the most important and most difficult one. Conferences and booths are expensive and offering give-aways at the booth or hosting small booth-based parties are even more expensive and not in the budget of a LIS-school.

The course tries not to constrain the students' ideas or work while offering guidance. The goal is to allow them to plan and design nearly everything, as long as they follow an acceptable concept and raise the extra money for special features. At this point the project is no longer only a student project. It is becoming reality. As Shakespeare said: "All the world's a stage", and the students are ready to enter it. So let's play along!

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## IFLA News

### 3<sup>rd</sup> IFLA-Presidential Meeting 19-20 February 2009 Berlin, Germany

#### **Access to Knowledge: Networking Libraries**

#### **Preliminary Program:**

[http://www.ifla-deutschland.de/de/ifla\\_praesidentschaft/2009\\_3pm\\_programm\\_en.html](http://www.ifla-deutschland.de/de/ifla_praesidentschaft/2009_3pm_programm_en.html)

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### **IFLA LIS Student Paper Award**

The Standing Committee of the IFLA Section Education & Training (SET) has finalized the details of the IFLA LIS Student Paper Award. The first announcement has been published on the Section's website <http://www.ifla.org/VII/s23/index.htm>.

The 2009 Award is sponsored by:  
IFLA & ekz.bibliotheksservice GmbH, Germany

*Service for libraries*



### **Call for Sponsors!**

Commencing in 2010, the Standing Committee is hoping to attract one or more sponsors to support the Award. A total of 5 000 € is needed to enable the winner of the Award to attend and participate in the IFLA Conference.

In addition to the goodwill established with our future library and information professionals, the Sponsor will gain considerable international attention through the following publications and mailings:

- IFLA Section Education & Training Website, <http://www.ifla.org/VII/s23/index.htm>, announcement published in all official IFLA languages,
- Distribution of Announcements, published for Download on the Section's website, published in all official IFLA languages,
- Distribution of Announcements on the annual international BOBCATSSS Symposium, see [www.bobcatsss2009.org](http://www.bobcatsss2009.org),
- Regular distribution of information via the official IFLA mailing list IFLA-L,
- Regular distribution of information to all subscribed Section members – about 200 LIS schools worldwide,
- Distribution of the announcement via national and international mailing lists,
- Formal presentation of the Award – preferably at the sponsor's IFLA exhibition stand, after announcement via IFLA-Express,
- The sponsor's name with the publication of the awarded paper in the IFLA-Journal (<http://www.ifla.org/V/iflaj/index.htm>),
- Appreciation and report in the IFLA SET Bulletin, see e. g. this issue of the IFLA SET Bulletin!

### **Become a Sponsor!**

**We would be very happy to  
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## LIS News Worldwide

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### Australian ePortfolio Project

By Gillian Hallam, Associate Professor,  
Project Leader

In mid 2007, the Australian Learning and Teaching Council (ALTC), formerly the Carrick Institute for Learning and Teaching in Higher Education, commissioned an intensive research project to examine the use of ePortfolios by university students in Australia.

The project was awarded to a consortium of four universities: Queensland University of Technology as lead institution, The University of Melbourne, University of New England and University of Wollongong.

The overarching aim of the research project, which was given the working title of the Australian ePortfolio Project, was to examine the current levels of ePortfolio practice in Australian higher education.

The principal project goals sought to provide an overview and analysis of the national and international ePortfolio contexts, document the types of ePortfolios used in Australian higher education, examine the relationship with the National Diploma Supplement project funded by the Australian Federal government, identify any significant issues relating to ePortfolio implementation, and offer guidance about future opportunities for ePortfolio development.

The ePortfolio world is multifaceted: ePortfolios can be used in many diverse education and employment situations, inevitably with a wide spectrum of purposes and a range of different audiences, as well as implemented using a variety of software tools.

A range of research methodologies was used to investigate current practice and to capture data about the scope and relative penetration of ePortfolios: an audit of educators, academic managers and human resources staff provided information about current practice in individual Australian universities, while a series of focus groups and semi-structured interviews amplified some of the key issues raised in the survey responses.

While student surveys shed light on the initial expectations of and subsequent experiences with ePortfolios, the perspectives of learners who had used ePortfolios over a period of time were also reviewed.

In February 2008, in order to engage the different stakeholder groups in the research activities, the project team hosted the

Australian ePortfolio Symposium with an associated ePortfolio Showcase event, as well as a national policy meeting, which stimulated interest in further opportunities to share knowledge and experiences.

The research findings revealed that there was a high level of interest in the use of ePortfolios in the context of higher education, particularly in terms of the potential to help students become reflective learners who are conscious of their personal and professional strengths and weaknesses, as well as to make their existing and developing skills more explicit.

There were some good examples of early adoption in different institutions, although this tended to be distributed across the sector. The greatest use of ePortfolios was recorded in coursework programs, rather than in research programs, with implementation generally reflecting subject-specific or program-based activity, as opposed to faculty- or university-wide activity.

Accordingly, responsibility for implementation frequently rested with the individual teaching unit, although an alternative centralised model of coordination by ICT services, careers and employment or teaching and learning support was beginning to emerge.

The project investigation identified four individual, yet interrelated, contexts where strategies may be employed to support and foster effective ePortfolio practice:

- government policy
- technical standards
- academic policy
- learning and teaching.

At present, however, the state of play in Australian universities is fragmented. While it is not yet equal to leading edge practice in other countries, there is clear evidence of strong interest across the sector.

Ideally, the higher education sector should strive to bring together the different pieces of the ePortfolio puzzle to build a cohesive composition that will benefit individual students, the quality of learning and the value of higher education outcomes.

The project report concludes with a series of recommendations to guide the process, drawing on the need for open dialogue and effective collaboration between the stakeholders across the range of contexts: government policy, international technical

standards, academic policy, and learning and teaching research and practice.

The ALTC has generously provided the AeP Project Team with further funding to progress two of the recommendations, specifically to establish a community of practice to encourage the sharing of learning and experiences of quality ePortfolio practice in higher education and to foster scholarship and research; and to establish a regular Australasian conference as a forum to explore and discuss effective ePortfolio research and practice.

Hallam, G., Harper, W., McCowan, C. Hauville, K., McAllister, L. & Creagh, T. (2008). Australian ePortfolio Project: ePortfolio use by university students in Australia: Informing excellence in policy and practice. Brisbane: QUT Department of Teaching and Learning Support Services.

Electronic copies of the report can be accessed at

<http://www.eportfolioppractice.qut.edu.au/information/report>.



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## SLA Europe Early Career Conference Award (ECCA)

By Barbara Robinson, Chair of the Early Career Committee, SLA Europe

To raise awareness and encourage participation in SLA by those in the early stages of their career, SLA Europe is offering four Early Career Conference Awards (ECCA) to attend SLA's Centennial Conference in Washington, DC from June 14-17, 2009.

The Award covers the full cost (approximately \$2,000) of transportation, lodging, and conference registration for each Award winner, who must be attending an SLA Conference for the first time. The deadline for receipt of applications is 31st January, 2009. Award winners will be notified in February 2009.

SLA Europe is able to offer four awards this year, thanks to the co-sponsorship of three SLA Divisions: Business & Finance, Insurance & Employee Benefits, and Leadership & Management. Award winners will be assigned to one of these SLA Divisions and will be paired with a mentor from that Division. Their

mentor will brief them before the Conference, give guidance during the Conference, and maintain a link to the Division following the Conference.

The 2009 SLA Conference promises to be particularly exciting because we will be celebrating SLA's Centennial. Special events are scheduled in addition to the many stimulating programmes and speakers, organized by SLA's Chapters, Divisions, and Committees. For ten reasons why attending the conference is a great idea, go to [http://slablogger.typepad.com/sla\\_blog/2008/11/top-10-reasons.html](http://slablogger.typepad.com/sla_blog/2008/11/top-10-reasons.html).

In the past, eligibility for the ECCA was limited to library and information science (LIS) students and only to those currently working on a Masters-level LIS degree in Europe. This year we have expanded the requirements for eligibility to include:

- Young LIS professionals in Europe, who have been in the field for less than five years, and
- LIS students, currently enrolled in either a BA, or a Masters-level programme in Europe.

For full details on how to apply and eligibility requirements, the text of the recent press release announcing the Award, and to read interviews with each of the nine previous award winners in SLA Europe News, please visit our website < [www.sla-europe.org](http://www.sla-europe.org) >



Last year's 2008 ECCA award winners: From left to right Sara Hammond, Emma Dhesi, Hanna Lewin and Sandy Peterson

To date, SLA Europe has awarded nine ECCAs. Our first winner was a student at Stuttgart Media University in Germany. She attended the SLA conferences held in Denver, Colorado and was co-sponsored by SLA's Business & Finance Division. Last year, we were able to bring four students to the SLA Conference in Seattle, Washington, again thanks to the generous co-sponsorship of two students by Business & Finance (B&F). Joining B&F as co-sponsors of the ECCA, were Insurance & Employee Benefits and Science &

Technology Divisions, each helping to support one student.

These Awards are an important part of SLA Europe's outreach programme to encourage students and professionals at the early stages of their career in special librarianship. As part of a wider effort undertaken by other Divisions and non-American Chapters of SLA, they support SLA's mission to promote professional development and networking opportunities for information professionals world-wide.

2008 ECCA winner Sarah Hammond, an LIS student at Sheffield University, summed up her experience at the SLA Conference in Seattle:

"Learning formally in the sessions but also making connections with fellow professionals, a greater bunch of people I couldn't wish to meet. I feel that my horizons have expanded enormously and I am so excited to find out where this experience will lead me. Thank you for giving me this life-changing experience".

We hope that you will encourage young professionals and current students to apply. Last year's foursome were able to travel together and to share the experience with one another, which provided yet another set of networking connections and new professional friendships.

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K. G. Saur Verlag, an Imprint of Walter de Gruyter GmbH & Co. KG, Munich, Germany, Announces the 2009 annual award for

### **Best *Libri* Student Paper Award**

Since 1950, through 59 volumes, *Libri*: International Journal of Libraries and Information Services has been a leader among scholarly journals in the international library world. As part of its strategy to remain one of the premier library journals, *Libri* is issuing a call for "Best Student Paper of 2009". This competition supports *Libri*'s goal of publishing the best articles from the next generation of library and information science professionals. We are proud once again to recognize the very best article with this special award.

Students at all levels<sup>1</sup> are invited to submit articles with clarity and authority. There is no stated theme. Research papers should address one of the significant issues facing today's librarians and information professionals. Case studies, best practices, and pure research papers are all welcome.

Length: approx. 5000 words Language: English, Deadline: May 31, 2009.

<sup>1</sup> Exception: Senior information scholars returning to school for additional degrees outside the field of library and information science are not eligible for this award.

The best paper will be selected by an independent panel consisting of selected members of the Editorial Board, the Advisory Board and other international experts. Submissions will be judged on the basis of

- originality of thought and observation,
- depth of research and scholarship,
- topicality of problems addressed,
- the international readership of the journal.

The article will be published in the 2009:4 issue. The author of the winning article will be honoured with an award of 500.00 € and with a complementary subscription to *Libri* for 2010. If the quality of competition warrants, some papers may be designated as honourable mention and the authors will receive complementary subscriptions to *Libri* for 2010. The normal provision to the author of 10 offprints and one copy of the complete issue applies to all winners.

Manuscripts should be sent to the *Libri* Editorial Office, K. G. Saur Verlag, An Imprint of Walter de Gruyter GmbH & Co. KG, Miesvan-der-Rohe Straße 1, 80807 München, Germany. Electronic submissions are encouraged and may be submitted to [libri@degruyter.com](mailto:libri@degruyter.com). Author instructions and further indications of the scope of papers suitable for publication in *Libri* are available at the *Libri* site at <http://www.librijournal.org/authorinst.html>.

All submissions should include a cover sheet confirming:

- the name of the institution where the student is or was enrolled
- the dates when the student is or was enrolled
- the date when the paper was written and the course for which it was prepared if no longer a student

### **ALA LRRT'S INGENTA RESEARCH AWARD**

Founded in 1968, the American Library Association's (ALA) Library Research Round Table (LRRT) is the only section of ALA devoted to research relating to libraries. Its goals are "to contribute toward the extension and improvement of library research; to provide public program opportunities for describing and criticizing library research projects and for disseminating their findings; and to orient and educate American Library Association members concerning research techniques and their usefulness in obtaining information with which to reach administrative

decisions and solve problems." Membership in LRRT costs \$15 per year and is open to all ALA members. Visit the ALA webpage ([www.ala.org/](http://www.ala.org/)) to become a member.

LRRT offers a number of awards to encourage excellence in research related to libraries. The Ingenta Research Award provides funding for research projects about the acquisition, use, and preservation of digital information. It is an annual award of up to \$6,000 (U.S. dollars) to support research activities plus up to \$1,000 (U.S. dollars) for travel to a national or international conference to present the results. Librarians, faculty and students at schools of library and information science, and independent scholars are encouraged to apply.

All of the past winning projects have examined issues related to the design, use, and management of digital information, but they have ranged widely in their areas of focus. For example, in 2005 the University of Texas at Austin's Patricia K. Galloway won for her study of digital preservation, entitled, "Institutionalizing a University Department-Level Institutional Repository." The 2007 winners, Aaron Shrimplin, John Fink, Susan Hurst, and Kevin Messner, all of the University Libraries at Miami University in Oxford, Ohio, studied e-books with their project entitled, "User Attitudes' Toward E-Books: A Q Methodology Study."

While these two awards went to researchers in the United States, LRRT is an international organization, and it encourages members and award applications from other countries. As a case in point, the 2008 Ingenta Award went to Grace A. Ajuwon and Prince B. Olorunsaye of the Medical Library at the University of Ibadan's College of Medicine in Ibadan, Nigeria. Their winning project is entitled, "Barriers to Full Utilization of Digital Resources in Health InterNetwork Access to Research Initiative (HINARI) among Researchers and Clinicians in Selected Institutions in Southwestern Nigeria."

The Ingenta Award Jury judges entries on the basis of five criteria:

1. Appropriateness of the proposed project to understanding of seeking and use of digital information.
2. Significance of the problem.
3. Design of the study.
4. Qualifications of the investigator(s).
5. Realism of the timetable.

Those interested in applying for the 2009 LRRT Ingenta Award should email an application of no more than six pages to John

Bertot, Ingenta Award Chair, at [jbortot@umd.edu](mailto:jbortot@umd.edu).

Applications must include the following sections: statement of the project, relation of the project to previous research, research questions, method/plan of investigation, project timetable, project significance, plan to disseminate the results, budget (one page), and curriculum vitae (two pages). The deadline for applying for the 2009 Ingenta Award is Saturday, January 31, 2009.

For additional details about the Ingenta Award application process, and for descriptions of other LRRT Awards, see the LRRT awards webpage at: <http://www.ala.org/ala/mgrps/rts/lrrt/index.cfm>.

Submitted by Denise E. Agosto, Ph.D.,  
LRRT Chair, and John Carlo Bertot, Ph.D.,  
LRRT Ingenta Award Committee Chair

### 11<sup>th</sup> B.I.T. Online Innovation Award

At the 97<sup>th</sup> German Bibliothekartag 2008, 3-6 June, Mannheim, the Commission for Training and Career Profiles of professional association BIB started the second decade of successful promoting research by young information professionals in cooperation with publishing house Dinges & Frick.

Since 1999 particularly successful final papers from library and information study courses from german universities are featured.

Prize winners have to present their works at the biggest library and information conference in Germany – der Bibliothekartag. At following ceremony publisher Christoph-Hubert Schuette from Dinges & Frick presents the prize cheque of 500 Euro. The award also includes one year free BIB membership presented by the chairman of BIB Susanne Riedel.

All nominated papers are published regularly in the book series "B.I.T. Online Innovativ". The texts are available since 1999.. For more information visit <http://www.b-i-t-online.de/daten/bitinno.htm>

This years 1<sup>st</sup> prize winner Benjamin Stasch (HdM Stuttgart) with his lecture "Music, Film and Audiodobook Downloads. A Perspektive for Public Library Services?" outlines impressively pros and cons of existing download options in general as well as features of different available suppliers.

2<sup>nd</sup> prize winner Jin Tan (FH Potsdam) let the audience participate in the virtual world of Second Life. His nominated bachelor thesis is called "Libraries in Second Life" and examines web 2.0 dimensions for libraries.

Carola Schreiber (HdM Stuttgart) and Myra Thuersam (HAW Hamburg) are sharing 3<sup>rd</sup>

place. Schreibers paper named "Aspects of Rhetoric and the Meaning in Library Work Regarding Trainings, Appraisal Interviews and Negotiations with Supporting Organisations". Myra Thuersam presented a complete program in "Preschool Speech and Reading Support of Children with Migration Background in Libraries. Conception of a Program for Buecherhalle Wilhelmsburg".



Erwin Koenig (B.I.T. Online), Jin Tan, Carola Schreiber, Myra Thuersam, Benjamin Stasch, Susanne Riedel (BIB-Chair), Christoph-Hubert Schuette (Dinges & Frick) and Karin Holste-Flinspach (BIB-KauB)

As a good mixture the meetings with the conception of outstanding works of young information specialists can be rated as full success. The profitable co-operation of the professional association commission with "b.i.t.-online" has given numerous alumni standing at

the beginning of their working life and/or occupation beginners from the sectors library or information and documentation a platform with the innovation forums to present their excellent papers verbally to the professional world and published to professional colleague. And there will be also a chance for preoccupation with future arranged topics. As the past years showed this meeting has become a firm component of the librarian days with enormous resonance in the meantime.

31 prizes were assigned so far, most by graduates of the universities in Stuttgart and Hamburg, Cologne and Potsdam. Hannover, Hildesheim, Leipzig, Bonn and Frankfurt also won the prize once. The subjects of the award winning final works vary from so different topics as information competence or open access.

We eagerly await the winners 2009 and will invite you already now to our Innovation Forum during the librarian conference in Erfurt, Germany, 2-5 June 2009.

Submitted by Karin Holste-Flinspach, c/o Stauffenbergsschule, Arnsburger Straße 44, 60385 Frankfurt/Main, Tel. ++49 (0) 69-21235274 (Schulsecr.), E-Mail: k.holsteflinspach@yahoo.de, and Heike Kamp, Staats- und Universitätsbibliothek Bremen, E-Mail: [Heike@uni-bremen.de](mailto:Heike@uni-bremen.de)

## Who's Who: LIS New Generation



### Ana Lúcia Silva Terra

Coimbra, Portugal  
E-Mail: [anatererra@eu.ipp.pt](mailto:anatererra@eu.ipp.pt)  
WEB:  
[analuciaterra@yahoo.com](mailto:analuciaterra@yahoo.com)

#### School/Subject(s)

- BSch in History and Master degree in Modern History from University of Coimbra, Portugal.
- Specialization degree in Information and Library Science – Archives Option and Documentation Centres & Libraries Option, from University of Coimbra, Portugal.

#### Main LIS interests

EU information and communication policy, information behaviour, information literacy and LIS curriculum.

#### Awards/Grants

- Scholarship for an exchange to Università degli Studi di Venezia (Italy) (Erasmus programme)
- PhD Scholarship from the Science and Technology Foundation – October 2006-current.
- Science and Technology Foundation travel grant for attendance and paper presentation at the VIII Congreso ISKO-España, in León (Spain) – April 2007.
- Science and Technology Foundation travel grant for attendance and poster presentation at the USE2008 Conference, in Oulu (Finland) – June 2008.
- Calouste Gulbenkian Foundation travel grant for attendance and paper presentation at the Sofia2008 Conference, in Sofia (Bulgaria) – November 2008.

**Publications**

- “Information and communication policy of the EU: from passive consensus to participative citizenship”. In ECREA's: European Communication Conference, 2<sup>nd</sup>, Barcelona, 2008 – *Communication Policies and Culture in Europe* [CD-ROM]. Barcelona: ECREA, 2008. ISBN 978-84-490-2570-6. 14 p.
- “Uma vertente da política de informação das instituições europeias: a transparência e o acesso aos documentos”. In ENANCIB: Encontro Nacional de Pesquisa em Ciência da Informação, IX, São Paulo, 28.09.2008-01.10.2008 – Anais: diversidade cultural e políticas de informação [CD-ROM]. ISBN 978-85-60922-01-7. 15 p.
- with SÁ, Salvina – “To build upon a rock or to build upon sand: the challenge of information literacy in the school library”. ANNUAL CONFERENCE Of The International Association of School Librarianship, 35th, Lisbon, 2006 – The multiple faces of literacy: Reading. Knowing. Doing [CD-ROM]. Erie, Pennsylvania, USA: International Association of School Librarianship, 2006. ISBN 978-1-890861-32-2.

**Memberships**

Associação Portuguesa de Bibliotecários, Arquivistas e Documentalistas

**Participation in National/International Conferences (selection):**

- “Information and Communication Policy of the EU: from passive consensus to participative citizenship”. ECREA's 2<sup>nd</sup> European Communication Conference “Communication Policies and Culture in Europe” (Barcelona – Spain – November 28, 2008).
- “First step to lifelong learning: school libraries and information policy: a Portuguese case study”. 5<sup>th</sup> biennial conference Sofia 2008 “Globalization and the management of information resources” (Sofia – Bulgaria – November 12, 2008).
- “Uma vertente da política de informação das instituições europeias: a transparência e o acesso aos documentos”. IX ENANCIB – Encontro Nacional de Pesquisa em Ciência da Informação (São Paulo – Brasil – September, 29, 2008)

**Current and finished projects:**

- PhD research about information and communication policies of the European Union and the users of European

Documentation Centres information behaviour.

**Practical Experience:**

- Investigation Scholarship in the Project Sapiens 33675/99 (“Almeida Garrett – Critical Edition of his complet work” – Faculty of Arts and Humanities / University of Coimbra Portugal (September 2001-August 2002).
- Lecturer in a LIS degree at the Superior School of Industrial Studies and Management – Oporto Polytechnic Institute (October 2002-current)

**Career Expectations:**

- Improve my abilities as LIS professor, do research in LIS field and gain work experience abroad.

**Jessica Moyer**

Univ. of Illinois, Champaign, USA, Library and Information Science  
E-Mail: [jessicaemilymoyer@gmail.com](mailto:jessicaemilymoyer@gmail.com)  
<http://jessicaemilymoyer.pbwikil.com>

**School/Subjects**

- Doctoral student, adolescent literacy, U of Minnesota, anticipated completion May 2010 MS and CAS from U of Illinois, Library and Information Science

**Main LIS interests**

- Readers and reading, readers' advisory, public libraries, reference and information services

**Grants**

- McKay, Zanna, Jessica E. Moyer, and Christopher A. Moyer. “Using Da Ali Gi Show, Simpsons, Family Guy and Other Popular Television Programs to Teach Multicultural and Diversity Issues in Education: A Student/Faculty Collaboration” Student Research Grant Program for Creative and Research Activity, SUNY Oneonta. 2007.

**Honors**

- Nominee, 2008 Alumni Leadership Award, University of Illinois, Graduate School of Library and Information Science
- Library Journal Mover and Shaker, 2008
- College of Education and Human Development Fellow, 2007-2008

- ALA EBSCO Conference Sponsorship Award, 2007
- Highly Commended Award, Emerald Publishing, 2004

*Publications, see website:*

- <http://jessicaemilymoyer.pbwiki.com/Books,+peer+reviewed+papers+and+presentations+and>
- <http://jessicaemilymoyer.pbwiki.com/Professional+writing+and+presentations+and+here> <http://jessicaemilymoyer.pbwiki.com/Reviews>
- Website for my book, <http://researchbasedra.pbwiki.com/FrontPage>

*Memberships*

- American Library Association

*Memberships and Professional Activities*

- Booklist, Reference, Fiction and Audiobooks Reviewer, 2006-Present
- Booklist Reference Books Bulletin, Editorial Board, 2007-2009
- Library and Information Technology Association, Imagineering Interest Group
- 3M/NMRT Professional Development Grant Committee, 2007-2008
- Reference and User Services Association (RUSA)
- Reference Services Section (RSS) Representative to RUSA Conference Coordinating Committee, 2008-2010
- President's Program Planning Committee, 2006-2007, 2009-2010
- Reference and User Services Quarterly Editorial Advisory Board, 2006-2009
- Young Adult Library Services Association
- Publications Committee, 2008-2010

*Other Professional Memberships and Activities*

- Library Journal, Reviewer, Fiction, 2006-Present
- Evidence Based Library and Information Practice, Editorial Advisor, 2006-2008
- International Committee Chair, University of Illinois at Urbana-Champaign American Library Association Student Chapter. September 2003 – August 2004

*Participation in national/international conferences*

- BOBCATSSS 2002 and 2003
- ALA Annual 2005, 2006, 2007, 2008
- ALA Midwinter 2006, 2007, 2008
- YALSA Symposium 2008
- PLA 2006, 2008
- Sofia 2008

*Current and finished projects*

See publications, which include completed book, Research Based Readers' Advisory and in progress books, Readers' Advisory Toolkit and Integrated Advisory Services

*Practical experience*

- Teaching Assistant CI 5452, Reading in the Content Areas, College of Education and Human Development, University of Minnesota-Twin Cities. August 2007-August 2009. Course Coordinator, June 2008 - August 2009
- Adjunct Faculty, Information Management/MLIS, College of St. Catherine, St. Paul, MN. August 2007 – Present.
- Instructor, LIS 7040, Reference and Information Services, Winter 2008, Summer 2008, Summer 2009.
- Instructor, LIS 7630, Readers' Advisory, Summer 2008, Summer 2009.
- Reference and Instruction Librarian (Senior Assistant Librarian), Milne Library, State University of New York College at Oneonta. August 2006 - June 2007.
- Director of Academic Resources, Kitty Lindsay Learning Resources Center, Richland Community College, Decatur, Illinois. September 2004 – June 2006.
- Research Assistant. Dr. Terry Weech. Graduate School of Library and Information Science, University of Illinois at Urbana-Champaign. September 2003 – May 2004.

*Foreign studies / International exchange*

Summer study abroad, History of France, 2001

*Career expectations*

Faculty position in an LIS department where I can teach library oriented classes to MS and Ph.D. students, as well as continue to research and study readers and leisure reading.



**Tanja Merčun**

E-Mail: [tanja.mercun@ff.uni-lj.si](mailto:tanja.mercun@ff.uni-lj.si)  
 URL: <http://www.ff.uni-lj.si/oddelki/biblio/en/department/staff/mercun.html>

*School/Subject(s)*

- Bachelor degree in Library and Information Science from the University of Ljubljana, Department of Library and Information Science and Book Studies (2007)
- PhD student of Information Science at the University of Ljubljana, Department of

Library and Information Science and Book Studies (2007-present)

#### Main LIS interests

Organization and presentation of information; library catalogues; FRBR; information seeking; Web 2.0

#### Awards/Grants

2007-2012: Postgraduate research grant for young researchers, Slovenian Research Agency

#### Publications (selection)

- 2008: Vizualizacija informacij v sistemih za poizvedovanje = Information visualization in information retrieval systems. *Knjižnica : revija za področje bibliotekarstva in informacijske znanosti = Library : journal for library and information science*, 52 [in print]; (co-author Maja Žumer)
- 2008: New generation of catalogues for the new generation of users: a comparison of six library catalogues. *Program*, 42(3), 243-261 ; (co-author Maja Žumer)
- 2008: Library catalogue - the ultimate reference tool?. In *Education and training in digital libraries & Reference in digital environments : LIDA 2008 - Libraries in the digital age* (pp. 79-85) ; (co-author Maja Žumer)
- 2008 (- current): [sic]: A column for a Slovenian newsletter Library News

#### Memberships

- Union of Associations of Slovene Librarians

- Participation in national/international conferences
- 2008 - LIDA, Dubrovnik and Mljet: "Library Catalogue: the ultimate reference tool?"
- 2008 - Slovene Libraries: Library 2.0, Ljubljana: "Savviness, lipstick and clouds"
- 2007 - Professional conference of Union of Associations of Slovene Librarians, Bled: "Online library catalogues of the future"
- 2007 - BOBCATSSS, Prague: "Library LOGO : an effective way of marketing or an UJO - unknown useless object"
- 2005 - BOBCATSSS, Budapest: "Who says that old dogs can't learn new tricks? : a survey of internet/web usage among seniors"

#### Current and finished projects

- New approaches to knowledge organization in the field of cultural heritage (2007-2010)

#### Foreign studies/ International exchange

- 2008, October - December: Norwegian University of Science and Technology, Department of Computer and Information Science

#### Career expectations

- as a student: earn a PhD by 2012 and gain more practical experience
- as a lecturer: continue work as a teacher assistant and later as a LIS professor
- as a researcher: collaborate with computer scientists and practitioners in developing better user search system interfaces

## Conference Reports



### World Library and Information Congress: 74<sup>th</sup> IFLA General Conference and Council "Libraries without borders: Navigating towards global understanding"

10-14 Aug 2008, Québec, Canada

#### Vibrant Sessions: personal impressions

Submitted by Ratna Bandyopadhyay

Although, I had attended the previous two IFLA Conferences at Seoul, South Korea and Durban, South Africa, the Conference in Québec was unique.

Québec is one of the oldest cities in Canada. It is a very picturesque and clean city. The weather was also quite pleasant. The warmth of its people made it more comfortable.

The Opening Session was started early in the morning with grandeur and thematic sessions started thereafter. I participated in the Literacy and Reading Fair. The Literacy and Reading Section organized a Reading Fair on 11<sup>th</sup> August from 8.30am to 12.45pm. It was a wonderfully arranged session. It was held in a large hall with about 15 round tables. Each table was allotted for a presentation showing practices from one corner of the world. Thus the collection of tables truly represented the world and was very informative. I also had a table where I showed our practices that are being followed in libraries mainly run by NGOs, "Adharyana" in South 24 Parganas, West Bengal, India, to look after the school dropouts. This I showed with the help of pictures and photos. From this fair we got the information how librarians are helping disaster (Tsunami, Landslide) struck people to recover. The whole Session was vibrant, full of energy and

enthusiasm. The idea was quite excellent to accommodate different practices of different cultures simultaneously under one roof.



Reading Fair, organized by the Literacy and Reading Section

I attended a number of Sessions on Libraries Serving Disadvantaged Persons, Bibliographic Control, Cataloguing, Classification and Indexing, LIS Education in Developing Countries, Education and Training, Agricultural Libraries, Asia and Oceania Section and more and found each of the Sessions was interactive.

I attended the Knowledge Management Session where I also presented my paper. This Section was also well organized and consisted of 5 papers from different parts of the world. I also attended the grand Exhibition and visited an academic library which was very impressive.

We stayed in a hotel at St.Foy. I used to travel by bus. That gave me the opportunity to enjoy the charming views of the city. The Conference venue was near the old city – the market place, traditional houses, food, people with traditional dresses.

After the Conference I attended the Standing Committee Meeting of the Literacy and Reading Section. From this meeting we got information about the future action plans for the next Conference to be held in Milan, Italy. I also attended another Standing Committee Meeting on Cataloguing. I teach Cataloguing in the Department of Library and Information Science, University of Calcutta, India.

I wanted to know about the new Cataloguing Code which is scheduled to be published in early 2009. As it is quite different from the present AACR2R I requested the Committee to think over the idea of imparting training on new Code to which they agreed.

I found IFLA Conference is a platform where you can express yourself, place your observation, can give new ideas and if it is

really novel and innovative I found they will accept it and try to implement. I am very happy that I had taken the decision to attend the Conference.

Author Details: Ratna Bandyopadhyay,  
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Science, University of Calcutta, India, E-Mail:  
ratnabandyopadhyay@yahoo.co.in

### Students' Perspective

Submitted by Anne Mostad-Jensen  
& Heather Duppong

We were fortunate enough to attend the IFLA World Congress in Quebec this past August. As students and soon-to-be professionals we took many lessons away from our experience. Describing all of these lessons and experiences would take up more words than we have been allotted, so we will try to shorten it to a trio of concise points! In reflecting on our experience in Quebec we kept coming back to three words: conversations, connections, and collaboration.

First, although Congress proceedings were very important, the real benefits came from the conversations had between official Congress proceedings. In this day and age you can preview the presentations and papers on online both before and after conferences, but you can never recreate the conversations you have with people and the dynamics that result when you bring LIS professionals from all over the world together in one location. You learn about issues in everyone's respective countries and libraries, whether it is access to information or the impact natural disasters have on library systems.

You learn not only about their libraries but about the position libraries have in their countries, about how governments and societies perceive the role of libraries in different countries.

The conference also expanded our mental models of the role IFLA plays, whether it is participating in the World Summit on the Information Society (WSIS) or the work of the Committee on Copyright and Other Legal Matters (CLM).

The second key word we kept coming back to was "connections." Conversations turned into connections with other students and professionals as we continued the conversations started at the Congress on our return.

Part of building connections from conversations is to actually attend conferences and participate to the fullest extent when you are there. This is sometimes the hardest thing to do because libraries and librarians face

obstacles, both financial and political, to attending conferences.

Another way to build connections is to contact people as soon as you arrive home or even on your way home!

We found we have maintained contact with many people we met and have continued the conversations started there. Interestingly, applications like Facebook, Skype, Twitter, and blogs have helped us maintain these connections.



Anne Mostad-Jensen with Quebec City Flower Pot

Along with having conversations and building connections our conference attendance also provided opportunity for collaboration.

My colleagues and I had a number of conversations with students and librarians from Humboldt Universität while at the BOBCATSSS conference in Croatia, we were reacquainted at the IFLA Congress and these interactions were the highlight of many of our days.

We continued those conversations when we returned and they extended an invitation for us to collaborate with them in expanding the presence of *LIBREAS: Library Ideas* to the North American LIS student community.

Overall, we were very fortunate to be able to attend the IFLA Congress to start conversations there, to build connections, and sow the seeds of collaboration all while expanding our understanding of what it means to be in our profession in the age of globalization.

#### Authors:

Anne Mostad-Jensen  
& Heather Duppong  
College of St.  
Catherine, St. Paul,  
Minnesota, USA.  
annemij82@gmail.com



## Report on both SET Meetings

Submitted by Makiko MIWA PhD,  
Wakaba, Japan

### (1) SET Open Session

The onsite SET conference session was arranged by Kerry Smith of Australia and attracted a large number of audience. Unfortunately, however, only one of the five accepted papers was presented, probably because other four authors could not attend the meeting due to visa or traveling problems. A fascinating paper entitled "Recruiting LIS students who can navigate complexity in support of global understanding" was presented by Fiona Black of Canada. It generated many questions which led to a heated discussion. The presentation described dynamic changes taking place in job environments of information professionals and employment opportunities. The study was based on a content-analysis of LIS curricula and a large-scale web-based questionnaire survey complemented by telephone interviews with deans, directors and program coordinators of LIS schools in Australia, Canada, New Zealand, United Kingdom, and United States.

The findings indicate that the recent job market emphasizes skills and knowledge required for striving in the climate of change that is affecting organizations where LIS graduates are employed. Such requirements are reflected on recent curricula emphasizing professional attitudes and management skills. As suggested in the presentation, we should foster technology tolerant professionals who are capable of taking the leadership roles in continuously activating but ambiguous environments, which is quite different from the past emphasis of "attention to details" and "knowledge of cataloging rules." As an educator, researcher and teacher in this field, I thought we also need to change such tendencies.

We regret the fact that only one of the five presenters could attend the meeting. In recent years, the no-show problem at international conferences is frequently observed particularly among participants from developing countries. I assume that some of them just might want publications without paying necessary cost of traveling, attending, and presenting their papers. This kind of behaviour may result in a severe deterioration of the IFLA SET and its supporting community.

### (1) SET Offsite Session

The offsite SET meeting was held on August 13 at CEGEP, arranged by Mouna Benslimane of Morocco under the theme of "LIS Support

Staff Education: The Challenges of Distributed National Education Program.”

The meeting was attended by a relatively small number of audience, but evoked exiting discussion on various topics. I was impressed with the paper entitled “Library technician course recognition in Australia: The challenges of a distributed national education program,” presented by Gillian Hallam of Australia. Her presentation described the quality assurance measures employed in Australia and how they affect curriculum and contents of LIS programs.

Since we are working on the same issue of quality assurance of LIS programs in the framework of LIPER-2, her presentation was quite relevant and informative for me. Her paper criticized the passiveness of faculty members toward quality assurance activities and emphasized the needs for them to take individual or collaborative responsibility for the course recognition process. I have the same frustration on our faculty in Japan. I reflected on this point and share it with other LIPER-2 members in Japan.



SET Offsite Session

### Poster Presentation (1): IRRT Free Links: Free and Available to Anyone

Submitted by LaVerne Gray, lagray@uic.edu and Robin Kear, rlk25@pitt.edu

The American Library Association’s (ALA) International Relations Round Table (IRRT) has a large number of members from other countries and, due to logistics and costs, many of these librarians are never able to make it to an ALA conference. Yet they join IRRT and would like to receive benefit from this membership. One of the most frequent requests from these librarians is for IRRT to help identify free web-based tutorials and professional development opportunities that they can easily access. IRRT proposed this idea for inclusion as a project in the 2008 ALA Emerging Leaders program.

Six members of the 2008 Emerging Leaders class self-selected to participate in this project. With the help of mentor Susan Schnuer, IRRT member and past chair, Katie Artzner, Kodjo Atiso, Paloma Celis-Carbajal, LaVerne Gray, Robin Kear, and Laura Park were all motivated by their interests in international librarianship and information accessibility to work on IRRT’s project.

The project was to identify and select free web-based tutorials & professional development information for librarians in other countries to access via the Internet. The project was originally intended to help international librarians stay current with library information and trends in the United States and elsewhere but it has expanded to be available to anyone who is interested in these topics. Most of the links are in English, although some other languages are included.



Free Links Group: Kodjo Atiso, Katie Artzner, Laura Park(seated), LaVerne Gray(seated), Paloma Celis-Carbajal, Robin Kear, at ALA Annual Conference in Anaheim, CA, June, 2008

To keep the project manageable for the ALA Emerging Leaders time frame, our group decided to focus on one area of professional development: technology. From January to June of 2008, the six group members compiled links and created a way to make them accessible and easy-to-use. The 400 links were compiled using the web bookmark management tool, delicious (<http://delicious.com/>), and then made accessible through the IRRT’s wiki. Each link was evaluated for relevance, accessibility / format, language, organization and currency.

Technology topics include hardware, software and applications, tutorials, journals, cataloging resources, blogs, dictionaries, organizations and consortia, articles, databases and search engines, informational websites, and conferences and events.

The final product, the IRRT Free Links Technology Wiki, was presented at ALA Annual Conference 2008 and IFLA General

Conference 2008 to market it to librarians around the world and encourage usage and interest.

Five other areas for development were selected including grant opportunities, collection development, digital collections, information literacy, and leadership and management. The original project members and IRRT would very much like to see this project grow and be useful to its members and others around the world. We also hope to have the progress reviewed by international librarians periodically for access and delivery issues. If you would like to help or be a part of the project, please let us know.

To access the IRRT Free Links Technology:

[http://irrt.ala.org/wiki/index.php?title=IRRT\\_Free\\_Links\\_Technology](http://irrt.ala.org/wiki/index.php?title=IRRT_Free_Links_Technology)

Further readings: Atiso, Kodjo, Gray, L., and Kear, R. (2008, September). Creating IRRT Free Links: Our Project, Process and Reflections. *International Leads: A publication of the International Relations Roundtable of the American Library Association*, 22, 3.

**Poster Presentation (2): Information-Seeking Behaviour in Potential LIS Students: A Comparative Analysis of the Use and Perceived Usefulness of Traditional and Web 2.0 Information Sources**

Submitted by Emily Gusba, Ottawa, Canada,  
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Emily Gusba is a very recent graduate of the University of Western Ontario, Canada, having convocated in October, 2008. This project was completed as a research project in the final semester of her M.L.I.S studies. She now works for a consulting firm, Systemscope, as an Information Management consultant for the federal government in Ottawa, Canada.



Emily Gusba, Ottawa, Canada, with her Poster Presentation at Québec, Canada

Anecdotal evidence shows that potential library students rely increasingly on Web 2.0 tools to research LIS programs. In order to learn more, I surveyed 533 Canadian and American LIS students and recent graduates to compare their use and the perceived usefulness of information available from traditional sources to the information available through Web 2.0.

This project is significant because knowing which information sources students consult, and how those sources influence decision making, can improve recruitment processes for library schools. It will also offer insight on what information is lacking for potential students, and help increase awareness about LIS studies.

Not surprisingly given the growing nature of the tools, Web 2.0 sources were not a primary information source for most survey respondents. However, Web 2.0 sources are perceived to be useful in decision making by those who used them. The majority of respondents who used LIS Web 2.0 tools found them at least somewhat useful to their decision of which school to attend. Web 2.0 tools are especially useful in describing the subjective experience of library school, from the student's point of view. This information is very important to many survey respondents, and can be especially difficult to find. In this manner, Web 2.0 tools fill an information gap for those potential LIS students. The relatively strong usefulness of the sources to those who accessed them shows a strong growth potential, especially as Web 2.0 sources are becoming important, and generally accepted, sources of information about a wide variety of subjects.

My research leads me to believe that potential LIS students are seeking to choose a library school based not only on objective criteria, but also on the lived experience of students in a particular program. In fact, even those students whose choices were limited by extenuating factors, such as an inability to relocate, expressed a desire to know more about the experience of library school in order to better prepare for their time as library students.

Ultimately, the responsibility of attracting, educating, and retaining interested and passionate library and information management professionals does not rest solely on one group within the profession. Schools, professional associations and individual librarians and information professionals all have a role to play in ensuring the high-quality recruitment of the next generation of librarians. Web 2.0 tools will play a role in disseminating information about libraries, librarians, and what we do. This research shows that not only do

librarians want to tell their stories, but prospective librarians want to hear those stories, and that members of all parties are interested in employing a variety of information sources in order to do so. By creating and cultivating information dissemination through Web 2.0 means, library schools, professional associations, librarians, and LIS students would be serving not only their own interests, but helping to raise and clarify the profile of the profession as well.



**Globalization and the Management  
of Information Resources  
Sofia, Bulgaria  
12-14 November 2008**  
<http://www.uwex.edu/disted/conference/>

**Travelling round the word to LIS  
Conferences – from Singapore to Sofia**

Submitted by Cecilia Lee

Bulgaria – a country with a long and colorful history and rich cultural heritage – was the ideal venue for hosting *SOFIA 2008: Globalization and the Management of Information Resources*. With close to 200 delegates from 30 countries, the conference was a great opportunity to meet with academics, students and fellow practitioners and share our unique perspectives on various issues faced by libraries and librarians around the world.

Being actively involved in scholarly publishing initiatives and open source implementations at our university, I found the pre-conference session on open access particularly relevant and interesting. Kevin Stranack and Brian Rosenblum provided some excellent project examples and advice on formulating policies and strategies for implementing online publishing projects. The growing interest in the Public Knowledge Project (PKP) including the Open Journal Systems (OJS) mirrors the gradual transition from traditional scholarly publishing models

toward open access. It also reflects the changing role of academic libraries in supporting the content digitization and scholarly publishing activities of the university.



SOFIA 2008: Banquet at the Rectorat, Cecilia Lee with delegates from Holland and Germany

A good number of presentations focused on the use of Web 2.0 technologies to enhance library services and user education. These presentations showcased some innovative implementations of Web 2.0 tools in libraries and learning. Examples include using timelines and multimedia wikis for e-portfolios and digital storytelling, creating information literacy mashups for course pages and building an interactive library portal based on a blogging platform.

One of the presentations which left me a deep impression was Knowledge Management and Peacekeeping Archives: United Nations in Darfur and Southern Sudan. The presenter, Tom Adami, brought us on a visual journey through a collection of images depicting war, hunger and humanitarian catastrophes in Sudan.



Terry Weech with Jessy Moye from Champaign, Illinois, USA, at Sofia 2008

He shared about the challenges and frustrations of working towards a knowledge-oriented organization in a war-torn country where literacy is limited and mechanisms such

as proper records-keeping were not in place to facilitate knowledge-sharing. Through his presentation, Tom offered us a glimpse into the deplorable conditions of the less fortunate and helped me realize the immense dedication and perseverance needed to lift them out of poverty and illiteracy.

There were many other excellent presentations during the conference – some were very inspiring, while others I found rather intriguing. The highlight of the conference was probably the keynote speech by Monsignor Chesare Pasini, Prefect of Vatican Archive and Library. His speech on The Vatican Library: Between Past and Future was delivered in a grand auditorium with beautiful chandeliers at the University of Sofia. This was followed by a banquet which consist an assortment of finger foods and wine.



Pretty Historic Sofia: Alexander Nevsky Cathedral

From information literacy, education and digital rights management to virtual libraries, cultural heritage and digital repositories, the conference program tried to cover a lot in less than three days. Although many of the presentations were delivered in English, the organizers had thoughtfully arranged a simultaneous language translation service between English and Bulgarian. Overall, I found that attending the conference was time well-spent on meaningful conversations with fellow presenters and delegates.

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### Sofia 2008: Reflections From a Student

Submitted by Candise Branum

As a graduate student in Emporia State University's School of Library and Information Management, I was honored by being named a recipient of scholarship funds which allowed me the opportunity to attend the Sofia 2008 Conference in Sofia, Bulgaria, of which the

theme was globalization and the management of information resources. While attending the conference, I was doubly honored by being asked to write a short piece on my experiences as a junior conference attendee.

Coming from Portland, Oregon, USA, which is a very homogenous (white Anglo-Saxon) city, this was possibly the most diverse group of presenters congregated at one event that I have ever experienced. It was inspiring to hear first-hand from people around the globe who are coping with the issues of information in a global environment.

Though there is a monstrous divide between modern industrialized countries and those who have recently experienced war or widespread architectural devastation, we also have shared experiences around basic issues such as digitization and information access.



Candise Branum, Oregon College of Oriental Medicine, USA, with her Poster Presentation at Sofia 2008

A stipulation of the Emporia scholarship was that all student recipients must present a paper or poster at the conference at the student poster session. Presenting at the Sofia 2008 Student poster session was amazing, as this venue provided a pleasant and safe environment for my first experience as a conference presenter.

I chose to discuss digital rights management, a subject that I believe is very prevalent to our work, as it is continuously changing the way public and academic libraries function. Most of the attendees at the student poster session were other student presenters, and I felt comfortable sharing my specialized knowledge to the group.

Following the poster session the posters were displayed in the exhibit room, allowing those conference attendees who were not able to make the trek out to the Bulgarian National Library for the original poster session the opportunity to see the impressive lineup of student work.

I was extremely impressed with the quality of work and imagination that went into each of

the posters presented that day. With twenty presenters packed like sardines into a less than three-hour period, we were each given only five minutes to present.



Sofia University, Magnificent Alma Mater celebration Hall  
It was rather unfortunate that such a short amount of time was allotted for topics such as the globalization of Sesame Street, a discussion of youth impacted by the digital

divide, and a history of rural Bulgarian and Romanian libraries and community centers.

The common thread tying all of these presentations together were not just the Sofia 2008 themes of globalization and information management, but also a glimmering note of inspiration and hope.

Barack Obama had just been elected to become the next President of the United States a week earlier, and though some of the topics we are facing seem daunting, this group of young librarians are looking to the future with the confidence to create change. And for me, this dedication to creating a more informed and literate society was perhaps the most inspiring aspect I have taken from the conference, as it still stirs in me today.

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## Conference Calendar

 <p>January 20–23•Denver www.alise.org</p>	<p>January 20 – 23, 2009, Denver, Colorado 2009 ALISE Annual Conference <i>Transforming LIS Education for the 21st Century</i> <a href="http://www.alise.org/mc/page.do?sitePageId=62136&amp;orgId=ali">http://www.alise.org/mc/page.do?sitePageId=62136&amp;orgId=ali</a></p>
	<p>January 28 – 30, 2009, Porto, Portugal 17<sup>th</sup> BOBCATSSS Symposium "Challenges for the New Information Professional" <a href="http://www.bobcatsss2009.org/">http://www.bobcatsss2009.org/</a></p>
	<p>February 19 – 20, 2009, Berlin, Germany 3<sup>rd</sup> IFLA-Presidential Meeting 2009 <i>Access to Knowledge: Networking Libraries</i> <a href="http://www.ifla-deutschland.de/de/ifla_praesidentschaft/2009_3pm_en.html">http://www.ifla-deutschland.de/de/ifla_praesidentschaft/2009_3pm_en.html</a></p>
	<p>August 04 – 07; 2009, Madison, Wisconsin, USA 25<sup>th</sup> Annual Conference on Distance Teaching &amp; Learning <a href="http://www.uwex.edu/disted/conference/">http://www.uwex.edu/disted/conference/</a></p>
	<p>August 23 – 27, 2009; Milan, Italy 75<sup>th</sup> IFLA – World Library and Information Congress <i>"Libraries "Libraries create futures: Building on cultural heritage"</i> <a href="http://www.ifla.org/IV/ifla75/index.htm">http://www.ifla.org/IV/ifla75/index.htm</a></p>
	<p>November 03 – 06, 2009, Denver, Colorado, USA EDUCAUSE 2009 Annual Conference <i>"The Best Thinking in higher Ed IT"</i> <a href="http://www.educause.edu/e09">http://www.educause.edu/e09</a></p>

## New Books & Articles



**The University of Google: Education in the (Post) Information Age.**  
Tara Brabazon.  
Surrey: Ashgate.  
2007

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

The state of contemporary higher education is the general theme of *The University of Google*. Brabazon notes the importance of focusing on education through extensive support of curriculum, methods, and literacy rather than on the “assumption that ‘technology’ can solve educational ‘problems’ (her quotes).” Brabazon divides the book into three sections – Literacy, Culture, and Critique.

The book is written more like an essay than a scholarly monograph including placing many words in ‘parenthesis’ presumably for emphasis. Brabazon is highly critical of technology for technology’s sake in higher education. Her analysis of Google is incomplete in terms of its power for deep knowledge discovery. Her assumption that scholarship in print is superior to digital formats is as incorrect as higher education administrators’ emphasis on technology to the detriment of the educational process.

The printed book, after all, is a form of technology coming after the hand written manuscript. Her apparent dislike for technology becomes personal as she describes a situation

where her office computer broke down and, because she refuses to have a home computer, left her in the lurch. One wonders why a professor with a strong commitment to serious education and research would not have handy the 21<sup>st</sup> century equivalent to pen and paper.

The arguments against technology and Google cloud her excellent analysis on curriculum reform using examples from her own classes where she provides concrete ways to layer expectations so that students gain a deeper understanding of the topics and can apply the knowledge through rigorous research and writing projects. She champions the important notion of teaching students how to critically evaluation information. She also provides a thought provoking treatise on the importance of cultural literacy and social justice.

The uses of student emails provide powerful illustrations of her thesis. Brabazon is clearly a proponent of strong liberal arts and is concerned about its potential demise in favor of skills-based education directed solely towards workforce preparation.

It seems that readers with a background in Australian higher education reform and political will have a greater understanding of some of the book’s arguments and criticisms. In summary, the book has strong points in underscoring the importance of rigor, culture, and true intellectual understanding in higher education but her rants against technology and the Internet limit its usefulness to students and faculty firmly engaged with 21<sup>st</sup> century knowledge and culture.

17<sup>th</sup> BOBCATSSS  
Symposium  
28-30 January 2009  
Porto, Portugal

*“Challenges for the New  
Information Professional”*

<http://www.bobcatssss2009.org>

