



***INTERNATIONAL FEDERATION
OF LIBRARY ASSOCIATIONS
AND INSTITUTIONS (IFLA)***

**DIVISION OF EDUCATION
AND RESEARCH**

**SECTION ON CONTINUING PROFESSIONAL
DEVELOPMENT WORKPLACE LEARNING**

CPDOWL

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LETTER FROM THE CHAIR.....

With the successful pre-conference in Aberdeen and the IFLA conference in Glasgow now behind us we have come to the end of a year in transition. Our new Section is in the process of reinventing itself and one of our main aims for the coming year is to establish a sustainable framework. To do this we need members - most importantly, we need active members.

I invite you to have a look at the Section's Strategic Plan and our Marketing Plan 2002-03 which are in this edition of the newsletter. There are many ways of becoming involved - and we encourage you to offer assistance in any of the areas which interest you.

I would also like to send a special request to our members in Germany. Next year's IFLA will be held in Berlin. As well as Open Session (see the Call for Papers in this newsletter) we are planning a practical, 'hands-on' Workshop on the theme of 'evaluating online training programs'. We have some offers of training programs for evaluation, but need some assistance with running the workshop in Berlin. If you are in a position to give us a hand with 'on the ground' support, please get in touch with me and as soon as possible.

Regards, Ann Ritchie
annritchie@yahoo.com

Marketing strategy for the IFLA Continuing Professional Development and Workplace Learning Section

Introduction

The IFLA Professional Committee meeting held on the 3rd – 4th December 2001 agreed that the CPERT roundtable could become the Continuing Professional Development and Workplace Learning (CPDWL) Section (9.7.5). The establishment of an effective Section poses various challenges in terms

of awareness raising and persuasiveness with prospective members. CPDWL has produced a strategic plan for 2002 –2003 which identifies the following as the fourth of four key goals:

Establish the framework for the Section which is sustainable

At this early stage in the Section's existence it is therefore imperative to strategically market the Section to current and prospective members. There has also to be a sense of realism as to what can be achieved within existing resources. Three broad areas of concern identified along with possible actions.

Support the process of change of the round table into a Section

There is a need to make the wider community aware that CPERT has become CPDWL and highlight the importance of this. The following actions would be appropriate:

- ***Press release: produce statement outlining development and membership arrangements and circulate to international professional journals and distribute on appropriate discussion lists***
- ***Cover developments in 'CPDWL Newsletter'. This is already in hand***
- ***Produce a range of articles for different journal types around the centrality of CPD issues on future of profession***

Increase members worldwide

Individuals, institutions and associations will join through IFLA so there is a need to ensure the CPDWL section works closely with IFLA for reasons of effective and efficiency. The following is needed:

- ***CPDWL reaches absolute clarity on process whereby members can join Section***
- ***Information pack is produced for prospective members that includes contact letter and brochure. Advice has been provided by IFLA on this approach. It needs to be established how the costs of the pack are covered***

- **The 'Newsletter' will also include a membership form for prospective members to complete**
- **At the Berlin 2003 IFLA Conference and future conferences, CPDWL needs a high profile with quality open sessions and substantial publicity**

Facilitate communication between members

- **The 'Newsletter' will obviously have a major role to facilitate communication between members. This role can only increase**
- **The Group has to make full advantage of web technology for publicity, communication and dissemination.**
- **Initiate a moderated discussion list**

Graham Walton 21st October 2002
CPDWL marketing strategy 2002 – 2003

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**MINUTES of the IFLA CPERT
Executive Committee Business Meeting
Glasgow Conference Center, Glasgow,
Scotland, UK, 17 August 2002**

1. The meeting was called to order by Ann Ritchie, Chair. Those present included:

Gemma Godden: glittergen@02.co.uk
 Barbara Immroth: mmroth@gslis.utexas.edu
 Ian Johnson: i.m.johnson@rgu.ac.uk
 Michelle Lang: mlang@pace.edu
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 Clare Walker: walker.c@library.wits.ac.za
 Blanche Woolls: bwoolls@wahoo.sjsu.edu
 Irene Wormell: irene.wormell@hb.se

2. Apologies: Mary Chobot, John Harvey

3. Minutes of the Boston meeting were approved as corrected.

4. Matters Arising from the Minutes

It was suggested that Linda Ashcroft's annual report (1999/2000-), distributed at the Boston meeting, be placed on our web site.

ACTION:

Ann will supply her copy if it is not in the newsletter.

Report of the Fifth World Conference: Ian Johnson:

Fifty papers were offered and twenty-seven were chosen. Some remained only at the abstract stage. Of the number who had full papers, some could not attend. Twenty papers were presented. As usual, proceedings were published. Ian noted the cost was 47£ each. They are #100 in the IFLA series. Patricia Layzell Ward did a sterling job of editing.

These papers covered knowledge management, information literacy, globalization, the impact of the environment, and the ethics of information technology (IT). Some speakers, rather than discussing their papers, conducted a discussion or training session. Diann Rusch-Feja and Robert Gordon University's staff were very helpful in the conduct of the pre-conference.

One participant noted that speakers generated very lively discussion because of the additional content given during the session. No formal evaluation was conducted. It was believed that short term evaluation looks only at process and the real test is long-term impact.

It was suggested for the future: 1) Ian sent at least 1,000 brochures to potential participants including a five-year old Betty Stone mailing list, library schools, as well as others. He will share his mailing list. 2) Overfill the program. Ian was congratulated because the technology functioned, the pleasant atmosphere and the good "kind" weather.

5. Coordinating Board Meeting

Ann Ritchie reported from Division 7. Participants were asked to wear their

conference badges at all times. Papers are found on the CD-ROM in our conference bags. Other copies are available upon request. Participants should complete the evaluation forms. All round tables are moving into Sections.

ACTION:

Executive Committee members asked Ann to check on the composition and assignment of members to the Interim Standing Committee.

Diann suggested that those attending the national caucuses be encouraged to nominate candidates for CPDWL.

Persons at the meeting were asked to suggest themselves to their organizations and institutions for nomination to CPDWL.

A call will be issued for subscriptions. The goal is to attract 100 members.

We must complete a strategic plan. This will be discussed later in the meeting.

Diann will attend the Information Coordinator's meeting for John Harvey.

Newcomers were invited to the Newcomers meeting.

Persons in charge of the programs were asked to allow time for speakers to respond to questions. Ann will coordinate this for our Open Session. Speaker rules have been put into place. In Berlin, Open Session programs have been reduced to two hours from two and one-half hours.

Standing Committee meetings will be only 1.5 hours.

6. Reports

Chair: Ann Ritchie:

CPERT is moving from a Round Table to a Section. We have approved a name change to CPDWL. The medium-term four-year plan has been changed to a two-year plan. During the year, CPERT was asked to add more detailed actions and to adapt to the IFLA priorities. Ann, Mary, and John were elected to their respective positions.

Graham Walton was co-opted to the committee as Communications/Marketing Officer, and he has begun to develop a communications/marketing plan. When Mary could not continue as secretary-treasurer, Graham agreed to serve as secretary and Blanche would continue as treasurer.

The newsletter has been our main communication device and it won acknowledgement by IFLA. We had a request from another roundtable (Status of Women) to share in a meeting. It was thought that the topic was too far afield and we chose not to co-sponsor. We have had another request to participate in distance education, more closely related to our work.

Information Coordinator: John Harvey, who, due to health reasons, was not able to attend, sent his report to be read by Diann Rusch-Feja. His report follows:

We published two issues of the CPERT Newsletter in the past year averaging 34 pages per issue. Distribution to the 100 or so CPERT members was accomplished via e-mail for the majority and by snail mail for those few members who did not yet have e-mail. In addition to the copies sent to the members, we also send eight copies to IFLA HQ for their records. Each issue of the Newsletter is posted on IFLANET for the entire world to read. We have received payment from CPERT for last year's issues.

Each issue included short feature articles, section reports, news items, and a short bibliography of library and continuing education items taken from *Library Literature*. A book review section was introduced during the past year. In addition, the Newsletter format was upgraded with more use of colour.

The Newsletter needs more original articles and news items in future issues. However, my attempts to attract that kind of material from the members have been largely unsuccessful so far. Feedback from the members is practically zero. I wonder how useful they find the Newsletter to be?

In the coming year we hope to upgrade the Newsletter future by using stiffer paper for

the covers. We need a chairman's message in every issue. Further we propose to add a column of websites of interest to libraries and educators.

I recommend that we rename the Newsletter and call it either: The Bulletin, The Report or The Journal. This will be more appropriate for a section than the present name.

The CPERT Newsletter was singled out by the IFLA HQ office as being one of the best Round Table newsletters published by an IFLA group.

The following is my report as Information Officer. We have posted all pages of the Newsletter at IFLANET for all IFLA members to use. In addition, we have posted there all other items sent to us by IFLA members for that purpose. All information officers meetings have been attended at the annual conference. I hope to attend the 2003 conference in Berlin and to continue carrying out my CPERT responsibilities for the coming year.
Regards, John Harvey.

Discussion following this report included posting a link rather than the entire newsletter on IFLANET because of some downloading problems. Irene Wormell requested that her name and her leadership program students in South Africa be added to our e-mail mailing list.

ACTION

The secretary was asked to send a letter to John to say "thank you."

It was also suggested that John post a message saying that a new newsletter was available announcing to the CPERT/CPDWL list of its availability.

Participants in the Pre-conference were asked to send a paragraph to John about their impressions.

Treasurers Report: Blanche Woolls:

In 2001, we received 720 guilders and 520 guilders were paid directly to John Harvey. The San Jose State University Foundation was used to handle the funds for the pre-conference in Chester, Vermont for which

they charged us a small fee. When all expenses were paid, they made two deposits in our bank account of \$515.40 + \$50.53 for a total of \$565.93. From this amount, a partial refund was paid to a participant who had paid a full registration but was unable to attend and the Treasurer was repaid the \$100 she deposited of her own funds to open the account. The account (22 September 2001) had only 96.37 remaining. At that time the account was opened, the bank issued five free blank checks. Three were used to send funds to IFLA, to Participant Arishee, and for Woolls. Two blank checks are remaining.

The bank charges CPERT \$10 per month to maintain this account although little activity occurs. We are charged a fee for amounts deducted and amounts added.

It was anticipated that the account would be then sent to Mary Chobot. This did not happen. A check for \$104.50 was sent to IFLA; John Harvey was reimbursed for 520 guilders for the 2001-2002 Newsletter expenses. On October 15, we received another \$290.52 deposited from IFLA. At the present time, the account has a total of \$352.32 which will become \$342.32 on September 21, 2002.

7. Strategic Plan

The plan was revised in line with the new focus of the renamed Section, with the emphasis on the broad areas of professional development and work place learning. Ann suggested starting with a vision statement that must be written. We also discussed in more detail?? go for and the actions required for becoming a sustainable section.

ACTION:

Post to our CPDWL list for consultation.

We then discussed what the newsletter should do. Should it remain a "news" letter or become a "journal." It was confirmed that we have an ISSN. It was also suggested that articles that might be found in a CPDWL journal would be better placed in other journals that might bring attention to CPDWL. It was decided that we would retain

the “newsletter” and the audience was encouraged to send more personal notes. It was also suggested that presenters at the pre-conference send information about their power points to John with the additional information they provided to supplement their presentations. It was also suggested that the power point presentations themselves might be posted to IFLANET. CPDWL members should consider offering articles to the either the *Journal of Education for Library and Information Science* or *Education for Information*.

New sections may be given only one-year to get members to show sufficient interest in maintaining sectional status. The need for a longer probation period was discussed. It was also suggested that IFLA members might be given the opportunity to be a part of two sections for a reduced rate. One person asked the purpose of this change. Was it to get a clearer structure for IFLA? To attract new members? Ann, Blanche and Diann will work on wording for an alternative such as “highly recommended that library associations have a CPE responsibility.” As an outcome of our discussions at the close of the pre-conference, it was suggested that IFLA needs to develop professional standards for CPD and unless they have a forum such as CPDWL, this won't happen. ACTION: The Executive Committee will revise the Strategic Plan and circulate in the newsletter

Michelle Lang's report was moved to here. See #14.

Representatives of the Latin American Region then introduced themselves and asked if we had any suggestions for ways we could offer or participate with them that they would like to know. Ann suggested that we might have something to share.

8. CPERT Open session, Glasgow, Tuesday, 11:10 a.m.
Not discussed as this is now organized.

9. CPERT Open Session, Berlin
Not discussed, will be left to the Executive Committee to organize.

10. Berlin Workshop: Diane Rusch-Feja

Diann mentioned a SET workshop on Lifelong Learning and School Librarians that will be held in Berlin. She suggested a video-conferencing exercise for CPDWL perhaps modelled on the suggestion from the Chester pre-conference where Pam Barron discussed evaluation of a web course, a “how-to-do-it” exercise. Diann was interested in e-learning exercises, perhaps a critique of a previously posted course(s) with interactive discussion outside Berlin, perhaps even Buenos Aires. Ian suggested that technology is great, but that it often doesn't work as it did not work recently in Poland. Diann suggested the Regional offices contributing space. Ian did not think they had the technology. Blanche suggested perhaps CuSeeMe technology. The time differential across continents might make transmission to Argentina problematic.

Further discussion was held on a distance learning shared program with the editor of a recent ALISE *JELIS* issue. It was suggested that we continue Jana's discussion at the pre-conference on determining quality of CPD efforts. Ian suggested a panel and will help provide names.

ACTION: Ann, Blanche, and Diann will work on the structure.

11. Next Pre-Conference Plans – Argentina

Ann, Diann and Ujala are discussing a workshop for Argentina with a project proposal for an updated training needs analysis and evaluation of the workshop.

12. IFLA Express Items

Several suggestions were made and Diann was to implement the more important.

13. Election of Office Bearers

Because of the change from Roundtable to Section, elections must be delayed until the Section has been established. 14. Other Business:

Report from Meeting with Michelle Lang (given earlier on the agenda) she has discussed her project proposal with the Section on Education and Training (SET). Questions of Michelle included, “What

language skills do you have in your university?" "Do you have a basic knowledge of culture and library structures in other countries?"

Michelle reported having visited the Special Library Association site "Make a Wish" where they offered a similar plan but it had little organization to it. She felt this might move into a mentoring situation. Diann proposes that we look forward to Michelle's proposal and fit it into our plan. We have no expert database in effect. Someone suggested this would take a minimum of three years to establish. Michelle is asking for \$1000 to hire a student to help maintain her website. We will provide Michelle with our e-mail addresses so she can call upon the Executive Committee for assistance.

Ian suggested that she needed to plan how to avoid people becoming disappointed with the quality of the response. She did not think it was possible to control disappointment. She wants to set up an opportunity to share. She wants to establish this forum. Leslie suggested she put a disclaimer "This is an information exchange. We're trying to help you in the best way we can, but no responsibility can be taken for the information provided." Michelle seemed to feel this was a good suggestion. It was also suggested that she might word this as "experts who are willing to enter into a corresponding relationship that will continue over time. Something simple that will be effective." It was also suggested that Michelle's proposal should have a quality control. Her funding would be 12 months. The Executive Committee agreed that if SET agrees we will join them. If SET says, "no," we will not be able to help.

Note: the meeting was concluded following the Open Session, Tuesday 20th August .

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Continuing Professional Development and Workplace Learning Section

Strategic Plan, 2002-2003

Mission

The Continuing Professional Development and Workplace Learning Section works

1. to encourage and develop continuing professional development programmes for information and library personnel, reflecting current developments for the profession, and
2. to provide a focal point for relevant activities.

The Section brings together those interested in and/or responsible for providing delivery systems for continuing professional development and workplace learning and those interested in improving the quality of continuing professional development and workplace learning.

Goals

GOAL 1: Identify, encourage and promote international continuing professional development programmes for library and information personnel.

(Professional priorities: (h) Developing library professionals)

Actions

- 1.1 Provide stimulating professional development programmes, including the Open Session at the annual IFLA conferences, a regular CPDWL pre-conference event, and workshops.
- 1.2 Encourage collaboration with IFLA sections to promote CPDWL programs.

GOAL 2: Improve the opportunities of librarians worldwide to contribute to lifelong learning both within and outside the profession, including facilitating collaboration and development of networks for the exchange of ideas, and the development of a quality improvement framework for continuing professional development.

(Professional priorities: (h) Developing library professionals)

Actions

2.1 Promote the work of the Section to librarians worldwide encouraging collaboration and the exchange of ideas and resources.

2.2 Publish a newsletter for the dissemination of information about the Section and other articles about continuing professional development and workplace learning.

2.3 Support an international network of experts who can provide information about programmes and related topical issues.

2.4 Develop IFLA-approved guidelines for the provision of continuing professional development programmes within a quality improvement framework.

GOAL 3: Stimulate research in continuing professional development for library and information professionals.

(Professional priorities: (h) Developing library professionals)

Actions

3.1 Continue the IFLA pre-conferences (world conferences) as a means of supporting and stimulating research and dissemination of results.

3.2 Alert professionals, through the newsletter, to research reports and research programs.

GOAL 4: Establish the framework for the Section which is sustainable.

(Professional priorities: (h) developing library professionals)

Actions

4.1 Work within the IFLA procedures to create a standing committee with wide international representation.

4.2 Develop a strategic marketing plan to promote the Section and recruit members.

4.3 Develop a membership database.

4.4 Provide an online discussion list for members.

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Open Session IFLA Conference, Glasgow: Tuesday 20 August 2002

Three speakers were invited to present on the topic: *The role of library associations in continuing professional development – an update on successful models and programme evaluations*. Gwenda Thomas (Library and Information Association of South Africa, Jennefer Nicholson, Australian Library and Information Association, and Marion Huckle, the Chartered Institute of Library and Information Professionals, England) were then joined in the panel discussion by John Berry, immediate Past President of the American Library Association.

The session focusing on the role and responsibility of library associations in continuing professional development was timely for at least four reasons.

- Following IFLA, in September 2002 the Continuing Professional Education Round Table became the Continuing Professional Development and Workplace Learning Section. The name change reflects a broader focus on professional development, not simply professional education. The title also incorporates workplace learning into the section's brief, thus signifying the importance of the role of learning on the job as well as the transfer of training and professional development opportunities back to the workplace.
- In times of change the role of continuing professional development is crucial. The first qualification in library education – whether at diploma, degree or masters level –

provides a 'license to practise'. To remain relevant and vital in their practice, professionals have a responsibility to continually update and renew their learning, and continuing professional development provides the main pathway for achieving this goal. It is also important that the profession as a whole renews and revitalises itself – otherwise it risks becoming obsolete.

- As well as the library associations who have a responsibility to ensure a vital and relevant and high quality workforce, there are a number of other key stakeholder groups in the continuing professional development process – the individual practitioners who have professional responsibilities as well as career aspirations, employer groups (large libraries as well as the many organisations in different industries who have special libraries), training and development providers, including academic library schools and commercial and non-commercial suppliers, the clients (users of all types of library services), and there are also other regulatory bodies in addition to the library associations. The interests and requirements of these groups are implicit to the discussion, but we must wait for another opportunity to explore their roles and responsibilities.
- It is also timely that we reflect on the models and programme evaluations of continuing professional development, and what has been achieved, what we know about what works and why. It is important that we learn from each other's experiences, as well as what the programme research says. IFLA provides the ideal international forum to share this information. We can also learn from the health professions and the example provided by the Cochrane Collaboration which seeks to systematically review and summarise the research-based literature in all areas of health care in order that health professionals can make decisions according to the best

available evidence. The Campbell Collaboration is a similar group working in the area of education and some of their topical reviews will be relevant to our work in the information professions.

Although each of the Library Associations represented in the Open Session was at a different stage of development, and the roles they had taken in continuing professional development process were varied, there were similar themes which emerged from the presentations.

- Partnerships featured prominently for all the library associations, although the partnering bodies referred to ranged from large projects sponsored by international foundations, to seeking relationships with training providers, to the idea of 'contracts' with the individual members themselves.
- The responsibility of the library associations in ensuring a high quality and professional workforce was differentiated from individuals' responsibility for their own career planning and development.
- The distinguishing features between accreditation (or recognition) of educational courses and the certification (and assessment) of individual members were discussed
- The mixtures of voluntary and mandatory schemes of certification, and the burden of assessment were explored.

The Library and Information Association of South Africa plays a coordinating and evaluating role in continuing professional development for its members. The Association sets priorities, facilitates the provision of training and monitors progress and outcomes. In the long term, the goal is to become a continuing professional development facility. The leadership programme which the Association is providing in partnership with the Mortenson Foundation, was described in detail in the presentation (the full paper will be reproduced in the next issue of the IFLA Journal).

The Australian Library and Information Association carries out a role in regulation and recognition of qualifying educational courses. This responsibility was reinforced in consultations with the Association's membership in the recent LISEKA (Library and Information Services Education for the Knowledge Age) project, which focused on career-long education. The long term goal of the Association is to develop its role as a broker for continuing professional development programmes.

The role of the Chartered Institute for Library and Information Professionals is to encourage and support its membership in their continuing professional development. In the recent amalgamation of the Library Association and the Chartered Institute, the new Association has taken on the role of updating the framework for continuing professional development, and is working on the revalidation scheme for chartered members, and a system of certification in a new matrix framework.

It is intended that the theme of 'stakeholders' in continuing professional development will be carried into our Open Sessions in future years. Next year in Berlin we will explore the role and responsibility of another group of stakeholders, and the approach to the topic will also emphasise program evaluations and outcomes.

Report from Ann Ritchie, Session Chair

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NEWS.....NEWS.....NEWS.....NEWS....

SLA CONFERENCE TRAVEL GRANT

The Museums, Arts and Humanities Division of the Special Libraries Association is offering a \$1000 travel grant, plus registration, to attend the SLA Annual Conference in New York next June.

Application details are available online at: <http://www.sla.org/division/dmah/Awards.htm>

(e-mail from: Ian Smith to Ian Johnson, dated 18.10.02)

CPERT Aberdeen - follow up

Ever since getting back to Australia I have been meaning to get in touch to say "thank

you" to you all for organising a stimulating and enjoyable CPERT conference in Aberdeen. I know that so much behind the scenes work goes on with a project like this and it is often taken for granted by those attending so, again thanks for your work!

The thing that prompted me to email you today is that I've been working to prepare a report back session on the conference for the staff here and a piece for our staff newsletter. As I have gone over my various notes from the conference session, marginal jottings on issues and ideas to follow up etc, it struck me how much of the learning from an exercise like this is done after the event - as one reflects on and follows up ideas that have been presented at the conference, looks at one's own practice afresh or whatever. The CPERT conference has certainly done that for me.

One of the things that I think contributed to the value of the conference was the overall quality of the papers. Too often I find I go to a conference only to find many of the sessions and papers lacking in any substantial content and/or poorly presented. That was not the case with this conference - so again well done to you as organisers.

Final comment, the brief discussion on the first day about the change from CPERT to CPD & Workplace Learning Section was interesting. As I said on the day, it seems to me that that broadening of scope is a good move. One of the ideas that I recalled being mentioned as part of this change was the possible establishment of an internet discussion list as a vehicle for sharing ideas and information in the area of CPD and work place learning. As someone in a geographically isolated country such an international forum would be very valuable. I hope that that idea can get "legs". Similarly, I noted some discussion on a role for CPD&WPL in establishing some form of international best practice benchmarking in this area. I hope that both of those ideas can get "legs" and would be happy to help in that endeavour.

Regards, Ian Smith, Australia

NEWS.....NEWS.....NEWS....NEWS...

Does Your Library Have a New Building?

At the 2002 IFLA Annual Meeting in Glasgow, the Standing Committee of the Library Buildings and Equipment Section made a decision to send out questionnaires to libraries in the world, asking for information about the new library buildings opened to the public in the last 10 years. Relevant information will be collected into the second edition of the New Library Buildings of the World (first published in 1999 with the help of IFLA), edited by Dr. Wu Jianzhong. Please respond by Nov 15th to: Mr Wu Jianming, Head, International Relations, Shanghai Library, 1555 Huai Hai Zhong Lu, Shanghai 200031, China Tel: 0086-21-64455006, Fax: 0086-21-644555006, e-mail: jmwu@libnet.sh.cn

12th PIALA Conference, Nov 18-23 Weno, Chuuk, Federated States of Micronesia

The Pacific Islands Association of Libraries and Archives will hold its annual conference as follows:

Pre-conference activities: Nov 18 & 19th

Main conference: Nov 20-22nd

Post conference: Nov 23rd

For conference, travel and registration information see:

<http://comfsm.fmlibrary/fsmalam/pialachuuk.html>

Conference and Call For Paper - Chiang Mai University Dept of Library Science
"Challenges and Opportunities for Library and Information Professionals in Knowledge Management and the Digital Age" at Lotus Hotel Pang Suan Kaew, Chiang Mai on 10th March, 2003. For More detail visit:
http://www.human.cmu.ac.th/~lib/international_conference.html

Dr. Shawky Salem Conference Grant 2003

The aim of the annual grant established by Dr. Shawky Salem and IFLA is to enable

one expert in library and information science who is a national of an Arab country to attend the IFLA conference. Candidates should not have attended an IFLA conference previously. The winner of the grant will be expected to write a report on the conference. The grant will cover the cost of travel (economy flights) to and from the host country of the conference, registration, hotel costs and a per diem allowance. IFLA will act as administrator to the grant and will provide the Secretary of the jury. The selection of a grantee will be made before 1 March of the relevant year by a jury consisting of members appointed by Dr. Salem and by IFLA. The grantee will be informed of his or her selection by the Secretary of the Jury in April every year.

Applications should be sent to:

Secretary General, IFLA Headquarters
POB 95312, 2509 CH The Hague,
Netherlands, Fax: +31 70 3834827, e-mail:
ifla@ifla.org

Recent Changes in Information Science Education in Chinese Universities

Chu, J. *Library Review*, 50 (1 and 2) 2001, p.34-37, refs.

As a result of the new reform of the college curriculum in China in 1998, the previously separated five information-related majors were merged into a new special information management and systems curriculum. This change brings about both new challenges and new threats to the old information science specialism. However, it is inevitable for the specialism to change itself. (The author may be contacted at cz@mail.dlptt.1n.cn)

Pakistan - Continuing Professional Education of Librarians Working in the University Libraries of Pakistan and Azad Jammu and Kashmir

Chaudhary, M. Y. *Inspel* 35 (1) 2001, p67-73
Library and information professionals,
Professional development, University Reviews
the influences driving the need for continuing
education among librarians and information
professionals with particular reference to the
current state of such education in Pakistani

university libraries. (The author can be contacted at myaqubch@hotmail.com)

Application Form

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| <input type="checkbox"/> Institutional sub-unit * | |
| <input type="checkbox"/> One-person Library Centre * | |
| <input type="checkbox"/> School Library * | |

* IFLA's fees for these categories vary, based on each country's UNESCO assessment. For National Associations, fees are calculated by country. For the other categories, there are 3 bands of fees. Please contact the Membership Manager at IFLA HQ for fee amounts.

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**CALL FOR PAPERS
IFLA-Section on Continuing Professional
Development & Workplace Learning
Berlin Conference - Open Forum**

The International Federation of Library Associations and Institutions (IFLA) will be meeting in Berlin, Germany, August 1st - 9th, 2003. As part of the conference, the IFLA Section on Continuing Professional Development & Workplace Learning, is planning a 2-hour *Open Forum* entitled:

"Stakeholders for Continuing Professional Development (CPD): a look at the future of online delivery"

The section invites proposals on the roles, responsibilities and the requirements for success of library associations, vendors, library schools, libraries and librarians themselves in the delivery of continuing professional education to librarians and library staff.

Are there library training programs in place, either in academic, public or special libraries, used to educate current and future librarians who have successfully demonstrated winning outcomes? What were the stated outcomes and were these realized by the educational or practical library training program? What were the methods and techniques of developing and implementing the successful program, its outcomes and the evaluation of its outcomes?

If you are interested in presenting a paper on a topic related to this *Call*, please send your **proposal** (title and brief synopsis with your name, affiliation and address, preferred in a Word e-mail attachment, but fax or mail copies will be accepted) by December 20, 2002 to:

Bruce E. Massis, Associate Director
Southeast Florida Library Information
Network (SEFLIN)
100 S. Andrews Avenue
Fort Lauderdale, Florida 33301, USA
Tel: (954) 357-7780, Fax:(954) 357-6998
Email: massis@email.seflin.org

NOTE: Mailed Copies should be postmarked by December 5, 2002

A decision on papers accepted for presentation will be made by February 1, 2003.

On notification of acceptance, participants will be asked to send the completed paper in English or one of the four other recognized languages of IFLA--English, French, German, Russian or Spanish--no later than March 1. This will allow time for translation and publication in the Conference Proceedings. This open session refers to IFLA professional priority (h) *Developing Library Professionals*.

(Please note that all fees, including registration to the conference, travel, accommodation etc., are the responsibility of the authors of the accepted papers.)

**CALL FOR PAPERS - IFLA SECTION
ON READING**

**PROGRAMME: The Effect of the Internet
on Reading**

LOCATION: Berlin, Germany

VENUE: Conference of International
Federation of Library Associations
1-9 August 2003

SPONSOR: IFLA Section on Reading

GOAL OF PROGRAMME: To bring together experts from several countries and regions to examine the ways in which the Internet has affected reading practices and culture. Papers should focus on such issues as whether reading has declined or changed in particular groups in the population; how the Internet has been used to encourage reading; how traditional publishing has been affected by the availability of electronic materials.

FORMAT OF PAPERS: The intention is to include papers and case studies that

provide guidance on how librarians can adjust their services and collections to take advantage of changing patterns in reading. Papers that focus on the underlying concepts and philosophy will be preferred to those that are purely descriptive. The Section wants papers from several different geographical areas.

IMPORTANT DATES: 1 Dec. 2002: Deadline for submission of 500 word abstract to amfasick@earthlink.net or fax: 415-564-3096

15 Jan 2003: Notification of acceptance/rejection of submission by the program committee (Catharina Stenberg, John Cole, Adele Fasick)

1 March 2003: Deadline for full paper submission

NOTE: No financial support can be provided, but a special invitation will be issued to the authors of accepted papers. Papers must be submitted in one of the official IFLA languages (English, French, German, Russian, Spanish).

Adele M. Fasick, Information Officer,
Section on Reading, Tel & fax: 415-564-3096, <mailto:amfasick@earthlink.net>

Subject: Fellowships for the Americas Program

IFLA 2001 U.S. National Organizing Committee creates Fellowships for the Americas Program

The U.S. International Federation of Library Associations and Institutions (IFLA) 2001 National Organizing Committee composed of representatives from the American Association of Law Libraries, American Library Association, Association of Library and Information Science Education, Association of Research Libraries, Medical Library Association, and Special Libraries Association, is pleased to announce the 'Fellowships for the Americas Program'.

The program provides grants for librarians

from the Americas, including South America, Central America, North America and the Caribbean, to attend the IFLA conferences in Berlin in 2003 and Buenos Aires in 2004. The 'Fellowships for the Americas Program' will be funded from the net revenues earned from the IFLA 2001 Conference, which was held August 16-25, 2001, in Boston.

The program was announced at a press conference at the IFLA 2002 Conference at the Scottish Exhibition and Convention Centre in Glasgow on Tuesday, August 20, 10:30 a.m.-12 p.m.

Fifteen fellowships will be offered for librarians from the Americas to attend the IFLA 2003 Conference in Berlin. The number of fellowships available for the Buenos Aires conference will be determined in 2003.

To be eligible librarians must be from the Americas, born after 1962, have a minimum of five years of working experience in a library or information setting, and not be a regular IFLA conference delegate. The fellowships will provide conference registration, air travel, shared accommodations and a per diem, as well as a small orientation and reception for the participants.

The application deadline for the IFLA Conference in Berlin will be January 15, 2003.

Applications in English and Spanish can be completed online at <https://cs.ala.org/ifla>.

To receive an application by mail or fax, please contact:
International Relations Office
American Library Association
50 East Huron Street, Chicago, Illinois
60611, USA , Fax: +(1)(312)2804392

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**CONTINUING PROFESSIONAL
EDUCATION FOR THE INFORMATION
SOCIETY**

The 5th World Conference on Continuing Professional Education for the library and

information professions was organised on behalf of the IFLA Round Table on Continuing Professional Education by the Robert Gordon University in August 2002.

37 delegates took part in the conference in Aberdeen, Scotland, immediately before the main IFLA Conference in Glasgow. The papers presented ranged over topical themes, such as Knowledge Management and Information Literacy, and contemporary issues in the delivery of CPD, such as virtual distance learning and quality assurance. Lively discussion sessions affirmed the continuing relevance of the work of the Round Table, and assure its successful establishment as one of IFLA's new Sections.

The proceedings, edited by Patricia Layzell Ward, were pre-published by K.G. Saur as number 100 in the IFLA Publications series.* A full report of the Conference, by Anne Clyde, will appear in IFLA Journal in the near future.

*Ward, P.L. *editor*. 'Continuing education for the Information Society': 5th World Conference on Continuing Professional Education for the library and information professions, Aberdeen, 14 to 16 August 2002. 2002. Munchen: K.G. Saur. IFLA Publications 100. ISBN 3-598-21830-3

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ACRL is pleased to announce its first online seminar, "All Users Are Local: Bringing the Library Next Door to the Campus Worldwide."

In this three-week course, November 4 through November 23, participants will learn how to design a plan for library support of distance education at their institutions.

Walk away with the tools to create a comprehensive plan

By the end of the seminar, participants will be able to complete an institutional self-assessment on current involvement and future plans for distant education; assess current library support and set future goals;

identify staff and funding needs and sources for future support; identify current and possible future features of a library's Web site for faculty, students, and staff at distant locations; and analyze administrative, design, and content issues with regard to their impact on the library's Web site.

Register today.

If you are a library director or department head responsible for library support of established distant education programs or at an institution in the process of developing distant education programs, this course is for you. An online registration form is available at: <https://cs.ala.org/acrl/courses/>. The seminar is limited to 60 participants, so register early. For more information see: <http://www.ala.org/acrl/online1.html>.

Recent Changes in Information Science Education in Chinese Universities

Chu, J. *Library Review*, 50 (1 and 2) 2001, p.34-37 refs.

As a result of the new reform of the college curriculum in China in 1998, the previously separated five information-related majors were merged into a new special "information management and systems" curriculum. This change brings about both new challenges and new threats to the old information science specialism. However, it is inevitable for the specialism to change itself. Contact: cz@mail.dlptt.ln.cn

Continuing Professional Education of Librarians Working in the University Libraries of Pakistan and Azad Jammu and Kashmir

Chaudhary, M. Y. *Inspel*, 35 (1) 2001, p.67 Library and information professionals, Professional development, University Reviews the influences driving the need for continuing education among libraries and information professionals with particular reference to the current state of such education in Pakistani university libraries. (The author may be contacted by electronic mail at myaqubch@hotmail.com).

IMPORTANT MESSAGE FROM THE EDITOR:
This Newsletter will be sent to CPDWL Members ONLY in future – see application form on page 13!

Online courses on Virtual Collection Development, Cataloging, and Metadata

The School of Library & Information Studies at the University of Wisconsin-Madison will again offer its popular interactive continuing education courses via the Internet. Three courses will be offered this fall:

Fundamentals of Cataloging, October 7 - December 15; **Introduction to Metadata**, October 14 - November 25; and **Virtual Collection Development**, October 21- November 30. You can participate at any time of day. You will receive a password to access our online courseware, which provides the means to post assignments, do readings, and discuss the topics with other students and the instructor. Full course descriptions and registration information is available at:

<http://www.slis.wisc.edu/academic/ces/index.html>

Fundamentals of Cataloging: This course covers the organization of print and electronic information for today's libraries and is designed especially for those with some copy cataloging experience, who want to know more about both the process and theory of cataloging books, Internet resources, e-books, and digital images. The course covers interpreting and creating bibliographic records, assigning subject headings, and classification. Fee: US\$385

Introduction to Metadata: Learn about the different types of metadata: structural, descriptive, and administrative. An overview of major metadata schemes such as Dublin Core is included, as well as the chance to examine metadata application in digital collections on the Web. Fee: US\$249

Virtual Collection Development: How to select and evaluate free and licensed electronic resources and a look at the evolving responsibilities of a collection development librarian. We'll examine collection development policies for

electronic resources, licensing agreements, selection tools, and delivering electronic resources to patrons. Fee: US\$299.

For more information about the course outlines and format, see <http://www.slis.wisc.edu/academic/ces/index.html>. For other course or registration information, please email cesinfo@slis.wisc.edu or contact Jane Pearlmutter, director of continuing education, (608) 262-6398.

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DREXEL UNIVERSITY'S CONTINUING PROFESSIONAL EDUCATION WORKSHOPS AND SEMINARS

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

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BOOK REVIEW SECTION.....

Brandt, D. Scott. **Teaching Technology: A How-To-Do-It Manual for Librarians** (How-to-do-it Manuals for Librarians: Number 115). Neal-Schuman Publishers, Inc.: New York, NY (2002) 215 pages.

Reviewer: J.A. Mouridou, M.A., Senior Diploma IDPM

Teaching Technology is a largish-print textbook of three major parts. Its purpose is "to introduce innovative concepts and techniques to help librarians and other information professionals create technology learning courses, sessions, workshops and modules" (p. vii). The book is based on ISD, otherwise known as *Instructional Systems Design*. As claimed by the author, the volume definitely puts the needs of the learner first. Where it starts to go astray is

in informing the reader just precisely what the book purports to be about.

Working on the assumption, possibly justified by the text of the volume, that the author's intention concerns advising others about how to teach information and communication technology (ICT) to professional librarians, we see that the book is broken into the following divisions:

Part I: Developing Technology Training Courses Using ADDIE (Analysis, Design, Development, Implementation, Evaluation)

Part II: Building Effective Technology Training Programs

Part III: Sample Technology Training Materials from Successful Programs

Where the initial problem arises with this work is in the title. Although labelled ambitiously **Teaching Technology**, it has nothing whatsoever to do with the teaching of technology: the "science of the industrial arts" (The Concise Oxford Dictionary of Current English, The Clarendon Press). It addresses itself to the development of teaching modules and courses, but only according to one philosophy of instruction. The text in itself is in no way a technology for teaching; nor does it actually teach the reader (nor the reviewer) anything specific. One way or another, although the book lays out a general schema for the development of small courses of instruction in ICT methods, in no other way does it relate to either the discipline of teaching nor to the popularly accepted meaning of the term "technology". The professional librarian, if sufficiently at sea about the use of ICT in the library, might find this text useful and even helpful, but both the professional educator and the technologist will certainly be little more than outraged or disgusted.

Having said the above, D. Scott Brandt, the author of this work, can be commended for his boundless enthusiasm and attempt at a systematic approach to course development. He appreciates the viewpoint and needs of the user (the student, or the taker of the course or module). This is

highly commendable as a first step. In addition, although the ADDIE approach leaves much to be desired as an approach to course development, at least it starts with the user need and ends with evaluation (and hopefully also the revision) of the learning materials to be prepared by the course developer. ADDIE is not the be-all nor the end-all of educational strategies, but even a complete educational inept would benefit much from the guidance to be gained from conscientiously following the ADDIE analysis-through-evaluation steps to instructional program development and design.

Writing as a professional educator for adults in the field of ICT, this reviewer acknowledges all of the above, and then gets stuck at the sheer lack of professionalism displayed in the text starting at about page 6. For example, from the "Analysis" section of the ADDIE methodology and concerning data collection:

. . . the more different kinds of people you ask the more reliable your overall picture will be. . . .

On page 7 is a figure labelled "Fig. 1.3: Key Questions for Learner Analysis" headed with the question, "How do I learn what the patrons/learners want?" This is followed by the Definition of Learner Analysis: "the inspection of attributes that will impact the learner who is acquiring knowledge". Here our intrepid author, whose stated intention is to lay out a foolproof route for the preparation of ICT materials for the uninitiated, talks about "sampling" without saying anything about the most appropriate methods and controls to use: survey by Questionnaire? Interview? Observation? and without specifying whom to survey. One cannot simply ask questions of all and sundry. The scattergun approach to data collection results in inappropriate questions asked of those who are least likely to be able to provide adequate responses. The result or "outcome" of this approach, a favourite word of the author, will be a mixed bag at best, and a misleading, unbalanced conglomeration of patron-originated inputs at worst.

The author next proceeds to analyse the needs of the patron or “learner” without defining the term “learner”. If data cannot be collected from uncontrolled sources in order to develop a program of study for an unspecified and uncontrolled market, neither can any instructional programme ever prove suitable for *all* the patrons of a library serving a mixed public of several distinct market segments.

Assuming, for the sake of argument, that the author wishes to apply his chosen methodology only to the construction of educational modules for library patrons who will be using electronic technology to make searches on the INTERNET, we can ask ourselves if the techniques as presented in the text would serve the purpose. The answer, as immediately apparent to all development professionals in the field becomes, “Yes, it would serve, **but only if the target market for the instructional program were to be suitably homogeneous (or above a given minimum) in terms of level of educational performance and personal interests or goals to be achieved.** Under these conditions, the methodology as proposed would serve as a useful guide for the generation of productive instructional materials. Even then, the materials would remain suitable only as long as the target segment (specific category of patrons) and their perceived needs did not change appreciably.

If we accept that the methodology presented in this textbook is inappropriate for generalization beyond limited, or closely defined market segments and specified user needs, the reviewer is willing to proceed and actually does not get stuck again until page ten where the discussion on “Analysing Learners” becomes heavily confused with the identification of “user needs”. We are willing to grant that the ICT needs of the user are certainly a part of the total profile of the user. However, considering how much has already been perused about user attributes and outlooks, we find this sudden descent into a twenty-first century contraction of Logical Positivism rather distressing.

We proceed through the text wishing desperately that if the author cannot be more professional, perhaps he might contrive to *sound* a trifle less unprofessional. And then near the top of page eleven we find among “the reasons for analysing learners”:

- ❖ Objectify learner attitudes toward the learning to motivate them to participate and cooperate fully to their satisfaction. . . .

Bad grammatical construction can easily be forgiven. Even the assumption of the author that it might somehow, heaven only knows how, become possible to objectify learner attitudes toward generalized learning, can be forgiven if not overlooked. *But how might it ever become possible for a program developer to objectify the attitudes of a learner toward the learning to be conveyed through a course, session, module or program which has not yet been developed, implemented or experienced by the learner?* Despite abundant enthusiasm and all the best of intentions, our textbook author introduces nonsense into his text that he proceeds to leave completely unexplained and which bemuses those who well understand the principles of effective educational development. What deplorable influence would this type of unreasoned and unreasoning statement have on the hopeful initiate to the arena of ICT pedagogy?

In conclusion, Mr. D. Scott Brandt is to be congratulated on his efforts and his good intentions. I concur that all professional librarians need to be able to instruct their patrons in the efficient use of in-house ICT facilities. However, I cannot concur that this present text is likely to be of much help for any except the lucky few who have a very low level of client need to deal with and those with very homogeneous market segments to address. *This textbook could have been a great deal more useful, informative and instructive had it been written by someone who first carefully considered his own objectives and then did not immediately proceed to over-reach his personal ability to communicate by several hundred percent.* As a reviewer who

believes that the need exists for such a text, might I suggest that the author, who does indeed seem to have some vague idea of what he is doing, get together with a professional researcher and educational program developer and *between them* write the sort of text which will serve as a productive guide for those working librarians who are most unlikely to get a chance to take a proper university-level course in the development and delivery of teaching modules for the use of ICT within the library.

Mouridou, Nicosia

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Continuing Professional Education for the Information Society: The Fifth World Conference on Continuing Professional Education for the Library and Information Science Profession

Edited by Patricia Layzell Ward. Published in Munchen by Saur, 2002 for the International Federation of Library Associations and Institutions (IFLA publications:100) 263p

The Robert Gordon University in Aberdeen Scotland was the site of the 5th World Conference on Continuing Professional Education(CPERT) August 14-16, 2002 as one of the pre-conference events that preceded IFLA's 75th anniversary conference in Glasgow. The first CPERT conference was held near Chicago in 1988 and subsequent conferences have been held in 1993, 1997, 2001.

As a result of the 1988 conference a Roundtable on Continuing Professional Education was created within IFLA. This provided a venue for both library educators and trainers to meet and to discuss the current continuing professional education issues. Interest in the latest developments of effective professional development programs continues to grow as library schools and professional associations promote professional continuing education as a key competency that information professionals must incorporated into their professional lives if they are to stay current in this rapidly changing information landscape. One of the results of each conference has been to stimulate research

in continuing education for the library and information professions and to identify elements that can be used in establishing quality measurements that will provide effective evaluation methods of continuing professional education methodology.

This book includes both papers that were formally presented at the conference and other papers that were accepted for publication. The cross-cultural diversity of the members of the IFLA Round Table is reflected in these submissions that are grouped under five continuing professional education themes: Developing Tomorrow's Leaders, Developing Information Literacy, Developing Global Programs, Virtual Delivery of Programs and Quality Issues in Continuing Professional Education.

Developing Tomorrow's Leaders includes 6 papers dealing with various aspects of identifying skill sets and how to implement them. Christine Abbott discusses in her paper "Filling the Empty Chair: Succession Planning Strategies for Senior Information management Posts in Higher Education" the results of her research in identifying the skills set required by senior managers and demonstrated the importance of generic management skills for these positions. Another paper in this section entitled "Retooling Cataloguers and Indexers for the Information and Knowledge Management Society: A Needs Assessment for Continuing Professional Education in the UK and the US" by Patricia Lawton reflects the results of her research in the effectiveness of library schools in providing appropriate education. Practitioners want library schools to provide students with the foundation and theoretical understanding of controlled vocabulary, classification and description so that continuing professional education programs could then be structured to provide information regarding the latest developments in these areas without the need to do remedial education.

The section on Developing Information Literacy is comprised of five papers. Viviane Couzinet paper "Teachers Continuing Professional Education I Information Literacy: The Case Study of French Secondary Schools" affirms the continuing

disconnect between librarians or documentalists and teachers to fully understanding the role of each in the education process. Her conclusion was that the training programs for librarians need to be reexamined and subject teachers need to receive more training in teaching methodology. Susie Andretta paper "Information Literacy for 'Mere Mortals'" focuses on the strategies that are needed to identify successful approaches in teaching information literacy skills to students that do not have an information background. The proposed module is the result of one that was used for first year law students at the University of North London in 2000/01.

The section on Developing Global Continuing Professional Education includes six papers discussing several transborder continuing education initiatives. The first paper in this section discusses the collaboration of staff at the University of Padua A. Vallisneri Bio-Medical Library and the University of Paris 7 Lariboisiere Saint Louis Faculty of Medicine Library in serving as consultants for the new Tirana Faculty of Medicine Library in Albania. In the paper there is a discussion about the value of librarians coming from different work situations and with different backgrounds working together to build a new library in a developing country. Anne Perrault and Vicki Gregory from the School of Library and Information Science, University of South Florida paper "Global Continuing Professional Education via the Web: The Challenge of Internationalism" raises some significant issues that need to be considered in developing transnational programs. The primary focus for this paper is the delivery of single courses rather than a program designed to earn a degree. They discuss the barriers in delivery an effective program such as cultural differences and the issue of language for students whose first language is not English. Another barrier is technology, not everyone has access to systems that will provide reliable delivery of content including the time it takes to downloading material. The other issue they raise is government information policy and policies regarding transnational border information flow.

The fourth section includes six papers on the Virtual Delivery of Continuing Professional Education. Uma Kanjihal at the Indira Gandhi National Open University in her paper "Developing a Model for Web Enhanced Continuing Programs for LIS Professionals" reflects what she feels is needed in India where continuing professional education is currently not available for LIS professionals. Kornelija Petra and two colleagues in "Web Based LIS Education: Potentials and Feasibility of Regional Models" share with the reader what has been accomplished in Croatia. Alastair Smith in "Digital Professional Education for Digital Librarians" shares what was learned from developing an online course addressing issues in digital libraries and examines the issues of online course delivery.

The final section of the book deals with Quality Issues in Continuing Professional Education and three papers discuss this topic. Jana Varlejs from the Rutgers School of Communication, Information and Library Studies writes on "Quality Control and Assurance for Continuing Professional Education". This topic is an issue that all higher education and professionals have expressed grave concerns. In the paper there is a discussion about the feasibility of developing best practice benchmarks and a way of encouraging the application of quality assurance methods to courses that are offered.

This is a sampling of the contents of this book. Readers who are interested in the current issues under discussion in the field of continuing professional education will find many useful tidbits that they can incorporate into developing new research strategies in this area or in developing effective continuing education programs.

Reviewed by Judy Field
aa4101@wayne.edu



Education and Research for Marketing and Quality Management in Libraries (La formation et la recherche sur le marketing et la gestion de la qualité en bibliothèque)

Satellite Meeting / Colloque Satellite,
Québec, August 14 – 16 (Août 2001)
[International Federation of Library
Associations and Institutions]

Edité par / Edited by Réjean Savard
IFLA Publications 99, K. G. Saur, München
2002, 326 pages

Review written by: Ioanna Mouridou, MA,
Institute of Data Processing Management
(London, UK), Institute of Marketing
(London, UK)

This beautifully-reproduced hardcover volume is well worth studying even for persons not at all interested in the marketing activities of libraries. It's twenty-seven component papers represent, as might be expected, a variety of viewpoints and standards of writing. Taken together, however, these assembled papers represent in a most speaking form the current status of marketing and management thinking for front-line libraries at the beginning of the new millennium.

The selection of papers presented has been organized loosely under the following sub-headings:

- Introductory papers
- Report on the teaching of marketing in LIS schools
- Research and evaluation in marketing and quality management
- Education for marketing and quality management in LIS
- Marketing and quality management: applications, case studies and research
- Marketing and new approaches
- Relationships between marketing and quality management
- Diversity of barriers to marketing in LIS
- Modelisation and theory in marketing
- Wrap-up and reflections on the IFLA Québec satellite meeting

With two exceptions, each of the topics listed above subsumes three separate entries. For the exclusive Anglophone, only about eight of the articles or papers are printed almost entirely in French. All of the submissions appear to the reviewer to have been concisely and clearly written regardless of language. It is hardly surprising, considering the many broad applications for the subject-matter of the Québec meetings, that the tone of the papers remains rather more declarative than definitive. Nevertheless, sufficient definition has developed around the twin foci of marketing and management in modern libraries to make abundantly clear that Library and Information Science (LIS) as a field of study and practice has abandoned forever its ivory tower for the concrete realms of action-organized, outwardly-oriented, competitive business in the twenty-first century.

Although the volume has been published on good quality paper using a sparkingly clear font, this reviewer might point out that the very tiny print (surely no larger than 6-point) used for footnotes and statistics would be suitable for younger and fresher eyes only. Just the same, the number of errors in the text approaches the minimum (see the article title on page 87 for an example of a typical and trivial transcription error), and the layout of the materials makes them easy to follow even for an undergraduate. As all of the articles are prefaced by abstracts in both English and French, locating the passage one wants is never a problem. Similarly the endnotes and footnotes can be followed up if further information is desired.

Even though Library Science, the driving force behind how competitive libraries of today really function, has joined the hard-nosed business world, I was amused to see that the jargon of academe has not. Darlene E. Weingand, in an early article, refers first to that great marketing proponent, Philip Kotler, and then proceeds to speak of emerging paradigms and the rate of world change as requiring "a very steep learning curve in order to keep pace with technological and other developments" (p. 9). She goes on to talk about challenges and issues that have become the nitty-gritty

of library survival: support, competition, customer expectations, changing technologies. This lady could easily have stepped out of the door of the marketing department of any large American university. Just a few pages prior to that, however, another lady, Christiane Volant from the Université de Tours, connects the management function to “la démarche marketing des systèmes information-documentation” (the progress of marketing for information-documentation systems). She analyses the problem of meeting the needs of the customer level by level and concludes neatly that:

En effet, si le marketing stratégique propose des choix de développement fondés sur les concepts de positionnement et de segmentation des publics, le management systémique assure une cohérence entre la stratégie du système information-documentation et la stratégie globale de l'entreprise en ayant toujours à l'esprit la cohérence du projet commun et partagé par l'équipe documentaire et du projet d'entreprise (p. 3).

(In effect, if strategic marketing proposes choices of development founded upon the concepts of the positioning and segmentation of publics, systematic management assures a coherence between the information-documentation system and the global strategy of the enterprise (organisation) always maintaining the spirit of coherence to the common plan and shared by the documentary team and the organisational scheme.)

Effectively, the article posits marketing as the medium by which publics are addressed and satisfied. Concomitantly, management becomes the fundamental tool for structuring, motivating and honing the organisation to meet its strategic goals. The two in tandem must be brought to work together within a functional harness, step by step, and level of planned activity by level of planned activity.

Progressing through the articles of the edition fleshes out the concepts already

introduced. Weingand applies the standard techniques and vocabulary of marketing to the library. The initial diagnostic tool becomes, inevitably and probably quite correctly, the Marketing Audit (p. 11). France Bouthillier in her article, “The Teaching of Marketing and Quality Management”, looks at the number of traditional American library science schools offering courses in marketing and quality management and asks some uncomfortable questions (pp. 21-30). Sueli Mara S.P. Ferreira examines the independence of graduate library science programs in Brazil and draws some qualified conclusions about the inevitable outcomes (p. 40).

In the following sections of the text, Sheilla Webber looks at the teaching of marketing in LIS departments in the UK. She touches briefly on networking services available for British LIS educators (pp. 47-48). Claude Poissenot (“Programme pour l'étude des déterminants internes de la fréquentation des bibliothèques”) presents a contrasting discussion of library usage in France. He talks about geography (the placement of the library within the urban environment), exterior architecture, and the organisation of the library in terms of its interior space. He draws attention to the need to balance the marketing mix if the client is to be served, regardless of the components of the mix (pp. 69-86).

Janine Schmidt (“Unlocking the Library: Marketing Library Services: a case study approach”) examines the case for changing library services at the University of Queensland (the largest library in Queensland, Australia with 2,000,000 volumes, 18,000 videos and 18,000 journal titles (p. 88)). She refers to the badging of the Library as the “Cybrary”: “the Cybrary emphasises the combination of cyberspace and physical space, focusing on client access to and use of information (p. 93).” Consistent use of badging throughout the services of the Library is just one of the promotional strategies employed to “sell” the library to its clients.

On a different tangent touching the same theme, Uma Kanjilal and Linda C. Smith discuss the use of multimedia courseware

for continuing professional development. The authors promote the tools of total quality management: histograms, scatter diagrams, Pareto charts (p. 119). The traditional techniques of management science have been given a radical facelift combined with high-tech presentation formats to encourage rapid and effective learning.

Christine Ollendorff, on the other hand (Proposition d'un outil d'auto-diagnostic en bibliothèque académique"), is interested in the decision-making process within the library (pp. 157-170). She proposes a self-diagnostic procedure coupled with a model of the library and its services within its environment. The accent is on the inter-relatedness (integration) of components. Although the auto-diagnostic tool is only tripartite and simple enough in concept (environment, service offerings, organisational structure and process of decision-making (p. 161)), the breakdown of the components resembles the complexity of factors within the marketing audit and demands the truly objective, reasoned, self-critical attitude of the scientist to appreciate its elegance and applications.

Two final articles round out the global aspects of this truly multi-faceted book. Daniel N. Ruheni presents the "African Scenario" and especially the need for information in the rural areas of that great continent. He quotes Francis Bacon on innovation, "he that will not apply new remedies must expect new evils; for time is the greatest of innovators" (p. 248), and then goes on to illustrate the point. Happily, he also goes on to name a few of the remedies, including reference to mobile camel libraries in Kenya!

A following paper, "A slip between the Cup and the Lip: Practical and intellectual problems of marketing U.S. academic libraries" by John Bushman and Dorothy Warner, evaluates the relationship between marketing and quality management:

. . . [it] is mediated by two very important factors that are recognised in the writing of the field: marketing is rooted in the quest for funds for libraries, and

quality management is directly linked to the accountability movement for libraries – which is itself linked to funding. Our paper is a case study of this linkage and its problems in U.S. academic libraries. . . . (p. 270)

Bushman and Warner argue strongly that "the assumed link between a marketing environment for libraries and true quality assessment should be ended" because the mediation of the search for funding *corrupts* the relationship. They point to the experience of academic libraries in American universities where the pressure during past decades to develop the prestigious research function resulted in the promotion of advanced technology for its publicity value and ended in the development of an era of super-technology without generating a demonstrable improvement in the quality of higher education (pp. 270-271). If the authors could be paraphrased effectively, the conclusion might run that "accountability cannot happen unless the key terms are defined honestly in advance".

The reviewer of the edition here concludes that it might have been a good idea to position this latter article well to the fore of the compilation. In addition, many of the papers should be recommended reading for all library school students, whether they choose to study concentrated marketing and quality management within their programs or not, and regardless of level of study. And although I can appreciate the logic of the present ordering of the articles, the force of their cumulative contribution is lessened significantly by failing to highlight the continuing areas of dissent, even of active contention among the ranks of leading professionals within the battle for disciplinary and inter-disciplinary advance.

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