



Internationalization of information and library science studies in Europe – the impact of academic mobility on the quality of LIS education

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Abstract

The ERASMUS Programme was created in 1987 with a view to promoting and facilitating the mobility of students and academic staff among universities of European Union countries. The general purpose of the ERASMUS Programme is to raise the education level and improve the European dimension in higher education institutions. Almost all European higher education institutes of information and library science joined the programme. All institutions joining the Bologna Process were obliged to begin promoting students and academic staff's mobility and to advertise compatible study programs in order to realise the goals and tasks of the Process. The purpose of the article is to present the advantages of students' mobility within the ERASMUS Programme but also to analyse the information provided to foreign students about studies and LIS curricula available on the websites of LIS institutions. The analysis concerns also the master or bachelor papers of those students who studied abroad within the ERASMUS programme and have accomplished the courses in different universities in selected European Union countries.

The paper presents the analysis of relevant information and library science courses and online information intended for students leaving to foreign institutes as part of the ERASMUS programme. In the article, the LIS courses accomplished by Polish students have been presented as well as the benefits and the barriers connected with the vertical and horizontal mobility, the recognition of qualifications or the exchange within the Bologna Process.

The ERASMUS institutional coordinator's point of view on analysis concerning the courses accomplished by students from the Institute of Information and Library Science at the Jagiellonian University in Krakow, Poland, during their studies at foreign universities the Institute cooperates with, presented also a certain influence of the experience of European LIS professionals on the realisation of the studies program in the mother university and on students' works and theses.

INTRODUCTION

When describing the European Higher Education Area where particular assumptions of the Bologna Declaration are being realized, particular attention should be drawn above all to the factors shaping the information society that is conscious of its individuality and also to the standardization and harmonization of the higher education systems in Europe. In this educational area there are elements indicating its certain uniqueness.

Genius loci is a response to real needs, activity, and ideas and it is a form emphasizing the uniqueness and the individuality through its features, time, and history. Geographical differences make the places in this area differ from one another and therefore there is a need to harmonize education at a higher level. The concept of United Europe brings the necessity to create the structure with complete measurement by reinforcing intellectual, cultural, social, scientific and technological bases. The European knowledge society is the main factor and element of the social and human development. Knowledge created by research as well as the dissemination and use of knowledge play the elementary role in shaping this society. Hence, the growing significance of universities observed in Europe treated as the sources of scientific progress, places where knowledge is formed and disseminated (Bologna Process, 2009).

In the European Union countries, every state implements its own educational policy, outlining individual aims, trends, and directions. The educational systems in Europe are based on the history, law, and traditions of individual countries and there is no single standard of higher education. Simultaneously, other activities lead to the harmonization of the European educational system and shape the area of higher education in the European Union. The compatible and cohesive area or the structure of higher education, which is based on the principles of transparency in the developing competitive environment with relation to global education, creates the process of essential changes, called the Bologna Process. This process is a political activity above all. The initiative is the reaction to the issues connected with the creation of mobility and form a standardized educational system based on cooperation. This Process should bring a flexible market with an increasing number of employees and should also increase the attractiveness and competitiveness of European higher education. The concept of globalization or internationalization is connected with the creation of this educational area which also influences the competitive and dynamically developing economy (Kehm, Techler, 2007).

In Europe higher education information and library science as a part of the higher education area is inherent in all challenges and changes that influence education and society. The educational level is being raised and the European dimension of LIS at higher education institutes is being improved within several attempts and tasks related to the Bologna process. One of them is the ERASMUS programme created in 1987 with a view to promoting and facilitating the mobility of students and staff among higher education universities. All institutions joining the Bologna process and implementing its goals, are required to promote the mobility of students and academic staff and advertise compatible programmes in each disciplines, also in LIS.

The aim of this article is to present the results of analysis of online information designed for information and library science students as the participants of the ERASMUS programme. The analysis concerns basic information for foreign students about studying in specific universities and also information about possible courses, syllabuses or curricula available online which language students are able to use while studying abroad.

The main objectives of the article are to:

- demonstrate the internationalisation of LIS curricula and harmonisation of courses within the Bologna Process activities;
- demonstrate the benefits of mobility within the ERASMUS students and the permanent increase in the number of Polish students studying abroad within the ERASMUS programme;
- present the lack of transparency of LIS curricula available on the websites of chosen European institutions that cooperate with Institute of ILS within the ERASMUS;

- present the benefits of studying abroad, deriving from experience of foreign LIS professionals, define new issues and trends in information and library science that influence the students' future research and bachelor or master's thesis;
- indicate the barriers and disadvantages for Polish students who participate or participated in the ERASMUS programme

The paper describes the students' mobility as the core element of Higher Education Area in Europe within the most popular programme ERASMUS. Participation in the Bologna Process and many European Union programmes for former Eastern European countries (such as Poland 20 years ago before the accession to EU) brought the long-lasting benefits, the development of educational system, and changes in LIS curricula. Even European LIS schools started to participate more actively and intensively in collaboration and cooperation activities with the view to creating cohesive and compatible HE area, improving or innovating curricula where there is still a lack of English courses in LIS conducted for foreign ERASMUS students.

The research presented in this paper is based on the analysis of the content of the websites of several European institutes offering courses and qualifications in information and library science. The author looked for information necessary for the students of the Institute of Information and Library Science at the Jagiellonian University in Poland (ILIS JU) and most often sought by the ERASMUS LIS students before their departure to foreign universities. In the article the implemented courses in information and library science were presented. That courses were realized by Polish students during their short-term mobility within the ERASMUS programme and they became a core element of curricula offered to foreign students.

The author who is the ERASMUS institutional coordinator in ILIS JU tried to find the most frequent barriers for students continuing education within the ERASMUS frames and preparing themselves to study in foreign institutes. The analysis allowed her to find also the scientific benefits of participation in the ERASMUS scholarship, apart from cultural and social benefits.

The author researched diploma papers, undergraduate and graduate theses of those students who studied abroad within the ERASMUS programme. The analysis was based on the analysis of document methodology. The author tried to find out if short-term mobility studies of Polish LIS students from the Jagiellonian University has any influence on the quality of bachelor or master thesis.

GLOBALISATION and BOLOGNA PROCESS

For many years globalisation has been a highly discussed idea all around the world. Even if on the one hand it means Westernisation or Americanisation (Gargano, 2008) of all economic and cultural efforts, it brings on the other creation of a new, transnational society paying more attention to the heritage, education and social freedom of access. The concept of globalisation and related internationalisation as the phenomenon of this process influences the area of higher education, causing an increase in the importance of education and opportunities for its beneficiaries. Towards the European knowledge society, greater attention is paid to higher education as the most visible element of development, improvement and dissemination. The idea of united Europe involves a need to create the structure with a more complete measurement, by reinforcing intellectual, cultural, social, scientific and technological bases. New approach to education, mobility and quality as well as technological factors with new tools of communication and information are helpful in creating the Europe of Knowledge. Factors that play an elementary role in shaping the attitude of the information society to making use of knowledge are the creation of knowledge by research and scientific work, conveying this knowledge through different forms and tools of education, popularization of the knowledge with new means of communication exploiting ICT and applying the knowledge for the purpose of creating technological progress and innovation. In European Union countries, an individual educational policy is being realised which sets individual goals and directions. The systems of higher education are based on history, law and traditions of individual countries and there is no uniform standard of higher education. Europe as the Society of Knowledge is recognized as the necessary factor of political, social and economic development. Education and cooperation are becoming particularly important within the frames of the

development of the stable information society. The compatible and cohesive space or the structure of higher education should be based on the principles of transparency, comparability and is supposed to create the rival market with respect to the entire world and to create the process of essential changes. Higher education is playing an important role in the process of European integration (EUA, 2003). Labelling of universities and making them the source of scientific progress becomes even more important where knowledge is being created and is handing it over. In the educational space, education on the higher level and all actions aimed at reforming this area as a part of shared actions taken by European decision-makers are issues fundamental to shaping Europe as the society of knowledge. The need to develop on a higher level is becoming increasingly common. Apart from that, diversification of needs concerning knowledge, competences and abilities essential for work in different places and on different positions is becoming deeper and deeper. The process of mushroom growth is taking place simultaneously with the specialization of knowledge. Constant broadening of knowledge and evaluation of abilities are also a condition of correct functioning of an individual in the democratic society.

It is assumed that the Bologna Process was initiated with signing by signatories from 29 European countries in June 1999 of the document obliging ministries, institutions and decision-makers responsible for educational policy to introduce changes aimed at creating the Higher Education Area. This act signalled the need to accustom reforms to higher education. It was signed at Magna Carta Universitatum in Bologna and is called the Bologna Declaration. However, in each of the European Union member states an individual educational policy is realized which sets separate goals and directions. Educational systems are based on centuries-old history, law and tradition but one uniform standard of higher education is missing. At the same time, together with signing the Bologna declaration, the process of harmonizing these systems and shaping the space of higher education was begun. The compatible and cohesive space, the structure of education at a higher level, based on the principles of *transparency* ensuring comparability has created the rival market with respect to the entire world. This initiative is an attempt at working out uniform reactions, based on the cooperation, to the issues connected with the creation of conditions for graduates' mobility, with adapting an educational system to market needs, with increasing the number of employees, raising the attractiveness and competitiveness of education in Europe.

The Bologna Process consists of several stages and tasks. The activities taken up within this process enabling students mobility involve inter alia:

- ✓ Establishment of credit points system, ECTS, promoting transparency, planning, evaluation, recognition and mobility impact on education;
- ✓ Acceptance of the legible and comparable grade system, promoting job opportunities of European citizens by implementing the Supplement to the Diploma where all information from each year of studies is included. Other European initiatives within EHEA involve the activities considering the development of descriptors for Bachelor's and Master's (so called BaMa descriptors) that might be shared within Europe and available for various purposes, depending on the particular national, regional or institutional contexts and requirements (JOINT Quality Initiative, 2009);
- ✓ Support for horizontal mobility - around one institution – and vertical mobility, called social and cultural mobility, allowing you to cope with particular mobility levels, through overcoming barriers on the way to free migration, with taking students into consideration - enabling access to diverse studies and trainings as well as teachers, research staff and administration staff where the aim is to recognise and value research, education and training;
- ✓ Promotion of cooperation in quality assurance, international collaboration between universities and development of mobility programmes.

During successive ministerial conferences held every two years and other events within the Bologna Process it was stated that mobility is one of the core activities within the cooperation and internationalisation of higher education area. Most HE institutes assure its huge importance by creating compatible and effective but simultaneously diverse and flexible areas of higher education. Ministries admitted that students should participate and have an influence on the organization and

teaching at universities, including impact through that social dimension of the Bologna Process. As the catalyst of changes, it is based on social interactions and international collaboration.

MOBILITY

It was pointed that in recent years when the Bologna Process is being realised international student mobility is promoted as one of the major factors of higher education policy and it became a kind of promotion of universities' internationalization. It should be realised that mobility through boundaries was traditionally present in Europe many years ago. The staff and students of medieval European universities came from different countries and were usually relocated from one European university to another. Nicolaus Copernicus, who is a world famous Polish astronomer, moved to Krakow and studied at the Krakow Academy (now it is the Jagiellonian University) in 1491 – 1495, well-known for mathematical, astronomical studies and the centre of medieval humanities thought. One of its most eminent representatives studied at the Bologna University from 1496 and continued mobility through the law practice in Rome and taking up medical studies in Padua at the beginning of the 16th century. There were no boundaries, but educational or professional mobility in the medieval world had social, cultural or religious constraints. In the 20th century, the barriers of mobility were almost only political ones. In Poland, as in other Central and Eastern European countries, people suffered under the rule of dogmatic totalitarian regime that forbade them to participate in the European educational area and European academic life. After the collapse of communism, the number of mobile students and staff from this part of Europe is constantly increasing.

Students' mobility in the modern world tends to be one of undisputably most positive goals of the Bologna Process. Mobility which can be a horizontal or spatial and a vertical one (so-called degree-mobility) is perceived as the most suitable way to give the opportunity to broaden horizons and knowledge. "Vertical mobility" differs from "horizontal mobility" not only in terms of economic discrepancy or similarity between the home and the host country but usually also with respect to the duration of studies abroad. Vertical mobility in most cases implies enrolment at the host institution for the whole degree programme because students are often expected to adapt to the quality and the environment of studies in the host country in a long-lasting process. Horizontal mobility is often a short term study period. If institutions of higher education of the home and host countries are viewed to be more or less on equal terms, students can be expected to adapt quickly. The ERASMUS programme is connected with short-term, horizontal mobility.

ERASMUS PROGRAMME

Between 1986 and the early 1990s, the European Community established 14 programmes aiming to provide support for European cooperation in education. The largest one and certainly the most successful one, the ERASMUS programme that is an acronym for European Community Action Scheme for the Mobility of University Students, was established in 1987. ERASMUS notably provides scholarships for a period of up to 1 year to students mobile in the framework of cooperating departments and provides financial support for various activities of the networks of cooperating departments under the conditions that the networks strive for organisational improvement as well as curricular coordination with the aim of assuring the recognition of study achievements at the host institution on return to the home institution. It is a programme for universities, their students and staff. It supports the international cooperation of higher education institutions and enables students' mobility through the borders for a short period of studies and the students' practices. Mobility also promotes academic staff and creates numerous possibilities for them to participate in projects and collaborate together with foreign partners.

Poland has participated in the ERASMUS framework since the academic year 1998/99. At the beginning, it was a part of EU Socrates programme (till 2006) and from the academic year 2007/2008 it is a part of the Lifelong Learning Programme. Its purpose is the improvement of the quality and attractiveness of education with facilitation of international cooperation and the exchange in the field

of the HE. ERASMUS students are the largest and the most visible group among the mobile students in economically advanced countries. In the first year of the functioning of the ERASMUS programme, 3,244 European students took part in it (EC Erasmus statistics, 2009). Now the number of students is increasing each year. The comparison of the total number of students from European Union countries participating in ERASMUS and the number of Polish students having the possibility to benefit from this programme could be seen in Table 1. Polish students constitute only 7.4 % of all European students who went abroad in 2006 to study in ERASMUS programme.

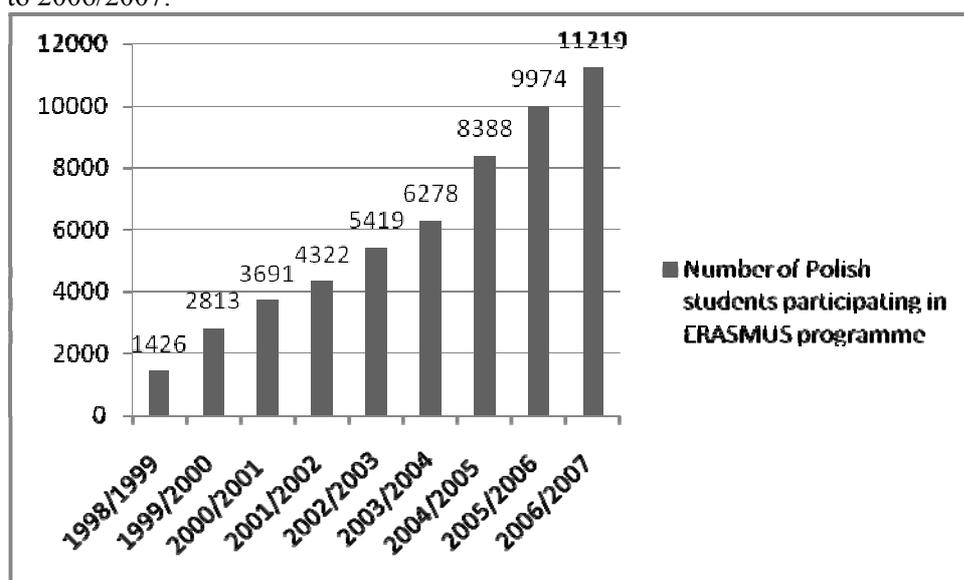
Table 1. Number of students within ERASMUS Programme.

Year	EU (27 countries)	EU (25 countries)	Euro area (15 countries)	Poland
1998	280.9	270.5	223.0	10.6
1999	331.6	318.0	262.8	12.9
2000	325.4	310.4	253.5	14.3
2001	340.5	318.9	254.0	16.4
2002	345.8	319.4	249.3	18.98
2003	372.2	340.4	260.1	22.3
2004	390.5	353.4	267.9	25.3
2005	403.5	364.3	273.7	27.7
2006	458.0	416.3	308.1	33.9

Source: EUROSTAT, 2009 (Education and Training)

The Erasmus University Charter that authorizes universities to take part in the ERASMUS programme and all cooperation activities in the European Union, started to be awarded to Polish universities by the European Commission from 1998 and from this year the number of universities and students that study abroad increased to 11.219 students in 2006/2007 spending a semester or two in a foreign higher education institutions. When comparing the number of Polish students with the total number of European students' mobility, we can see the number of 7.04 % of all students studying abroad within the ERASMUS in the academic year 2006/2007 (EUROSTAT, 2009). The statistics of Polish students' mobility in the period of 10 years (1998-2007) are shown in Graph 1.

Graph 1. Number of Polish students participating in ERASMUS in academic years 1998/1999 to 2006/2007.



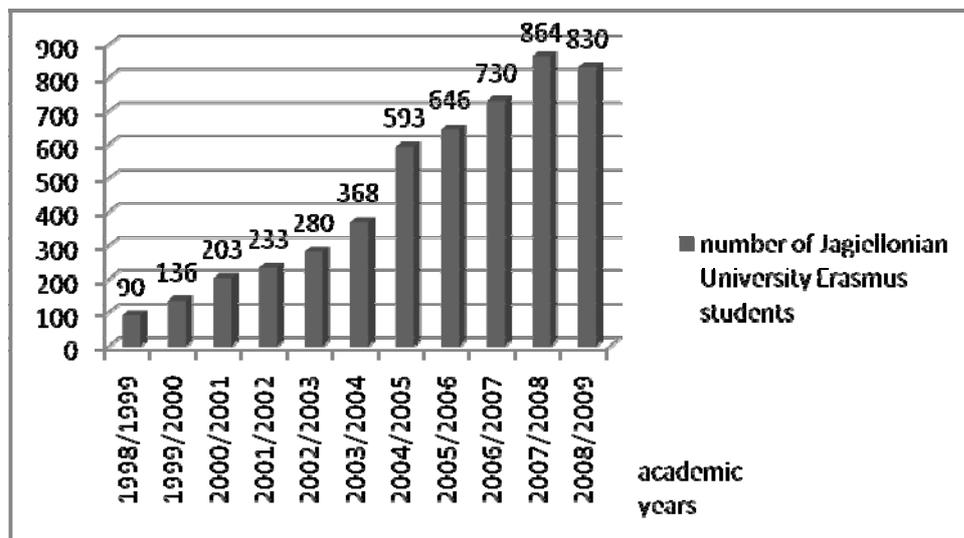
Source: ERASMUS in Poland, 2009 (access: 02.04.2009)

The most popular European countries where Polish students chose to study within the ERASMUS in 2006/2007 were Germany (2,384 students), France (1,188), Spain (1,171), Great Britain (627), Denmark (629), Belgium (520), Portugal (478), Netherlands (453) and Finland (459). Other countries hosted less than 400 Polish students. Only 9 students chose Malta. Luxembourg and Liechtenstein did not host any Polish student within ERASMUS (EC, Erasmus statistics, 2009).

At the Jagiellonian University there were 4973 students that have participated in ERASMUS from autumn/winter semester 1998 to the first semester of the academic year 2008/2009 as it can be seen on Graph 2. The total number of Polish students engaging in the ERASMUS programme started to increase after the accession to the European Union in 2004.

The number of 830 students that went abroad for a short-term mobility undoubtedly increased at the end of spring/summer term of 2009. Also the number of students that benefit from ERASMUS will be higher because the academic year 2008/2009 ends in September and many students do not finish the semester abroad.

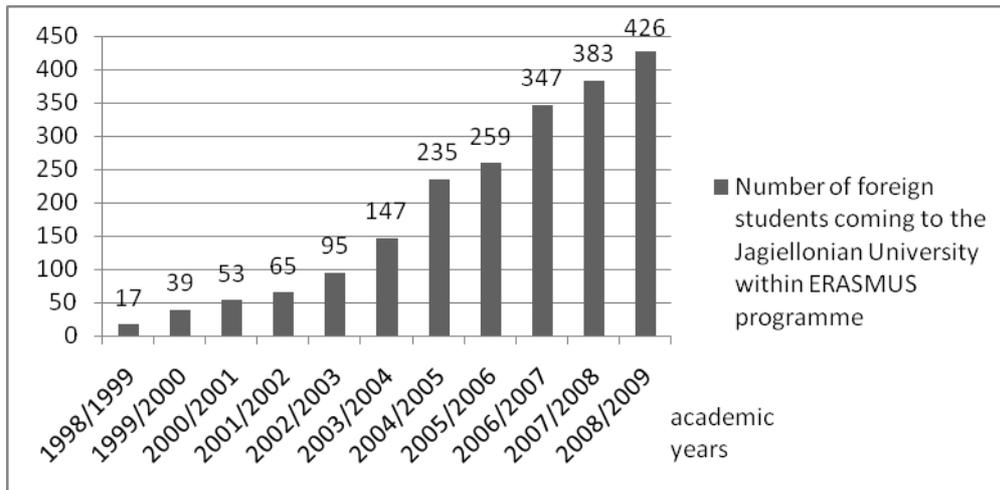
Graph 2. ERASMUS students mobility at the Jagiellonian University, Krakow, Poland from 1998-2008.



Source: Presentation prepared by the International Students Office Jagiellonian University ERASMUS Coordinators meeting on 16th December 2008 (ISO JU, 2008).

The Jagiellonian University and the possible courses and programmes for foreign students become more popular for European Union students from universities that signed bilateral agreements, which is shown in Graph 3. At the Jagiellonian University the number of foreign students interested in studying within the ERASMUS programme is still increasing. A high increase can be seen when comparing the numbers at the beginning when the number of students from European Universities was 17, while now it is almost 426 people. The increase of the arrivals is observed from 2004 when Poland joined the European Union.

Graph 3. Statistics of ERASMUS students mobility in Jagiellonian University, Krakow, Poland from the academic year 1997/1998-2008/2009.



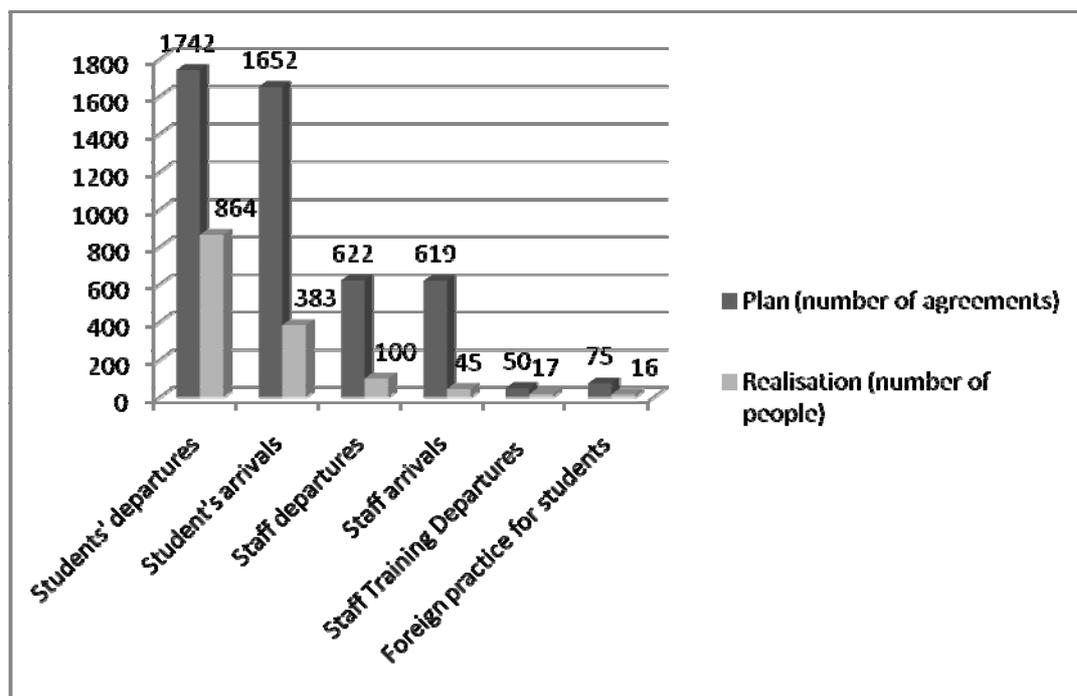
Source: Presentation prepared by The International Students Office Jagiellonian University ERASMUS Coordinators meeting on 16th December 2008 (ISO JU, 2008).

In 2007/2008 the main university coordinator from the Jagiellonian University planned 1.742 agreements between students and foreign universities they chose for studying. Usually after the results of the ERASMUS competition are announced students quit from the possibility of the departure; therefore, the number of departures is lower than the number of signed agreements. Similarly, fewer students arrive to study within the ERASMUS program from foreign centres of higher education than would suggest the number of signed agreements.

As it is shown in Graph 4, mobility of academic staff is not very popular both as regards Polish as well as foreign scientists. 100 university teachers and administration staff left the Jagiellonian University, whereas only 45 persons arrived from foreign centres. Data also includes the number of students leaving for traineeship as a part of the ERASMUS framework.

Since 2007 the programme has also enabled students to go to other European countries in order to do some practical training in companies. At the Jagiellonian University only 16 students took advantage of the opportunity to participate in foreign practice.

Graph 4. Number of planned mobile activities at the Jagiellonian University, Krakow, Poland in the academic year 2007/2008.



Source: Presentation prepared by The International Students Office Jagiellonian University ERASMUS Coordinators meeting on 16th December 2008 (ISO JU, 2008).

MOBILITY OF STUDENTS AND STAFF OF LIBRARY AND INFORMATION SCIENCE

Promoting the mobility of students and academic staff belongs to the tasks carried out within the Bologna process. Also integrated schedules of study and research are created. Joint actions of the Bologna Process also have an influence on adding a European dimension to higher level education. During conferences organised by education ministers the importance of interaction and collaboration with foreign centres of higher education and removing all barriers influencing the students' mobility was repeatedly emphasized.

Participation in the Process allowed most universities, also Polish ones, to participate in tremendous European Union programmes and activities, and also to develop research conducted in frames of university units, to improve the quality of education and the exchange of interests and ideas. Through the students' mobility, HE area is created faster and it receives the social aspect but requires more collaborative activities and more attention from universities with regard to the quality of education.

In the academic year 2006/2007, only 138 Polish students of Communication and Information studies participated in the ERASMUS. The total number of students studying this subject area, including students from European countries outside the European Union such as Iceland, Liechtenstein and Norway as well as EEA/EFTA countries, was 4,767 people. This means that only 2.99 % of students of communication and information science disciplines go for short-term mobility within the ERASMUS. The same small number of ERASMUS mobile students study abroad agricultural sciences (1.86%), geography and geology (1,83%) and education and teacher training (3,15%) (EC Erasmus statistics, 2009).

The Institute of Information and Library Science at the Jagiellonian University (LIS UJ) as one of the most prestigious centres educating IT professionals and librarians collaborates with many centres of higher education worldwide. Establishing international contacts and the exchange of experience with foreign EU countries allowed for further cooperation as a part of programmes such as ERASMUS. The Institute of Information and Library Science at the Jagiellonian University created attractive

conditions both for mutual scientific communication and for exchanging knowledge and with foreign centres and their representatives.

Formalised forms of cooperation are based above all on bilateral agreements signed by LIS colleges and institutes. The Institute of LIS JU joined the ERASMUS programme in 1998 and started to develop cooperation with the German Johannes Gutenberg University in Mainz. The bilateral agreement between both Institutes was signed in 2000 and in 2003 the Institute signed the cooperation documents with LIS institutes from Oslo and Boras. The cooperation with the Department of Journalism in Oslo ended in 2006, but collaboration included only the mobility of staff. A similar kind of cooperation with only staff mobility is undertaken with the University in Salford, Great Britain. In the academic year 2004/2005, the scope of foreign cooperation was enriched with the next centre, the University of Grenoble in France (ended in 2007 because of the lack of students speaking good French and lower interest in studying in this country), German Department of Media at the Darmstadt University and Hannover University (*Fachhochschule Hannover*) and also the Polytechnic University in Valencia, Spain.

In 2007 the author became the ERASMUS institutional coordinator for the academic year 2006/2007. After this year, the number of bilateral agreements increased. From the academic year 2006/2007 on, a cooperation of the Institute with foreign colleges was expanded and bilateral agreements were signed with the following centres:

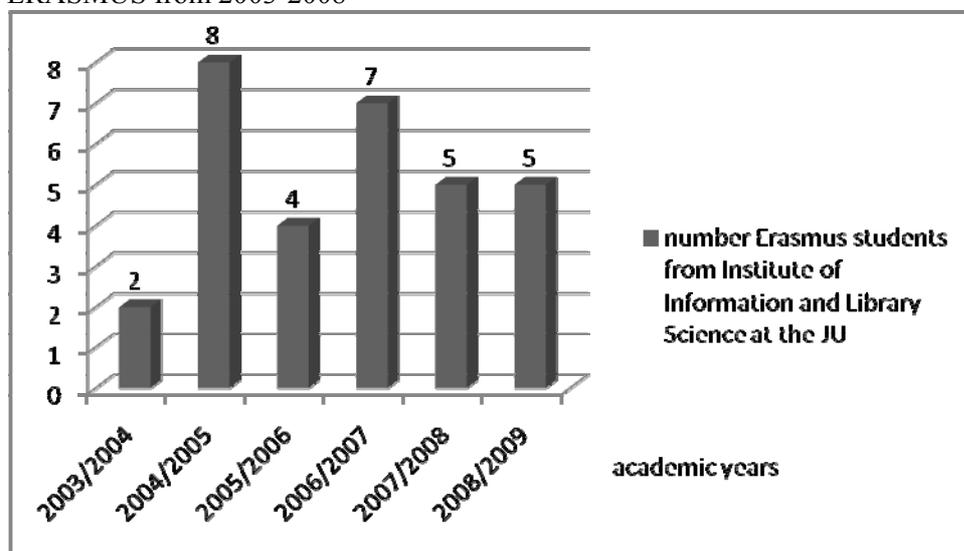
- Tampere University in Finland (Department of Information Studies, Tampere University);
- Aberystwyth University in Wales (Department of Information Studies, University of Wales, Aberystwyth), Great Britain;
- the University of Manchester (Department of Information and Communication, Metropolitan University Manchester), Great Britain;
- the University of Sheffield (Department of Information Studies, Sheffield University), Great Britain;
- the Technological Educational Institution of Athens (Technological Educational Institution (T.E.I.) of Athens), Greece;
- the University in the Riga (Department of Library Science and Information, Latvijas Universitate), Latvia;
- the University in Vilnius (Bibliotekininkystes ir informacijos mokslu institutes, Vilnaus Universitetas), Lithuania;
- the University of Porto (Universidade do Porto, Autonomous Section of Journalism). Portugal
- the Carlos III University of Madrid, Spain;
- the Bahcesehir University in Istanbul, Turkey;

With continuing cooperation with universities in Darmstadt, Hannover, Mainz, Salford and Valencia, there are 15 LIS institutes with whom cooperates the Institute of LIS JU. All new bilateral agreements were signed until 2013.

The number of students choosing to study abroad within the ERASMUS is rather constant. It increased rapidly after joining the European Union when most all EU boards were open for its citizens. Also the LIS students were more interested in the academic year 2006/2007 when the Institute signed the bilateral agreements in 2007 with two British LIS Institutions in Aberystwyth and Manchester and with University in Tampere. For two years, the total number of students has not changed. Probably the reason lies in the criteria of participation (student's academic mean value, good knowledge of language, scientific interest), the number of scholarships or usually second study specialisation that student realised parallel with LIS studies.

The number of LIS students from the Institute of Library and Information Science of the Jagiellonian University is seen on Graph 5.

Graph 5. Number of LIS students from Institute of ILS JU, Krakow, Poland actively participating in ERASMUS from 2003-2008



Source: The Author's own Statistic as the Institutional ERASMUS coordinator IILS JU, Poland.

Simultaneously, the number of foreign LIS students that come to Krakow is rather low. There were only 7 students in the academic years 2003/2004 to 2008/2009. There were students from Germany (2 from the University of Mainz and 1 from the University of Darmstadt) and Spain (4 from the Valencia Polytechnic University). As the coordinator of ERASMUS at ILIS JU, I have noticed more interest in studying abroad especially from Greek and Turkish universities with which the Institute has signed the agreement, but also from German and Spain LIS students whose colleagues participated in ERASMUS and studied in Krakow.

The staff's mobility based on close cooperation of the Institute for many years of teaching, collaboration and existing as one of the most important Polish LIS institutions. After signing the ERASMUS bilateral agreements, foreign professionals start to participate in the programme and cooperate giving lectures or classes they were specialised in. The possibility of organising lectures with academic staff from different European universities gives the opportunity to organise the course *Comparative librarianship* for bachelor students and to cumulate the international aspects of LIS research and education. The long-time cooperation continued now within the ERASMUS with the British Salford University, the Universities of Hannover and Darmstadt. The fruitful cooperation with the Aberystwyth University has been begun with Prof. Hogg who also initiated his own scholarship for LIS students. The scholarship gives an opportunity to participate in practices in school libraries within Great Britain, gives an opportunity of membership in the School Library Association and participation in the annual conference (weekend training) organised by SLA. The scholarship is dedicated for last year bachelor's degree student.

INFLUENCE OF ERASMUS ON LIS EDUCATION

The author analysed the websites of foreign institutes which signed bilateral agreements with the Institute of LIS JU and cooperation is actually to continue within the ERASMUS programme. There were analysed English version webpages with information offered for students wanting to take the study at the foreign college. Available connections with the study programmes in the range of information and library science were analysed as well as offered information with proposed courses for long-term and short-term mobility students. The choice of information available on the web pages of selected foreign LIS institutes was supposed to provide accessible information referred to

ERASMUS and to find data that is necessary to prepare the student's Learning Agreement. The students of the Institute of LIS JU going to foreign universities for one semester or the entire academic year as a part of the Lifelong Learning Programme have the obligation to present courses which they want to realise at the chosen college different from their mother institute. Subjects marked out for the realisation abroad are reviewed by the coordinator but they could be replaced by other courses after arriving to the target institute. This review gives an opportunity to check the progress in studies and a possibility to put any changes in individual courses of studies after returning from the ERASMUS scholarship. Also if the courses correspond with the syllabus of the similar courses offered in IILS JU they could be completed and credited without the requirement to attend them in Poland (the course must be finished during the stay within the ERASMUS scholarship with the written examination or rating with the assessment of at least good -B). The analysis of content of websites in English concerned 15 Institutes from Finland, Greece, Spain, Lithuania, Latvia, Germany, Portugal, Sweden, Turkey and Great Britain conducting courses in the range of information and library science.

Research on websites intended for LIS students who want to take part in the exchange programme demonstrated that out of 15 European universities, institutes of information and library science, only 6 provide very reliable and extended online information intended for presumed overseas students. These are universities in Aberystwyth, Manchester, Sheffield, Tampere and Valencia. The fact that students are usually obliged to prepare the plan of studies at the chosen college and describe courses they are intending to realize during the ERASMUS scholarship brings for them further difficulties related with the lack of this type of information. Often the choice of a foreign university by Polish students tends to be rather the result of fascination with the exotic (e.g. Greece or Spain) than with the command of the language of a given country (command of e.g. Greek language is very rare or nil among LIS students), hence problems and inaccuracy of Learning Agreements (LA) prepared earlier before going for the scholarship. Of course LA can be prepared after the arrival at the chosen college; however, from the perspective of keeping statistics and the educational policy of the Institute LIS JU, the coordinator cooperating with director of the Institute responsible for coordinating the schedule of the studies requires each ERASMUS student to present possible training proposals. Also very often when choosing the exact foreign university and LIS department students hope that the majority of courses and trainings will be conducted in English. LIS Students additionally take English courses at different levels finished with examinations. The lack of information concerning the possibilities of taking classes conducted in English in host universities causes certain disorientation and a barrier in participating in the Erasmus scheme.

The results of research and information concerning the data taken into consideration during the analysis together with the short description of contents found on the foreign institutes web sites is presented below in Table 2.

Table 2. Analysis of the information for ERASMUS mobility students offered on the Web pages of foreign LIS institutes or universities cooperating with the Institute of LIS JU, Krakow, Poland.

No.	Country	City	Faculty/Department/Institute	Information available in the English language	Information for prospective foreign students	Information about programme/syllabus/courses for students of information and library science
1.	Finland	Tampere	Faculty of Information Sciences	available in English	expanded and reliable	curriculum, courses information available in English
2.	Germany	Darmstadt	Fachhochschule Darmstadt	partially - information for international students	international studies programme; LIS study programme in the English language (leaflet)	LIS programmes available in leaflets concerning short information about programmes for bachelor's and master's degree
3.	Germany	Hannover	Fachhochschule Hannover	partially - information for international students	LIS study programme in the German language/ courses included in the curriculum in German	LIS study programme in the German language/ courses included in the curriculum in German
4.	Germany	Mainz	Johannes Gutenberg University, Faculty of Historical and Cultural Studies	partially - information for international students	courses available in the German language	courses available only in the German language
5.	Great Britain	Aberystwyth	University of Wales, Department of Information Studies	expanded and reliable information available in English	expanded and reliable, bachelor's and master's degree programmes and courses offered	expanded and reliable, bachelor's and master's degree programmes and courses offered
6.	Great Britain	Manchester	Manchester Metropolitan University, Department of Information and Communication	expanded and reliable information available in English	expanded and reliable, bachelor's and master's degree programmes and courses offered	expanded and reliable, bachelor's and master's degree programmes and courses offered
7.	Great Britain	Sheffield	University of Sheffield, Department of Information Studies	expanded and reliable information available in English	expanded and reliable, bachelor's and master's degree programmes and courses offered	expanded and reliable, bachelor's and master's degree programmes and courses offered
8.	Greece	Athens	Technological Educational Institute of Athens, Faculty of Management and Economics, Department of Librarianship and Information Systems	only Greek language version	student's guide about university departments and studies available in English (student's guide, brochure)	courses available only in the Greek language
9.	Latvia	Riga	University of Latvia, Faculty of Social Sciences, Department of Library Science	only Latvian language version	bachelor's and master's programmes available in the Latvian language; from the main page - information for international students about courses in the chosen faculties (no LIS courses)	bachelor's and master's programmes available in the Latvian language
10.	Lithuania	Vilnius	Faculty of Communication, Institute of Information and Library Science	partial information in the English language on the main page of the Faculty; Lithuanian language version on the Institute's website	bachelor's and master's programmes available in Lithuanian from the main page; information about courses in English offered by the Faculty	bachelor's and master's programmes available in Lithuanian from the main page; information about courses in English offered by the Faculty
11.	Portugal	Porto	Universidade do Porto, Autonomous Section of Journalism	available in English	information about courses in bachelor's and master's studies offered by the Department available in English	first degree programme in LIS available in English
12.	Spain	Valencia	Faculty of Computer Science	available in English	expanded and reliable	Extended information about syllabus
13.	Spain	Madrid	Universidad Carlos III, Department of Librarianship and Documentation	only Spanish language version	LIS programme in Spanish	courses in the Spanish language
14.	Sweden	Boras	School of Library and Information Science	expanded and reliable information available in English	expanded and reliable, bachelor's and master's degree programmes and courses offered	expanded and reliable, bachelor's and master's degree programmes and courses offered
15.	Turkey	Istanbul	Bahcesehir University; Departments of Management & Communication	short information about studies, departments available in the English language	no information available in English	no information available in English

Source: Research conducted by the author in February/March 2009.

Simultaneously, because of the increasing interest of foreign students in the possibility of studying at the Institute of ILS and the Department of Management and Communication Science, an attempt was made to prepare own English language website with all necessary information for foreign students.

At present all necessary information for foreign students, including possible ERASMUS participants, can be found on the main website of the University and the International Students Office page coordinating, among others, the ERASMUS programme (available on: http://www.uj.edu.pl/ISOoffice/ERASMUS_en.html). Also there are several proposals concerning courses at LIS that could be conducted in English, such as *Multimedia in Social Communication*, *Information Literacy in Poland*, *Internet as the Information Environment or Business Information*. These courses will be presented to responsible university units.

The next part of the analysis was related to the subjects or courses that were chosen by students during their stay at the foreign LIS institute. The analysis of students' documents completed after returning from the ERASMUS scholarship demonstrated that there are LIS courses that are not realized and do not exist in the Polish Institute LIS JU. Harmonization does not mean both standardization or unification and repeatability of all courses and schedules of study at European higher education institutions. This gives an opportunity to broaden the contents of curricula and a possibility to pay attention to the diversity of the international library science and different current aspects of many LIS issues. However, there still exist courses with different names but with similar contents. For the better understanding of the diversity and multilateral issues in information and library science there were compared the names for courses most often chosen in the rank arrangement in Table 3. The most popular courses for ERASMUS students are language courses and therefore most students took German, Spanish or Swedish and English classes. Because of the intention to present the range of courses offered by foreign LIS institutes for ERASMUS grant holders, the subjects were not classified into the main LIS issues groups.

Table 3. Courses realised by ERASMUS mobility students from the Institute of LIS UJ, Krakow, Poland in the academic year 2003/2004 until the autumn-winter semester 2008/2009 in the ranking layout concerning the number of students finishing the courses.

COURSE in foreign university	Number of students finishing the course abroad within the ERASMUS programme
English courses	14
Information Resource Management/Collection Management	12
Practical experience in Swedish libraries for students from foreign libraries	7
German courses	6
Application of Information Resources Management	5
Information Retrieval Strategy	5
Swedish as a Foreign Language	5
Spanish courses	4
Documents' Composition	3
Extended Essays	3
Basis of Communication	3
Indexing and Abstracting Techniques in Scientific Information Science	3
Interface (being there)	3
International and Intercultural Communication	3
Planning and Assessment of Documentation and Information Systems	3
Acquisition in Specialized Libraries	2
Communication Science	2
Culture of Journalism	2
Databases for Media Analysis and Business Intelligence	2
Informatics-introduction	2
Information Provision Based on Bibliographic Sources	2
Information Structure - Economic Aspects	2
Information Structure- Information Science Theory	2
Internet Rights	2
Introduction to Web Publishing	2
Management of Information Institutions	2
Media and Culture Rights	2
Music and Morphology	2
The Networked Society	2
Public Affair Law	2

Technical Regulations	2
Technology, Communications and the Media	2
UDC-International Knowledge Organisation Tool	2

Source: Author's research, 2009

The findings of the analysis are mainly focused on the character of internationalisation of LIS Higher Education Area in Europe. The offered curricula and courses of study are rather compatible, whereas the difference consists in varied names of LIS courses offered during bachelor's and master's degree programmes. The diversity also means different specializations of LIS institutes. The extensive research in LIS disciplines influences the quality of education by selecting the main centres of education in particular subject. For instance, LIS institute in Mainz conducted the courses in library science with particular emphasis on the history of literature, whereas British institutes proposed modern librarianship. Basing on the online information, there is a lack of transparency concerning the information about the content of curricula and syllabuses. Simultaneously, the author was obliged several times when conducting the course *Multimedia in Social Communication System* to send the syllabus to the University of Valencia. The students who participated in this course realised LIS programme based mostly on technological aspects of information science and services. On the website of the Institute of Information and Library Science there is also no information about the syllabus in English. All courses chosen by foreign students were held individually with a tutor-professor responsible for the course. A low number of LIS foreign students does not allow for conducting courses in English. As it was mentioned above, there should be some LIS courses within the Faculty's programme for foreign students that could be available for ERASMUS students (see: p. 17).

The single subjects that were realized individually are presented in Table 4. The courses did not repeat themselves in institutes of different European countries. These are often courses offered by one institute educating in the range of information and library sciences. For better comprehension of the offered courses, they are juxtaposed with the city in which they were realized. Subjects are presented in alphabetical order for clarity (as names do not repeat).

Table 4. Single courses realised by ERASMUS mobility students from the Institute of LIS JU, Krakow, Poland in the academic year 2003/2004 until the autumn-winter semester 2008/2009 with the information about where they have been completed during the scholarship.

COURSE	Number of students who have completed the course	University
Archive Management	1	Aberystwyth
Book and Media Economy	1	Grenoble
Business Systems Analysis	1	Aberystwyth
Communication and Media Theory	1	Manchester
Community Information	1	Manchester
Computer Systems	1	Valencia
Concept and Management of Periodicals Editorial	1	Grenoble
Concept of Prints Editorial	1	Grenoble
Digital Library Management	1	Boras
E-business and e-Marketing	1	Athens

Finnish as a Foreign Language: Survival Course in Finnish	1	Tampere
Foundations of Information Studies	1	Aberystwyth
Greek Language and Culture	1	Athens
Introduction to Informatics	1	Hannover
Human & Financial Resources Management	1	Manchester
Human Resources	1	Athens
Hypermedia and Society	1	Tampere
Implementing Interactive Media	1	Tampere
Information Systems	1	Boras
Introduction to Calligraphy	1	Mainz
Introduction to Hypermedia	1	Tampere
Introduction to Hypermedia Design	1	Tampere
Introduction to ICT	1	Grenoble
Learning and Professional Development	1	Manchester
Literature and the Readers	1	Manchester
Marketing Communication	1	Hannover
Media in Communication	1	Hannover
Modern Book Art	1	Mainz
New Technologies in Everyday Life	1	Manchester
Orientation Course	1	Tampere
Phraseology	1	Hannover
Project Management	1	Athens
Public Relations in Non-profit Organisations	1	Hannover
Seminar - Introduction to Library Science	1	Mainz
Skills for Information Studies	1	Aberystwyth
Social Context of Information Studies	1	Aberystwyth
Social Psychology	1	Athens
Sources of Distribution	1	Hannover
Strategic Management	1	Athens
Structure of Information Access	1	Hannover
Structure of Language	1	Hannover
Structures and Data Technologies in Information Retrieval	1	Grenoble
Theories and Interpretation of Interactive Media	1	Tampere
Web Design	1	Grenoble

Web Publishing	1	Grenoble
XML Documents and Data	1	Grenoble

Source: Author's research, 2009

When presenting the courses and analysing the internationalisation of LIS education in Europe, the author compared the courses with those conducted at the Institute of LIS in Krakow. The content of the LIS programme, accredited by Polish authorities (University Accreditation Committee and Polish Accreditation Committee) with respect to the standards and rapid worldwide changes, was evaluated. In the Institute of LIS JU there was established the model of LIS studies and curricula mostly based on Wilson's curricula. The proposed typology with issues related to information studies was also the purpose of developing LIS curricula and progressing in the field of studies like *Information Content, Information Systems, People, Organisation, Policy, Planning and Strategy* (Bronstein, 2007, p.64). During the first degree LIS studies at the Institute of ILS JU a student has to complete, among other courses, the basic courses for the bachelor degree:

1st year –

- Introduction to Information and Library Science (2 semesters x 5 ECTS),
- Data Formats in Information retrieval Systems (5 ECTS),
- Internet as the Information Environment (8 ECTS),
- Library and the Book in the Social Communication Process (4 ECTS),
- Professional Projects (3 ECTS),
- Social Communication (5 ECTS),
- Sources of Information (2 semesters x 6 ECTS);

2nd year –

- Information Retrieval Languages and Indexing (4 ECTS),
- Professional Projects 2 (2 ECTS),
- Design and Assessment of Information Systems (6 ECTS),
- Readership (2 semesters x 5 ECTS),
- Science Communication (4 ECTS),
- Theory of Science (3 ECTS),
- Theory and Methodology of the Book, Library and Information Science (8 ECTS);

3rd year-

- Introduction to Management (4 ECTS),
- Children and Youth Books (2 ECTS),
- Comparative Librarianship (2 ECTS),
- Didactics of Information and Library Science (2 ECTS),
- History and Theory of Culture (7 ECTS),
- Intellectual Freedom (2 ECTS),
- Library and Users in the Social Environment (with the following courses: *Information Literacy, Public Relations, Organisation of Exhibitions, Library and Information Services*) (6 ECTS),
- Methodology of Work at School and Pedagogical Library (1 ECTS),
- Public Relations (4 ECTS),
- Publishing and Book Issues (2 ECTS),
- Seminar (bachelor degree) (10 ECTS);

During the master degree studies a student is obliged to participate in such courses as:

1st year –

- Information and Knowledge Society (5 ECTS),
- Legal Basis of Information Activity (4 ECTS),
- Management and Marketing in Library and Information Practice (2 ECTS),
- Methodology of Book Science, Library and Information (classes) (3 ECTS),
- Multimedia in the Social Communication System (8 ECTS),
- Seminar (master degree) (2 semesters x 4 ECTS),
- Specialisation: Archivisation and Digitalisation of Resources, Information Broker, Electronic Publishing, Digital Resources (18 ECTS per each specialisation; a student has to choose only one specialisation that is realised during 2 semesters of master studies);

2nd year –

- Contemporary Issues and Research in Book, Library and Information Science (4 ECTS),
- Ethics of Information and Library Science (2 ECTS),
- Financing the Library and Information activity (3 ECTS),
- Graduate of Library and Information Science in the Market (2 ECTS),
- Organisational and Legal Basis of the Functioning of SMEs (2 ECTS),
- Seminar (master degree (2 semesters = 5 ECTS in the first semester, 15 ECTS in the second semester),
- Specialisation (18 ECTS; continuation of chosen specialisation on the 1st year of master degree);

The curriculum has responded to technological transformation and the introduction of ICT, but also to the library practice and information services.

The names of the courses can differ from the same taught abroad, but the content should not vary a lot and it is rather similar to this proposed by cooperating institutions. The courses also have changed in the course of realisation of the ERASMUS programme. ECTS credits that students receive when completing courses in foreign universities are similar. The main problem lies in the degrees and qualifications of students' work while studying abroad. Even though participation in the Bologna Process and the ERASMUS programme determined the transparent and harmonised system of qualifications, there are still countries that use their own system of credits and qualifications. The qualifications used e.g. in Greece (decimal system) or UK (percentages) cause some problems with the classification and qualification of an ERASMUS student. Similar courses or the possibility introduced last year to study within the independent study program (*ISP*) help students realise courses and the LIS programme at the ILS JU.

In order to verify the thesis that participation and studying within the ERASMUS programme influence the future master or bachelor thesis and the interests or research conducted by students, the author analysed students' papers. Attention was paid to the analysis of bachelor and master theses of those students who participated in the ERASMUS programme. The contents of documents were analysed. From among 31 students who travelled or are still staying on the scholarship at a foreign university, 22 undergraduate and master papers defended until the end 2008 were chosen for analysis. Bachelor or master thesis being prepared now by ERASMUS students were not taken into consideration. There are still 9 bachelor and master degree students who have not written and have not defended the thesis as well as some still studying abroad within the ERASMUS programme.

As a result of the analysis, it was observed that 11 students (which makes 50 % of all ERASMUS grant holders) who defended their graduation papers at the Institute LIS JU, used the research and knowledge acquired during their education within the ERASMUS scholarship. Students often cited foreign sources from databases held by European academic libraries that are not accessible in Poland. The theses contain information about the literature and references used in the diploma paper. Moreover, papers are innovative in nature and they often take up the subject matter not worked out or researched broadly in Poland in a given period. Some papers provide a comparative analysis of Polish experience against the wider European background or an international point of view on the issues. The combined issues, e.g. the aspect of literature in online environment *Liternet* (Literature and the Internet) and the semantic network or distance education, were new for Polish library circles, especially before 2005 or 2006 when were they presented and defended at the Institute of LIS JU. The diploma papers concerned the following themes (information about the place where the ERASMUS courses were realised is put in brackets):

1. *Distance Education of Information Professionals in Poland in Relation to the World Tendencies in 2001-2005*/ Aneta Bulińska (Hannover);
2. *The Access, Flow and Quality of Information in the Information Society. Internet – as an (Im)perfect Medium* / Krzysztof Dziedzic (Mainz);
3. *Liternet – Analysis of the Phenomenon*/ Barbara Gąsiorowska (Boras)
4. *History and Organisation of the European Commission's Main Library in Brussels*/ Iwona Huber (Boras);
5. *Semantic Network. Internet of 3rd Generation*/ Monika Kopeć (Hannover);
6. *Project of Electronic Periodical of ILIS Students* (based on French electronic publishing)/ Joanna Luzar (Grenoble);
7. *Protection of Personal Data in the Internet. European and International Legislation in the Scope of Data Protection*/ Natalia Mieszczak (Hannover);
8. *Business Information for SME – Characteristic Business Information of Polish and Foreign Companies*/ Małgorzata Pudelko (Boras);
9. *Computer Graphics Publications in Poland and France (2000-2004)*/ Anna Sobierajska (Grenoble);
10. *Patent Protection of Software and Influence of Software Development on the World Market*/ Anna Tokarczyk (Hannover);
11. *Information Society and the Society of Knowledge: Definitions and Correlation*/ Beata Wróbel (Darmstadt).

Also since 2007, after becoming the institutional ERASMUS coordinator, the author has interviewed students who participate in the programme and study at foreign universities within the program. The purpose of the interviews was to verify if the participation in LIS courses in foreign universities influenced the future students' work and activities. It seems to be reasonable that students derive benefits from realising heterogeneous programmes offered by European universities, recognising new research fields and know the different point of views on library and information science. In addition, the aim of the interviews was to analyse the benefits and usual barriers students faced while studying abroad.

The narratives interviews with 14 students who participated in ERASMUS scholarship, finished all courses, and pass all exams during their stay abroad, were conducted from 2007. That was the number of students that went abroad within ERASMUS programme after the author became the institutional coordinator. Students have to complete 30 ECTS credits or more per one semester at the foreign university. Usually students completed courses with more number of credits to transmit them to the next semester. Students answered the questions concerning the level of satisfaction and benefits from courses they realised abroad. They were asked about assessing new trends in LIS research they had the possibility to recognise during realisation of chosen courses as well as benefits of studying within international environment with students from different LIS institutions. The questions concerned also the sufficiency of the scholarship budget during studying abroad.

All 14 students were satisfied from having the opportunity to study abroad. Ten students (71,4 %) were satisfied definitely *yes*, three of them (21,4%) – *rather yes* and only one person (that is 7 %) was *rather not* satisfied from studying within ERASMUS programme (because of the necessity to choose the courses – concerning technological issues of information science, that student was not interested in but had to realised to collect enough amount of ECTS credits to be qualified; there was also financial reason of dissatisfaction). Mostly students were satisfied from courses concerning new approach to information and library science, contemporary issues and ideas in this discipline, such as *Communication and Media Theory, Theories and Interpretation of Interactive Media, Information strategy: international perspective or The Networked Society*. The courses allowed for differences in learning styles and assistance to self-directed learning as the quality indicators.

However, they put attention that they had to choose courses offered to foreign students that was taught in language they knew and because of the necessity to collect 30 ECTS credits during their stay within ERASMUS. Usually they have to realise courses conducted in English, but if they knew the native language of the university they had possibility to choose course they like and want to implement. The total number of courses designed for ERASMUS students (e.g. taught in English) is definitely lower than number of courses from LIS programme intended to native students from hosting university. Then, there were the possibility to change course or courses if they are not available or relevant for student (the syllabus has been already realised in mother university, the course was too difficult to understand because of speciality of the language, the number of participant was not enough to start the course, etc.). Students were also satisfied from the stay in foreign university because of the accessibility of LIS databases or information systems in local academic library; they do not have the access in Mother University. It helped for instance to collect the extended bibliography to bachelor or master thesis they usually have written during participation in ERASMUS programme. Taking into consideration diversity of master or bachelor's thesis themes, it was possible to compare and verify if declared by students new knowledge based on the European LIS education gained during the scholarship was exploited in future students' activities.

Students pointed that they received any help from institutional or university coordinators, academic staff or their tutor. Also, if they chose courses that were not realised during the stay, there was a possibility to change them. All changes were put in the Learning Agreement. Thanks to the documents that they usually received from the Institute ILS JU with information concerning all completed courses at their mother university, they were able to choose new courses, often from other faculty or department (but the subject had to be connected with LIS and have the interdisciplinary perspective).

ERASMUS students took advantage of education courses related with their current level. However, universities do not block the education of bachelor degree students and give them a possibility to choose subjects from programmes intended for master degree students. Interviews were aimed at making the coordinator acquainted with the most important barriers faces when completing LIS subjects. It is possible that all problems students have may result from the low level of the foreign language's command. It should be remembered that a student is not only completing the chosen course, but also in order to get the right amount of ECTS points a student is obliged to take the final coded examination. Foreign colleges try to meet students' needs when realizing tasks within many European scholarships and programmes, such as ERASMUS. They are offered help in all respects. Students paid attention to huge possibilities an Erasmus scheme gives them: observing different cultures, staying in an international group of young people gives Polish students self-esteem and also the desire to explore new issues in information and library science. They are ready to take new challenges in the LIS field. They get to know the different ways of teaching, raising own qualifications and evaluating the knowledge and skills. Among the students of ILIS JU who participated in the ERASMUS scholarship, there are several people who joined scientific activities or participated in student scientific conferences or other scholarships. It was found that they publish in student magazines and finally work at centres with an international character, such as the European Union Euro-Info Centres. Participation in the ERASMUS programme has also taught them to cope in difficult situations, which they can sometimes come across. On the other hand, during the interviews students also paid attention to the existing economic barrier, which frustrates them a lot. The financial

support they receive when staying at a foreign university within the ERASMUS programme is not sufficient to cover the actual costs incurred by the student. Due to the fact that they often finance the trip independently, the economic barrier is one of most important reasons for applying for the ERASMUS competition, and then going to the chosen foreign college.

CONCLUSIONS

The overview of existing information for international LIS students reveals the diversity of programmes, courses, subjects realized that have an unquestionable influence on the quality of education. On the websites of institutes there is no reliable information about syllabuses and courses for foreign students and it is impossible to find the quality level of conducted LIS courses. Even if the internationalisation is a driving force of quality improvement in HE systems of education, there is missing collaboration between institutes on the development of curricula and there is a lack of transparency of curricula and LIS syllabuses. This makes it difficult to compare the degrees and ECTS credits of students participating in the ERASMUS programme. It is totally odd to credit the course at the mother university with the similar name but without specified issues analysed and presented during this course and without transparent standards of qualifying student's work. Even if the course has the same ECTS credits, the coordinator or academic tutor does not know if student has realised the programme when studying abroad.

On the other hand, various academic traditions and different approaches to defining the contents of LIS courses give advantages to European and international co-operation. But there are few initiatives concerning the quality in LIS within the cooperation and collaboration of all European institutes in the Bologna Process (Tamaro, 2005; Virkus, 2007).

Sirje Virkus noticed that LIS schools have responded to particular challenges in different ways, putting more emphasis on mobility or research, on curriculum or joint course development while others focused more on ICT-based learning or organization of conferences (Virkus, 2007). Also the report results pointed also at the need to prepare web sites of LIS institutes in English for the use by foreign students and staff; websites should make it possible to find necessary information on the quality of curricula, competitive information on conducted research and other essential data.

All attempts within LIS HE changes must, however, be based on a close interaction of academic individuals, the assessment of the quality of programmes, on granting the right ECTS points for individual subjects. In 2002 the project analysing LIS curricula was implemented in selected European countries (Kajberg, 2004) that confirmed the pattern of complexity and also diversity. The author pointed out that LIS courses, qualifications, and diplomas differ markedly in terms of the structure and curricular contents. There is no comparability and transparency. Even now on the website students can find inaccurate or insufficient information concerning the courses or curricula. Johnson found another factor - namely the transparency and comparability of academic qualifications, individual course units, as well as the use of ECTS credits as units for measuring student development and tasks held during studies (Johnson, 2000). Perhaps as it was pointed in several publications, there is a need of institutionalised and recognised accreditation to European LIS education on the European level (Tamaro, 2005). The attention should be paid on quality in complex of educational attempts in facilitating real mobility, transparency of information about LIS curricula, and syllabuses, clear qualifications framework that also enable e-learning should be taken into consideration.

Increased mobility of students and academic staff strengthens the internationalization of education, but it also forces decision-makers and persons responsible to realise the right activities concerning the standards of development, to extend the curriculum offer and to propose high-quality courses. However, the diversity and increasing specialization of LIS institutes influence the development of students' qualifications, opening the minds and developing the competencies of future information professionals and librarians.

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