



SETBulletin

IFLA Section on Education & Training

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IFLA 2011
PUERTO RICO
13-18 August, San Juan

Looking forward to seeing you in the Caribbean!

LIS Education & Training Worldwide

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Message from the Editor

Dear colleagues,

We are looking forward to seeing you in the Caribbean for the 77th IFLA World Library and Information Congress 2011 in San Juan, Puerto Rico! Please find SET program details on p. 4.

Because of the 2011 SC members elections we have to thank and say "Goodbye" to some of our SET SC colleagues, incl. SET chair Anna Maria Tamaro who is highly appreciated by her colleagues due to her cooperativeness and cordiality. But we are also happy to welcome new SET SC colleagues from all over the world. You will find the current state of the SC members on pp. 4ff.

There is a contribution from one of our new SC members Najia Abdallaoui Maan from Rabat, Morocco, on "A Critical Thinking Approach for Information Education" on pp. 6 ff.

As a follow-up to the article on iSchools in the last issue there is now an article on "The iSchool Movement and its Impact in the LIS Field" which based on a survey presented at the BOBCATSSS Symposium 2011 in Hungary by Chinyere Erundu, Champaign, IL, United States.

As a very interesting example of the LIS young generation's "going international", there is an article from Valli Fraser from Montreal, Canada and her experiences in South America and South Africa.

Conference reports are about the 2011 IFLA Presidential Meeting and BOBCATSSS 2011. To foster the participation of LIS students, in IFLA there was a special invitation to LIS students mainly from Europe, to "Meet and Greet with the President" at IFLA Headquarters in The Hague. The students not only listened but were encouraged to become active through interviewing other participants about their experiences and opinions on various issues.

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

Petra Hauke

Impressum

The SET-Bulletin is published twice a year in January and July. Please share your ideas and comments by sending your contributions or suggestions to the editor Dr. Petra Hauke, Berlin School for Library and Information Science (BSLIS) at Humboldt-Universität zu Berlin, Dorotheenstraße 26, D-10099 Berlin, Germany, Fax: ++49 30 74070216, E-Mail: petra_hauke@web.de. Latest Revision: 21st July 2011 – Copyright © International Federation of Library Associations and Institutions, www.ifla.org, SET-Bulletin online: www.ifla.org/en/set

Section on Education & Training Spotlight



Anna Maria Tammaro

Letter from the Chair

Dear colleagues,

I am looking forward to meeting you during the IFLA World Congress in San Juan, Puerto Rico. I would like to remind you of the schedule of the Education and Training Section (SET) meetings:

Meeting 1: 13 Aug 2011, 12:00–14:30, Room:104a

Meeting 2: 17 Aug 2011, 09:45–11:45, Room: 102b.

Graham Matthews is the Programme Planning Chair for the Puerto Rico Conference. SET has planned an Open Session on the theme: "Education for digital curation" co-sponsored by the ICA Section for Archival Education and Training and the IFLA Sections on Preservation and Conservation and Information Technology, which will take place on 18 Aug 2011, 13:00–16:00, Room: 209 (Session 217).

The SET Section is also planning an Off-site Session hosted in the National Library and Archives of Puerto Rico, on 16 Aug 2011, 09:00–12:30. Trying to stimulate the discussion on best practices and organisational issues facilitating practical experience of students, the theme of the meeting will be "Internships and placements for the new information society".

The E-Learning Special Interest Group Open Session (Session 92) will focus on the question: "How can the IFLA E-learning Special Interest Group support integration, innovation and information in professional learning?" The E-Learning SIG Session will be on 15 Aug 2011, 09:30–11:30, Room: 208.

Please check the detailed programme (<http://conference.ifla.org/ifla77/programme-and-proceedings>)!

During its first meeting, the SET Section will choose the new Chair and Secretary of the Section. This is my last column serving as

Chair, so it is time for me to review and reflect on the past four years. In this time of change and globalisation, so many issues for international education of LIS professionals should have been discussed and highlighted by the Section. Though, considering the past four years activities of this Section, one realises all the good work done collaborating together with so many international colleagues. Below, I have tried to list our achievements fostering the international cooperation and the student involvement in debating the LIS education issues.

Contact the Section

www.ifla.org/en/set

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International cooperation

We can affirm that in the last four years SET has brought a renewed international and comparative perspective to its activities supporting an international dimension and a global approach to education for LIS profession. IFLA SET has taken the lead in establishing a quality model for library education programs to improve transparency

and facilitate the recognition and quality of programs of study.

In the last four years, the Section has strengthened its international cooperation networks, moved forward in line with the needs of the global dimension of education, updated its tools for quality assurance, and strengthened international recognition. Collaborating with the new Division IV Sections (Management of Library Associations, Library Theory and Research, Management and Marketing, Education and Training, Statistics and Evaluation, together with LIS in Developing Countries SIG and New Professionals SIG), but also with the organisations with similar concerns on their agendas (in particular ALISE, EUCLID and ICA-SAE), the Section has been active not only within the IFLA structure system.

In particular, the collaboration with ALISE and EUCLID culminated in 2010 with a Satellite Conference at the Swedish School of Library and Information Science, Borås, Sweden. In the final Round Table of the Satellite, SET has invited Geir Magnus Walderhaug, Chair of ICA-SAE (International Council on Archives, Section on Archival Education and Training) to discuss together the common issue of recognition of qualifications. The collaboration with ICA-SAE is continuing with a research project on "Library, information and archives education for professional identity".

Suggesting a quality model of education, SET has worked to update the Section's tools, such as the International Guidelines for Equivalency and Reciprocity of Qualifications for LIS Professionals (see: www.ifla.org/en/publications/international-guidelines-for-equivalency-and-reciprocity-of-qualifications-for-lis-prof), and the Guidelines for Professional LIS Programmes. The last conferences were dedicated to the new directions of the LIS curriculum: the digital framework in the face of globalisation.

Further, as evidenced by the achievements of the SET project "International and Comparative Librarianship Communitas" (ICL) (www.lisuncg.net/icl/), IFLA SET successfully founded an International Resource Center for the diffusion of best practices and subject benchmarking. In more detail, this project has been submitted and realised by Clara Chu and was funded by an IFLA Projects 2010 Grant and resources from the UNCG Department of Library and Information Studies.

LIS Students and SET

Another important pillar of the last four years was the stimulus given to LIS students to be actively involved in the international discussions about LIS education. The typology of SET members has now changed: Students represent about 10 % of the SET membership. The growing number of students is due to the success of two projects, both led by Petra Hauke:

▲ Adopt-a-Student! Program (see www.ifla.org/en/news/adopt-a-student and LinkedIn profile: www.linkedin.com/) stimulates professors and other IFLA members to adopt a student and starting a mentoring program of involvement in IFLA. The programme now counts over 70 sponsors and 58 sponsored students.

▲ IFLA LIS Student Paper Award (see: www.ifla.org/en/set/student-paper-award-2010) selects every year the best student paper submitted to IFLA Conference and selected by one of the IFLA Sections.

Communication

In the last four years, there has been an effort to improve internal and external communication using the new SET website, in combination with the Section's Newsletter which is coordinated by Petra Hauke.

Internally, we overcame the difficult harmonisation of time zones and the unfavourable economic situations by adopting videoconferences for mid-term meetings, collaborating intensively in the online SET Forum. On the other hand, we created and regularly updated our Wiki to inform the general public of the main achievements of the Section.

However, the SET communication has to be improved, to stimulate an enhanced participation of members and students in the activities of the Section and facilitating member's interaction in sharing information about the Section's activities around the world.

Conclusion

I feel privileged to have had the opportunity to collaborate with the Standing Committee members and wish to thank all of them. A special thanks to the Secretary Petra Hauke, the Information Officer Gillian Hallam and the Web manager Agnese Perrone. I also welcome the incoming SET Standing Committee members.

Submitted July, 2011
by Anna Maria Tammaro, Parma, Italy.

SET News



77th IFLA Congress
13-18 Aug 2011
San Juan, Puerto Rico
**"Libraries beyond libraries:
 Integration, Innovation and
 Information for all"**

SET Program

SET Meetings

Meeting 1: 13 Aug 2011, 12:00–14:30, Room:104a
 Meeting 2: 17 Aug 2011, 09:45-11:45, Room: 102b.

During its first meeting, the SET Section will choose the new SET Chair and Secretary.

Open Session

18 Aug 2011, 13:00–16:00, Room: 209

Theme: "Education for digital curation", co-sponsored by the ICA Section for Archival Education and Training and the IFLA Sections Preservation and Conservation and Information Technology

Off-site Session

16 Aug 2011, 09:00–12:30, National Library and Archives of Puerto Rico

Theme: "Internships and placements for the new information society"

E-Learning SIG Open Session

15 Aug 2011, 09:30–11:30, Room: 208

Theme: "How can the IFLA E-learning Special Interest Group support integration, innovation and information in professional learning?"

See also:

<http://conference.ifla.org/ifla77/programme-and-proceedings>

SET SC members 2011-2015

A warm welcome to our new SC members 2011-2015:

- *Najia Abdallaoui Maan*, Professor, Ecole des Sciences de l' information (ESI), RABAT, Morocco
- *Chiara Consonni*, Student, Universita degli studi di Parma, TERNO D'ISOLA, Italy
- *Karen E. Downing*, University Learning Communities Liaison and Foundation & Grants Librarian, University of Michigan, ANN ARBOR Michigan, United States
- *Dinesh K. Gupta*, Associate Professor, Dept. of Lib. & Information Science,

Vardhaman Mahaveer Open University, KOTA, Rajasthan, India

- *Dijana Machala*, Head of the Training Centre for Continuing Education of Librarians, National and University Library, ZAGREB, Croatia
- *Mitsuhiro Oda*, Professor of Library and Information Studies, Aoyama Gakuin University, Shibuya, Shibuya-ku, TOKYO, Japan
- *Jannicke Rogler*, Library Adviser / Research Fellow, Boskerud County Library/Oslo University College, DRAMMEN, Norway
- *Michael Seadle*, Director, Berlin School of Library and Information Science, Humboldt-Universität zu Berlin, BERLIN, Germany

Re-elected SET SC members 2nd term 2011-2015

- *Gillian Hallam*, Adjunct Professor, Faculty of Science & Technology, Queensland University of Technology (QUT), BRISBANE, Australia
- *Kerry Smith*, Head, Department of Information Studies, Curtin University, PERTH, Australia

Still serving SET SC members 2009-2013

- *Chuanfu Chen*, Dean, School of Information Management, Wuhan University, WUCHANG, China
- *Clara M. Chu*, Associate Professor, UCLA Department of Information Studies, LOS ANGELES, CA, United States
- *Barbara I. Dewey*, Dean of Libraries, University of Tennessee Libraries, KNOXVILLE, TN, United States
- *S. B. Ghosh*, UGC Visiting Professor in Library and Information Science, Former Professor and Chairman, Faculty of Library and Information Science, Indira Gandhi National Open University, KALKOTA, India
- *Petra Hauke*, Lecturer, PhD Librarian, Berlin School for Library and Information Science at Humboldt-Universität zu Berlin, BERLIN, Germany
- *Tatiana Kouznetsova*, Head of the Department of Library and Information Science, Academy of Postgraduate

Education in Culture and Art, MOSCOW, Russian Federation

- *Graham Matthews*, Professor, Department of Information Science, Loughborough University, LOUGHBOROUGH, United Kingdom
- *Agnese Perrone*, CREMONA, Italy
- *Mai Põlidaas*, Programme Manager, Curriculum of Librarianship and Information Science, University of Tartu Viljandi Culture Academy, VILJANDI, Estonia
- *Maria Witt*, Chargée d'enseignement, Certified Expert in LIS, Université Paris X (LLPHi / SPSE), PARIS, France

Outgoing SET SC members 2011

We wish to thank all outgoing SET SC members for their collaboration and contributions. Special thanks go to Anna Maria Tamaro who served as Secretary from 2007 through 2009, as Chair from 2009 through 2011, always scintillatingly witty and full of ideas and new projects!

We hope to welcome you all as guests and observers in the SC future meetings:

- *Mouna Benslimane*, Informatiste Spécialisee, Chargee d'Enseignement, Ecole des Sciences de l'Information, RABAT, Morocco
- *Jacqueline Dussolin-Faure*, IUFM de la Réunion SAINT DENIS, Reunion
- *Charles B. Lowry*, Executive Director, Association of Research Libraries (ARL), WASHINGTON DC, United States
- *Patricia G. Oylar*, Professor Simmons College Graduate School of Library and Information Science, BOSTON MA, United States
- *Richard Papík*, Director, Institute of Information Studies and Librarianship, Charles University, PRAGUE, Czech Republic
- *Anna Maria Tamaro*, Professor, Researcher, University of Parma, FIESOLE (FI), Italy
- *Cristóbal Urbano*, Dean, Universitat de Barcelona, Facultat de Biblioteconomia i Documentació, BARCELONA, Spain

SET Project

The Section's proposal "The role of LIS and Archival Education for professional identity", in cooperation with SET and ICA Section for Archival Education and Training (SAE), was

approved by the IFLA Professional Committee (PC). See also SET Bulletin 2011/1, p. 4.

SET Annual Report 2010

Please find the 2010 annual report at www.ifla.org/VII/s23/index.htm

We are pleased to announce the winner of the

3rd IFLA LIS Student Paper Award 2011

Sponsored by IFLA and ekz – Services for libraries

The 2011 Award winner

Cletus D Kuunifaa, Ghana, LIS student at the University of Wisconsin Milwaukee

will be presented during the IFLA Highlights and News Session – Monday, 15 August 9:30–10:45, room Grand Salon A. Please find more information in the press release at www.ifla.org/en/news/ifla-lis-student-award-2011

SET SC member Dinesh K. Gupta honoured

2011 incoming SET SC member Dinesh K. Gupta is the recipient of the Master Moti Lal Sanghi Best Librarian Award for the year 2011. The presentation of the award was organised during the celebration of 139th birth anniversary of Late Master Moti Lal Sanghi and World Book Day Seminar at Jaipur on 24th April, 2011.



This national level Award was started in 2008 in memory of Master Motilal Sanghi who established a practice of free library at the beginning of 20th century in Jaipur and established Sanmati Pustakalaya, the library presently having collection of more than 55,000 books. This award has been conferred on senior professional colleagues including Dr. Jagdish Arora (2009) and Dr. R. K. Chadda (2010).

Who's Who: SET SC Member Profiles



Najia Abdallaoui Maan

Professeur de l'Enseignement Supérieur, Ecole des Sciences de l'Information, (ESI), Responsable du Département des Langues et Matières

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Education

- BA in English Language and Literature (University Mohamed V, Rabat)
- DEA (Diploma of Postgraduate studies) (University Mohamed V, Rabat)
- MA in Theoretical Linguistics (University of Essex, United Kingdom)
- Doctorate d'Etat in Education Sciences (Institute of Education, University of London and Faculty of Education, University Mohamed V, Rabat)

Previous Research (with many articles published in Moroccan and international journals)

- Discourse Analysis of the English and the Moroccan Press (Arabic and French)

- Arabization and the Moroccan Schooling System
- Students Needs Analysis
- Language Teaching
- Reading Research

Present Research

- Information Science and Multicultural Issues
- Critical Reading

Published Books:

- Reading Strategies of Learners of English as a Foreign language. Rabat; Ecole des Sciences de l'Information, 2001
- Reading Course for Moroccan Learners of English in Tertiary Education, 2007

Positions

- Professor Assistant at Ecole des Sciences de l'Information (ESI) from 1980 until 1998
- Deputy Director at ESI from January 2010 until April 2011
- Professor of Higher Education since 1998 at ESI until now

Next issue invited SET SC Members:

Dinesh K. Gupta, Kota, India
Mai Põldaas, Viljandi, Estonia

Library & Information Science – Education & Training Worldwide

A Critical Thinking Approach for Information Education

By Najia Abdallaoui Maan, SC member IFLA Education & Training Section

The purpose of education has always been the empowerment of students to cope in their societies as individuals, as citizens and professionals. The new technologies and the massive amounts of information and the diversity of its sources have increased the need for students to cultivate reasoning abilities and information literacy to survive in the information age. This paper reviews the principles of information literacy and proposes

a critical thinking approach to educate students for the new millennium.

1. From Information Literacy to Critical Thinking

The swift and uncontrollable advent of the new technologies has engendered an ever overwhelming flow of information originating from diverse sources, perspectives and distant horizons. The individual space is continuously invaded by virtual and print texts, images,

graphics, voices, films, characters, ideologies, values, prejudice and stereotypes. Knowledge is short-lived and requires continuous updating, understanding, analysis and critical appraisal of ideas.

Digital natives no longer need to learn to obtain a body of facts and information, which are anyway forgotten shortly after passing the exams. They instead need to learn how to cope with the massive amounts and diversity of information, how to find what they need, how to decide about what they are learning, and how to build their knowledge.

Information literacy is described as a “survival skill” in the information age. It allows lifelong learning and is common to all disciplines, all learning environments, and to all educational levels. It helps learners become autonomous and in control of their learning. An information literate individual is able to

- recognize the extent of information needed
- efficiently access the needed information
- critically evaluate information and its sources
- include selected information into one’s knowledge base
- use information effectively to accomplish a specific purpose
- understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally (ACRL, 2000)

Horton (2007), in a UNESCO publication, views Information Literacy as one of the “family of six literacies” (i.e. basic or core functional literacies of reading, writing, oracy and numeracy, computer literacy, media literacy, distance education and e-learning and cultural literacy). Information Literacy has a life cycle of eleven stages – not just the six stages proposed by ACRL:

1. realize the existence of a need for information;
2. know how to accurately identify & define the information needed;
3. know how to determine the availability of the needed information;
4. know how to locate the needed information;
5. know how to create, or cause to be created, unavailable information;
6. know how to fully understand, or seek help for understanding the found information;
7. know how to organize, analyze, interpret, and evaluate information, including source reliability;
8. know how to share information with others, using the appropriate formats and media;

9. know how to utilize information to solve problem, make decision, or meet need;
10. know how to preserve, store, reuse, record and archive information for future use;
11. know how to dispose of information no longer needed, and safeguard information that should be protected.

The concept of “Information Literacy”, however, does not meet the blessing of all researchers in the field. Buschman (2009), for example, argues that in our contemporary world, “literacy” has exploded into many “new literacies”; e.g. cultural, visual, multiple, interactive, workplace, media, cross-cultural, historical, scientific, mathematical, technological, social media of web 2.0, etc. The position of Information Literacy within all these “literacies” is only relative. In addition, the distinction between the oral and the written traditions has been blurred, which means that the bibliographic and written text foundation of Information Literacy needs reconsidering. Information Literacy, like “literacy” itself, cannot be learnt because it cannot be defined and cannot be measured. Teaching Information Literacy as a set of skills independent of the context where information is produced and sought equals teaching a subject as a set of facts to be memorised for the exams (Buschman, 2009, p. 101f.). Instead, focus should be placed on enhancing “critical reflexivity”, i.e. the cognitive results from literacy (p. 107).

Critical reflexivity or critical thinking combined with foundational knowledge are believed to assist learners in developing autonomy, sound judgments, ethical attitudes, and abilities to make appropriate decisions and to participate fully in the contemporary world. Promoting logical thinking and well-grounded reasoning is at the core of formal education in general, and higher education in particular.

The Association of American Colleges and Universities, in the Statement adopted by its Board of Directors, declares:

The ability to think, to learn, and to express oneself both rigorously and creatively, the capacity to understand ideas and issues in context, the commitment to live in society, and the learning for truth are fundamental features of our humanity. In centering education upon these qualities, liberal learning is society’s best investment in our shared future.(AACU, 1998)

2. Critical Thinking

What do these skills and abilities exactly refer to? What issues are related to the development of these skills in formal education?

The literature reveals that the concept is complex and contains many ambiguities and overlapping due to the diversity of the domains to which it relates; e.g. philosophy, engineering, business, history, literacy, psychology, ethics, media studies, or nursing (Dam & Volman, 2004).

Philosophers, for example, are interested in the outcome and nature of the thinking, in the universal intellectual values, and ethics, whereas psychologists are interested in critical thinking as cognitive processes to be utilized in pedagogical and practical issues (Dam & Volman, 2004; Kuhn, 2009; Marin & Halpern, 2011). Discourse analysts use critical thinking as an approach to understand, interpret, infer, analyze and assess the logical, dialectical and rhetorical nature of arguments (Inch & Warnick, 2002). Media literacy uses the concept both as a metacognitive ability, which determines the individual's degree of control of the process of information seeking, and as a set of skills which allow the description, analysis and evaluation of the message (Potter, 2011).

This diversity and overlapping, however, may be viewed as positive in the sense that they give more clarity and strength to the concept. Critical thinking principles can be learnt in and applied to any domain of study (Paul, 1993). Content can be taught as a mode of thinking (Scriven & Paul, 1987).

Critical thinking is not only a set of skills but includes a moral aspect which can be either "weak sense" or "strong sense". Universal intellectual values and standards can cultivate the good quality and strength of the thinking.

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness... (Scriven & Paul, 1987)

Elder & Paul (2007, 2008) propose a model of four interdependent components:

- elements of reasoning: purposes, questions, points of view, information, inferences, concepts, implications and assumptions;
- intellectual standards: accuracy, clarity, relevance, logical sufficiency, precision, depth, significance, fairness and breadth;

- intellectual traits: humility, autonomy, fair-mindedness, courage, perseverance, empathy, integrity, and confidence in reasoning;
- metacognition, or the ability of thinking about one's thinking, autonomy and the ability to evaluate one's or others' thinking.

Elder's and Paul's model, then, by presenting the quality of openness on any discipline, by including enough details about the different elements involved and focusing on strong moral values to guide the thinking, seems to be a suitable framework for implementing a critical thinking approach in formal education.

3. Education Through a Critical Thinking Approach

Cognitive Research and developmental theories emphasize three main principles in any teaching and learning situation:

- know about and utilize the learners' prior knowledge to integrate new knowledge;
- develop learners' deep factual foundation and build models of the domain of study, and make learners generate arguments and explanations;
- help learners to become aware of their metacognitive abilities (Bransford et al. (2000).

Focus is then placed on learners, on the abilities and knowledge they carry with them, on their engagement and questioning of their learning. This seems to be in line with a critical thinking approach where learners are engaged and in control in their learning. They question the purpose of their learning, the significance, moral value and implications of the assumptions, theories and concepts presented. They check the accuracy and validity of the sources utilized and the quality of the information received. They are encouraged to be autonomous, self confident, fair-minded and rigorous.

Guided by faculty and others in problem-based approaches, students reason about course content at a deeper level than is possible through the exclusive use of lectures and textbooks. To take fullest advantage of problem-based learning, students must often use thinking skills requiring them to become skilled users of information sources in many locations and formats, thereby increasing their responsibility for their own learning. (ACRL, 2011).

In other words, a critical thinking approach to education empowers individuals to be independent, lifelong learners, responsible, and active citizens, capable of making sound

decisions, creating new knowledge, and addressing professional and societal issues.

This approach to education, however, can be effective only if integrated within an institutional framework, and not confined to the boundaries of one course. This requires a holistic vision to the curricula, the collaboration of all the actors involved, i.e. faculty, students, librarians and administrators.

The need for educators to collaborate is apparent in the concept of curriculum alignment. In this concept there is a correlation between goals, objectives, content, learning outcomes, teaching methods, teaching and learning activities, assessment and evaluation. This allows students to be 'entrapped' in a 'web of consistency'. Curriculum alignment not only refers to the consistency within a particular unit of study, but also within a disciplinary major, degree program or training packages (Lupton, 2004).

Educators are in charge of providing lectures and discussions which allow the new approach to take place. They provide guidance and monitor their students' progress and encourage them to break away from a blind reliance on the professor's or expert's authority. Students will assume a more active responsibility towards their learning. Librarians will help in selecting and providing the needed resources and guidance. Administrators are to create the opportunities for the staff development, and encourage collaboration, and provide the corresponding adequate budgets and resources (ACRL, 2011).

4. A Critical Thinking Approach to Education in Moroccan Higher Education

I Reforms and Challenges

Higher education in Morocco has been undergoing substantial reforms to address the new economic and social needs of the country. According to the law 01-00 (the platform of HE reforms in Morocco since 2004), the missions of higher education are :

- a. competencies' formation, development and dissemination of knowledge in all domains;
- b. the contribution to scientific, technical, professional, economic and cultural development of the nation, taking into account development needs, economic and social progress;
- c. the mastery and development of science, technology and knowhow, through research and innovation;

- d. the development of the Moroccan cultural heritage and transmission of its ancestral values.¹

Accordingly, HE is challenged to meet the economic and social goals of the nation, to integrate a global competitive knowledge economy and to actively contribute to the formation of quality human capital, responding to the labour market.

Funds have been raised, varied initiatives have been undertaken, and bold changes in contents and organisation of the programmes have been introduced. Yet the Moroccan higher education is far from meeting its challenges and the educational standards are judged low or irrelevant to the labour market. The continuously rising numbers of unemployed graduates are just one evidence to a failing system.

In fact, the reforms introduced seem to be in line with the requirements of their counterparts in developed countries, notably France. The curricula in varied institutions, the LMD system (Bachelor (Licence) / Master and Doctorate degrees), the preparatory classes and "first-rate" higher education institutions, the use of credits and modules mirrored the French educational system. But it soon became clear that a serious reform needed more than packages of laws and recommendations.

Reforms in Morocco are politico-bureaucratic at the core. Detrimental old governance beliefs and behaviour, increasing control of academic freedoms by the administration, deep-seated traditions of teaching based on rote learning of facts, lack of professional development of the faculty, lack of incentives and of motivation, shortage of a critical mass of full time faculty, low budgetary allocations, lack of research and innovation, the non consistency and coordination among the departments of the same institution and

¹ la formation des compétences et leur promotion ainsi que le développement et la diffusion des connaissances dans tous les domaines du savoir;

· la contribution aux progrès scientifique, technique, professionnel, économique et culturel de la Nation, en tenant compte des besoins du développement économique et social ;

· la maîtrise et le développement des sciences, des techniques et du savoirfaire, par la recherche et l'innovation ;

· la valorisation du patrimoine culturel marocain et le rayonnement de ses valeurs ancestrales.

(Loi 01-00, Article Premier)

between basic education and higher education (the most striking is the linguistic policy which stipulates Arabic as the language of basic and secondary instruction and French the language of instruction in higher education), are dimensions which require to be overhauled.

No reform, however well packaged, can succeed without serious attention to the educational environment and its underlying mechanisms.

II Information about the New Technologies in HE Paves the Way for a Critical Thinking Approach

The need for a critical thinking and information literacy approach is even more pressing in “first-rate” institutions and colleges, where it is quite common to get connected and to use the new media and technologies.

The faculty has recourse to the new technologies for their research, and for the preparation and presentation of their lectures. Most libraries (60 to 80%; IFLA World Report, 2010) have access to the internet and to online databases. Students use the internet both for their studies, for research, for blogging, and for communicating through facebook. Mobile phones and laptops are familiar sights in schools and campuses.

This picture, however, has many gaps. No exact information is available about access, the extent and nature of use of these technologies either in classrooms, or on campuses. We do not know whether they are used for studies or for leisure, and in what language data about the users’ needs, libraries’ access to online databases are not available.

Likewise, the impact of digital information on the methods and quality of learning, on students’ motivation, and on the faculty and students’ relationships, needs to be studied. The ability and the degree of the use of the new technologies by the faculty, by the students, and by the staff in the different institutions is not known.

The International Federation of Library Associations’ (IFLA) World Report provides data about libraries, the use of information, the use of the internet, freedom of access to information and freedom of expression, the digital divide, etc. Morocco contributed to this Report for the first time in 2010. The problem is, however, that too many questions of the report remain unanswered.

In the absence of a systematic collection of reliable and precise information about the content, access and use of the new technologies in higher education, an overall

coherent vision, planning and adequate measures cannot be implemented. A critical thinking approach can be carried out at best in the individual classroom.

Conclusion

The new technologies have resulted in dramatic changes and a continuous and abundant flow of information and messages. To face these overwhelming transformations and participate actively in an information saturated world, citizens should cultivate some key competencies to better understand, analyse, and make appropriate decisions. Education, and higher education in particular, can meet this objective by embracing a critical thinking approach.

This approach does not consist only of skills to be acquired in a mechanical manner. It is a mode of thinking and being which relies on elements of reasoning, on intellectual standards, on intellectual traits, and on the ability to know and self-regulate one’s knowledge and abilities.

To implement such an approach successfully in the Moroccan context, it should be integrated within the framework of a coherent and consistent reform. Coherence and consistency are achieved through close cooperation among all the actors involved (governing authorities, administration, faculty, librarians and students). Information about the new technologies situation in the country, curricular and modes of assessments changes, accountability, transparency, rational allocation of resources and development of the faculty are the main challenges.

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Submitted by
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The iSchool Movement and its Impact in the LIS Field

By Chinyere Erondy, Champaign, IL, United States

The iSchool movement is a relatively new development in the Library and Information Science field. The movement started in 2005 and today there are 31 institutions worldwide, which are a part of the iCaucus, the governing body of the iSchools (see: "About the iSchools"). The mission of the iSchools is to study the relationship between information, technology, and society. This is a very different focus from the traditional library science curriculum which has the purpose of preparing a person to be an effective librarian. The emergence of the iSchools has transformed the LIS field into a more complex and diverse

curriculum. When looking at the curriculum of iSchools, one can see that there are a wide variety of courses that are offered. There are the traditional library science courses, like cataloguing, reference, and administration, but there are also courses in networking, data mining, and databases. In a society where technology is always changing students in iSchools will be more prepared to handle the vast issues that occur today. iSchools have also opened up a whole new career perspective for students in the LIS field. Students can now compete for jobs in the private sector with companies like Google,

Microsoft, and Apple. Since LIS students can now venture into different career fields, a question comes to mind, do students that graduate from iSchools have an advantage when it comes to job placement?

For the past two years the Library Journal has published a placements and salaries article comparing the careers and salaries that LIS graduates achieve upon completion of their degree. The data is compiled from surveys that institutions submit to the Library Journal. The breakdowns of the results vary by region, the school itself, total graduated vs. total employed, amount of men and women in the program, full-time and part-time jobs obtained, etc. In the Placements and Salaries 2010 issue, the data was taken from the 2009 graduates from ALA accredited schools. Of the 44 LIS schools that participated in the survey, only 13 of them were iSchools. When looking at the data of the iSchools and the reported average salaries that their graduates made upon graduation and comparing those to non-iSchool graduates, there wasn't a significant difference in salaries. But when you look at the average (mean) number of graduates of iSchools employed vs. the average (mean) number of non-iSchool graduates employed, the average number of employed graduates was higher from iSchools than from non-iSchools. The Library Journal is not the only source where statistics such as these are recorded. The School of Information at the University of California at Berkeley publishes

their own career placement data, as well as the School of Information at the University of Texas at Austin.

The statistics of the survey don't necessarily suggest that iSchool graduates land better and higher payed jobs than non-iSchool graduates, but it does suggest that iSchool graduates have more career opportunities and are better prepared for working in this technological society. Looking for careers outside of the traditional setting will benefit all future graduates in the library and information science field; as well as taking courses in a variety of curriculums. Since technology is the way of the future and most libraries are moving to e-resources in this digital age, it will be to our advantage as new graduates to learn as much as possible so that we can remain competitive with other institutions.

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Submitted 2 June, 2011

... a career that can take you anywhere in the world

New LIS generation – going international

By Valli Fraser-Celin, MLIS

After finishing my undergraduate degree in Humanities, I wasn't sure of the career path I wanted to pursue. So, with my parents' encouragement, I took a year off, worked for a few months and then traveled to Africa. Traveling eventually helped me decide that I wanted a career that wouldn't restrict me in terms of location. Libraries had been a constant presence in my life from a very early age and I had worked part-time in academic libraries throughout my years in undergraduate studies. For these reasons when I returned from my first trip to Africa in 2007, I started researching Library and Information Studies programs. I soon realized, through looking at course descriptions and speaking to professional librarians, that one of the beautiful things about librarianship is that it is a career that can take you anywhere in the world. Although different countries may use different

cataloguing systems, policies or programming, they all have the same goal: the sharing of information. I've found a librarian's skills to be so transferable that it is easy to work in an academic library and then take a year off to volunteer in a library in Africa. Ultimately a librarian's main goal is the organization and dissemination of information, no matter where you are in the world.

The potential to "go international" in the field of librarianship was one of the major reasons for me to apply for the Master in Library and Information Studies (MLIS) program at McGill University in Montreal, Canada and in September of 2008, I was accepted. McGill's School of Information Studies has a Librarians Without Borders (LWB) school chapter and in 2009-2010 I became the President of this chapter. This was my first real experience with the world of

international librarianship and I quickly found out that there is a huge student interest in working in libraries in developing countries. Therefore, I contacted the Miguel Angel Asturias Academy, a private non-profit school in Guatemala whom I had previously been in touch with to see if they would be interested in developing a library for the school. As it turned out, they were, and in April 2010, the first LWB service learning trip to Guatemala was organized to help develop Asturias Academy's school library. The trip was such a success, that this year, a group of twenty-seven librarians from Canada and the U.S.A. travelled to Guatemala to continue developing and supporting Asturias' library. Being involved in a student chapter like LWB and working alongside motivated, like-minded future librarians can open doors to making international contacts. Furthermore, participating in a service learning trip allows students to experience volunteering in another country and whether international librarianship is something that is worth pursuing.

After returning from Guatemala and graduating from McGill University with a fresh MLIS in hand, I finished my contract as a student librarian at Concordia University and headed for, well, "the bush", South Africa. I am currently working at the Southern African Wildlife College in Kruger National Park as their Resource Centre Officer. What started out

as a five-month contract turned into a year and half of living and working in a culture that has allowed me to develop my skills and interests as a librarian in a unique environment.



Valli serving at the Southern African Wildlife College in Kruger National Park as their Resource Centre Officer.

The field of librarianship has taken me from Canada to Central America and finally to Africa, so, it is definitely not impossible to become a globetrotting librarian, it just takes motivation, curiosity and courage to step away from the familiar and start exploring the places your career can take you.

Submitted by
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June, 2011

IFLA News

IFLA LIS Education in Developing Countries SIG



"Towards an Optimum Curriculum for Developing Countries: Prospects and Challenges"

Satellite Meeting, 10-12 Aug, 2011

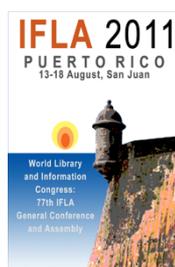
Opening Keynote speaker: Professor Johannes Britz

Closing Keynote speaker: Professor Jose-Marie Griffiths

Graduate School of Information Sciences and Technologies, University of Puerto Rico, San Juan, Puerto Rico

Opening and Reception: 10 Aug, 2011, 6 pm

IFLA New Professionals SIG



"New Professionals beyond New Professionals - skills, needs and strategies of a new generation of LIS professionals"

Session 97, Off-site
15 Aug 2011, 09:45–12:45

Adopt a Student! Program

IFLA is pleased to announce that IFLA's Governing Board has introduced a new membership incentive for students and graduates to encourage their participation in IFLA.

Student members may continue IFLA membership at the student rate for the first two

years after graduating in library and information science; new graduates may join IFLA and enjoy membership at student rate over their 1st two years of graduation. The Student Affiliate fee for 2011 is EUR 58.

For questions regarding this new incentive and how to join IFLA, please contact IFLA's Membership Officer Tatjana Hoeink at membership@ifla.org.

Further information: www.ifla.org/en/set/adopt-a-student



**IFLA President Elect
 Ingrid Parent
 honoured**

Ingrid Parent, IFLA President-Elect, received an honorary doctorate on June 11, 2011 from the University of Ottawa in Canada as part of its 190th convocation. Ingrid was honored as part of the Faculty of Arts ceremony, which includes the first graduating class of the Masters in Information Studies Program. She is one of 10 people to receive a 2011 honorary doctorate from the University of Ottawa. 'Ingrid is a leader in her forward-thinking vision of libraries and in her profession,' says David Farrar, Provost and Vice-President, Academic for the University of British Columbia. 'On behalf of the University, we congratulate her on receiving this honor.'



IFLAcamp 2012 Helsinki, Finland

Mark your calendars! Prior to the IFLA Congress 2012 in Helsinki, Finland, the New Professionals Special Interest Group welcomes you to IFLAcamp, the first IFLA satellite unconference ever! Here are some early facts about the event for New Professionals in 2012 you don't want to miss...

IFLAcamp is a two-day satellite meeting in the mode of an unconference. It will provide a place for New Professionals and the wider LIS community to meet, share experiences and create new ideas. The barcamp style will allow for active participation of all attendees and the inclusion of all kinds of topics related to New Professionalism, emerging technologies and innovation in libraries that prey on your minds!

IFLAcamp is organized in close cooperation with Hämeenlinna City Library.

IFLAcamp will take place from 9-10 Aug 2012, right before the IFLA Congress.

We are going to meet in the City of Hämeenlinna which is conveniently located 100 km north of Helsinki. The conference rooms of Verkatehdas will serve as location for IFLAcamp. But of course, we will also have the chance to explore the beautiful landscape and get inspired during an IFLAcamp stroll to the city's most famous sites such as Häme Castle.

Stay tuned for more information to come and check out the NPSIG's blog for the latest updates on IFLAcamp:

<http://npsig.wordpress.com/iflacamp/>.

LIS News worldwide

**Norway: Merging of the University
 Colleges of Oslo and Akershus**

From August the first, Norway will have a new University College that will be the largest in Norway with 16 000 students. As a result the largest LIS education institution in Norway will be a part of a new Faculty of Social Sciences. There will be no major changes to the LIS education.

Norway: An alternative to the Ph.D.

Since the autumn of 2009 four students have been on a new programme for librarians in Norway. The programme is an alternative to the regular Ph.D. The four participants are research fellows at the University College of Oslo but they are all employed in different libraries. The programme is similar to a

professional doctorate. The four students are employees of The University College of Oslo, The University College of Vestfold, The National Library and the County Library of Buskerud.

**Croatia: Summer School in the Study of
 historical manuscripts**

Zadar, Croatia, 26–30 Sept 2011

<http://ozk.unizd.hr/summerschool2011/>

The Summer School in the Study of Historical Manuscripts is, in its concept and organization, the continuation of and complementary to the Summer School in the Study of Old Books that was held in Zadar in 2009. The main organizer of this School is Department of Library and Information Sciences of the University of Zadar, while the co-organizers are University

of Zagreb, Faculty of Philosophy, History Department, Croatia, and Karl-Franzens-University of Graz, Vestigia – Manuscript Research Centre, Austria.

**Curtin University, Western Australia,
Department of Information Studies
Celebrates 40 Years**

Submitted by
Ass. Prof. Kerry Smith, Head of Dept.

Forty years of existence may seem such a short time to some older library schools, but given the ups and downs of library education at university level in Australia, we at Curtin University wanted to acknowledge our history. The Information Studies program at Curtin is a story of the integration of professional practice, experience and melding the necessary theoretical and often historical frameworks of relevant literature and research into a series of courses that are current, relevant, lively and professionally recognised.

The program has developed and evolved since its inception in 1971 and remains one of the largest graduate programs at Curtin. It covers the discipline areas of librarianship, records management and archives. It has evolved in times of calm and strife, including the advent of the Internet, and the climate of library school closures that this brought with it.



The dinner, organised by the the
Information Studies Alumni Committee.

The decision in the early 1980s to offer all units and courses in the distance mode, as well as to continue to teach internally, meant that the undergraduate degree was the first degree course at the (then) Western Australian Institute of Technology to be available completely through distance education. That all of this is now achieved both in the classroom and in online environments means that students in the most remote parts of the world can join with academics and fellow students in a stimulating and supportive learning environment. The diversity of our students' backgrounds also facilitates consideration of

issues from a variety of perspectives. An online teaching environment helps students comprehend and critically reflect on the issues of the day through the use of discussion groups, virtual classrooms, chat rooms, iLectures and similar ICT teaching technologies. Yet issues like the "out of sight-out-of-mind student", student technophobia, broadband access and online discussion etiquette continue to be challenging to both staff and students, since Curtin's Information Studies students come from all parts of the globe. The next step in this online journey is the release this year of all of the Department's undergraduate and graduate coursework programs by Open University Australia (OUA).

We are eternally grateful for the considerable support from members of the three professions across Australia and indeed all over the world, for our compulsory practicum placements. One example of a practical learning experience that students can choose is a staff supervised residential program, often conducted off-campus at New Norcia, Western Australia (www.newnorcia.wa.edu.au). New Norcia was founded in 1846 by Spanish Benedictine monks and has been an Aboriginal mission, an artistic and cultural centre, and a home to schools. During the residency, students process records covering a wide range of formats, including the personal records of individual members of the Benedictine Community.

All coursework programmes run by the Department are recognised by the relevant professional organisation: The Australian Library and Information Association (ALIA), the Records and Information Professionals Association (RIMPA) and the Australian Society of Archivists (ASA). The Curtin Information Studies team was recognised for the quality of its programmes with an Australian federal government University Carrick Citation in 2007.

So to start the celebrations for our 40th year, the Information Studies Alumni Committee organised a dinner, held at the end of June 2011. It seemed, from the noise and laughter level, that all enjoyed themselves. Amongst the guests were: one student from Singapore and two former staff members (Nancy Lane, a former Head of the Department, and Janette Wright) flew in from the Eastern states of Australia. Further acknowledgement of this anniversary will be an alumni breakfast in October 2011, followed by a seminar on library education and related matters.

**Australian Library & Information
Association (ALIA)
New Librarians Conference**

The ALIA has an interest group for new graduates: www.alia.org.au/groups/newgrad/.

The New Grads have a regular conference series with the 5th, a symposium, happening in Perth, Western Australia in September this year: <http://conferences.alia.org.au/nls5/index.html>

Metamorphosis: 

What will you become today?

Friday 16 – Sunday 18 September 2011

Pan Pacific Perth

An exciting line-up of leading professionals from libraries and related fields will discuss challenges and opportunities facing new graduates as they develop from individual professionals into future industry leaders. Delegates have the opportunity to develop their skills in workshops, take library site tours and attend keynote plenary sessions with a view to taking away not just ideas, but experiences that they can call on in their professional lives.

**India: 100 Years of Library and
Information Science Education**

The year 2011 marks the completion of 100 years of Library and Information Science Education in India. On this occasion an "International Journal of Information Research" will be launched. LIS professionals from all over the world are invited to submit a paper for the fully peer-reviewed journal. It is going to be published quarterly by the "Scholarly Publishing and Open Access Resources (SPOAR)". This is a print as well as an online open access journal for library, information and management (LIM) professionals. In this journal articles, reviews, proceeding papers, and news items, etc. will be published. For further informations please contact editorijir@gmail.com.

**India: Admission to PhD in Library and
Information Science at Mahatma
Gandhi University**

The Centre for Advanced Research in Library and Information Sciences (CARLIS), at Mahatma Gandhi University Kottayam is a centre for interdisciplinary research in areas that constitute the discipline. Present research in Library Science concentrates on traditional methods and automation of the existing systems and procedures most of which have become irrelevant in the context of explosive

changes introduced by ICT.
www.mguniversity.edu.

Call for Papers: BOBCATSSS 2012

23 – 25 Jan 2012,
Amsterdam, The Netherlands

Theme: "information in e-motion"

You are very welcome to take an active part in the conference by contributing a speech, workshop or poster, whether you're a professional, teacher or student.

For further information, please see our website www.bobcatsss2012.org/

We'd be pleased to receive your abstract until October 1, 2011 and are looking forward to seeing you in Amsterdam.

Yours faithfully, Ilka Schiele & Hannah Gabler

BOBCATSSS 2012 Programme Team

Bulgaria:

**International Students Summer Schools
(ISSS) in LIS Education – an Excellent
Opportunity for Young People**

Ten students and three teachers from the Sofia University "St. Kliment Ohridski", Department of Library and Information Sciences and Culture Policy will take part in the 19th International Students Summer School (ISSS). It is an excellent international student event in the field of LIS education in Europe with a long history. The ISSS is supported with enthusiasm of students and teachers from different EU countries – Bulgaria, Poland, Lithuanian, Germany, the Netherlands and Spain already.

This year's host is the University of Applied Sciences and Arts, Hannover, Germany. The event starts on 16th July 2011 in Wolfenbüttel and for almost two weeks 75 students and teachers will learn, communicate, entertain, and share opinions and experience. The main topic for this year's school is "Newspapers – changing resources for information specialists".

The preparation for the Summer School started in each country long before the main event. Bulgarian participants were selected after writing an essay on the main topic and a motivation letter with expectations of the school. After selection of 10 students from different degrees (bachelors, masters, PhD) the planning of the Bulgarian presentation for the ISSS was begun. First of all we have familiarized with the subject Newspapers. Then the students have prepared two workshops –

Traditional vs. E-newspapers and Ethics in journalism. During the ISSS the teachers will present the main topic and all students together will discuss different aspects of newspapers. The students of each country suggest two subjects for these discussions. At the end of the school each workshop presents the results of debates and the students receive a certificate for successful participation in the ISSS.



Proud of certificates for successful participation!

Another part of our preparation was related to planning of *national evening*. Each nation prepares to introduce the history, nature and customs of the country in different way. The Bulgarian team planned to present Bulgaria through different games, national cuisine and

music. The topic of the evening will be *The 10 miracles of the world*. Of course each participant will have the opportunity to show his or her own talent in the *talent night*.

In this way each year students and teachers from different LIS schools in Europe have an opportunity to share opinions, educational methods, knowledge of different topics, understanding of different cultures and traditions, building of international network of specialists in library and information science, ensuring academic co-operation and informal communication.

The International Students Summer School is an example of the longest and most successful co-operation in the European Union. For 19 years students and teachers have kept going an excellent tradition that has demonstrated its stability and positiveness.

Submitted by
 Prof. Dr. Alexander Dimchev
 Dean of the Faculty of Philosophy, Sofia University "St. Kliment Ohridski", and
 Assist. Prof. Dr. Milena Milanova
 Sofia University "St. Kliment Ohridski", Faculty of Philosophy, Department of Library and Information Sciences and Culture Policy

Who's Who: LIS New Generation



Valli Fraser-Celin

Montreal, Quebec, Canada
<http://whereisvalli.wordpress.com>
valli.frasercelin@gmail.com

School/Subject(s)

- McGill University, Montreal, Quebec, Canada- MLIS (Specialization in Librarianship), 2010
- Concordia University, Montreal, Quebec, Canada- BA Major: Human Relations, Minor: Art History, 2007

Main LIS interests

- International librarianship
- Special libraries
- Rural libraries
- Collection development
- Information literacy

Awards/Grants

- G.R. Lomer Scholarship 2009
- Golden Key Honours Society 2004

Publications

- Doi, Carolyn & Fraser-Celin, Valli. (2010). Encouraging a Culture of Literacy in Guatemala. *ABQLA Bulletin* (51)2, 5-6.

Memberships

- Librarians Without Borders (President of McGill Student Chapter 2009-2010)

Participation in national/international conferences

- May 2010: Ottawa, Ontario: CLA/CASLIS presentation on the Librarians Without Borders work at the Miguel Angel Asturias Academy in Guatemala.

Current and finished projects

- April 2010: Organized a service learning trip with 10 other librarians to Xela, Guatemala to assist with the development of the school library at the Miguel Angel Asturias Academy. We worked on all aspects of the library from floor plans and spacing to programming, cataloguing and the lending out of books. The initial trip was such a huge success that this past April, 27 librarians from Canada and the United States went back to Guatemala to continue the project.

Practical experience

- Student Librarian: Concordia University, Montreal, Quebec, Canada.
- Resource Centre Officer: Southern African Wildlife College, Kruger National Park, South Africa.

Career expectations

- I would love to open my own library in Africa and work in a rural library in northern Canada.

**Chinyere J. Erundu**

University of Illinois, Urbana-Champaign, United States
erundu@illinois.edu

School/Subject(s)

- 2011, University of Illinois at Urbana-Champaign, (M.S. Library and Information Science)
- 2008, University of Illinois at Urbana-Champaign, (B.A. International Studies)
- 2008, University of Illinois at Urbana-Champaign, (CIBER Global Business Certificate)

Main LIS interests

- Special collections within museums, knowledge management, rare books and manuscripts

Awards/Grants

- Graduate College Conference Travel Award (University of Illinois)
- Graduate School of Library and Information Sciences Conference Travel Award (University of Illinois)

Publications

- (with Terry Weech) "The iSchool Movement: What does it mean for the New Information Professional?" [CD-ROM]. Presented at BOBCATSSS 2011. January 31-February 2, 2011. Szombathely, Hungary.
- "The iSchool Movement and its' impact in the LIS Field". IFLA SET Bulletin, 2011.

Memberships

- American Library Association
- Special Libraries Association

Participation in national/international conferences

- BOBCATSSS 2011, "Finding New Ways" (Szombathely, Hungary)

Practical experience

- Library Assistant, Sinai Temple Library (United States)
- Research Assistant, University of Illinois Foundation (United States)

Foreign studies/ International exchange

- Fall Semester 2006 - Aix-en-Provence, France

Career expectations

- Become a research or librarian within an international corporation.

Conference Reports

**My IFLA Presidential Meeting Experience**

April 14-15, 2011

By Melody Madrid

DILL Student Parma University/The National Library of the Philippines
Email: melmadrid@yahoo.com

Before attending the IFLA Presidential Meeting in The Hague, I had a pretty good idea of how IFLA worked and promoted new trends for the advancement of the library and information services, the profession, and users worldwide, but the chance of attending one of its conferences and visiting the headquarters in KB was still a remarkable experience for me as a student and as a librarian.

The incredible array of speakers that presented on each session provided me with a wealth of fascinating information. In the first session, Access to Information as a Human Right, the speakers not only gave me fresh evidence of UNESCO and IFLA's important role in the international system, but they also reminded me that to enjoy fully the opportunities and to remove the barriers brought about by ICTs, we librarians, must speak up and push our governments to be far more active in creating regulations that will clearly define and protect the rights of the library users and will safeguard equal and unrestricted access to information, education and cultural life.

In the second session, that discussed Copyright and Libraries, I was reminded of the legal issues and evolving challenges that library community are facing that limits us in implementing more comprehensive services in the digital age. Although I was dumbfounded to

learn how review of the existing copyright laws are needed today, it is inspiring to learn of the several concrete policies that libraries are recommending to encourage education, creativity, cultural diversity and self-expression in society. I was intrigued by the idea of Europe's Digital Agenda, and after hearing from one of the speakers, I would like to do further research on the matter. I also learned a great deal about IFLA's draft treaty on copyright exceptions and limitations for libraries, and I am comforted to learn about how well IFLA is doing to cooperate with the WIPO and other groups involved in this matter.



Meet and greet with the IFLA President: LIS students invited to attend the IFLA Presidential Meeting 2011 at IFLA Headquarters

Before the final session, which dealt with the topics Open Access and the Changing Role of Libraries, President Elect Ingrid Parent talked about challenges and change the libraries are facing in the 21st century. She discussed the principles and practices of inclusion, transformation, innovation and convergence. The last session was fascinating because many of the speakers presented case studies and good practice that prove that while there are challenges in the dissemination of information through Open Access, libraries and library users will benefit enormously in this system. KB Director Bas Savenijie discussed IFLA's position and action regarding the Open Access movement.

Although I loved hearing the speakers during the conference, perhaps my favourite part of the entire conference was interacting with other LIS Students and with IFLA President Ellen Tise and other IFLA members and staff. In the beginning of the conference we, the student attendees, were given an assignments to work on, the topics are based on the discussion on each sessions. In the Students Meet the President session, we had the chance to share what we thought about the topics assigned to us. I also enjoyed meeting the other conference delegates; they are such passionate, well-informed, and brilliant people!

In sum, the entire experience at the IFLA Presidential Meeting in The Hague was fantastic. Although most of the topics were

discussed in the European and/or US setting, the lessons learned are applicable to all libraries in all regions of the world. The situation facing libraries today and the response policies developed by European library institutions and IFLA that the speakers and the attendees shared with me definitely motivated me to become more of an advocate in my own country, the Philippines.



LIS students from Europe taking part in substantial discussion on freedom of access to information. From www.flickr.com

Even though the challenges and issues I learned about were alarming, I now feel prepared to do something about these issues because we can always learn from others' experiences. Attending the conference has also spurred me to check out the status of my region and my country on these same issues discussed in the conference, I hope to do research on parallel topics so that I can make use of the knowledge that I gained from the conference. I am so grateful to Prof. Anna Maria Tammaro and DILL Administration for giving me the chance to participate in such a wonderful learning experience!



BOBCATSSS 2011, Szombathely, Hungary, 31 Jan – 2 Febr 2011

Report submitted by
Raphaëlle Bats

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From January 31st to February 2nd of this year, 2011, I had a wonderful opportunity to go to the 19th Bobcatss Congress in Szombathely, Hungary. It was my first Bobcatss Congress and I must admit that I had not heard about it until a month before going. For those who don't know, Bobcatss is an international Anglophone congress addressing library and

information science. It is organized by and for students. Every year about 300 people participate. In attendance this year were teachers and students from nearly 15 countries. The symposium is created and held under EUCLID (European Association for Library and Information Education and Research). Students from Oslo and Szombathely organized the 19th edition. They chose "Finding New Ways" as this year's theme. The lectures were divided into three sections: "New working methods", "New user groups" and "The library and information professional". Three other themes were discussed: "The library as a social place", "The Hungarian Library" and "Challenging digital services and the library". For three days, three rooms were simultaneously occupied with lectures and workshop. As you can imagine, the congress was rich with ideas, exchanges and meetings!

At Bobcatsss most of the lecturers are teachers, researchers or PHD students in library and information science. The congress is the perfect occasion for researchers to present works, questions and doubts... in a context breaking away from the traditional model of 'teacher presenting knowledge.' The Bobcatsss ambiance is open and conducive to sharing ideas, projects and problems. It's true that this year's theme offered good opportunities regarding questions and new tools (QR codes), new schools formations, new services (community manager), and new approaches (ethnological vision)... However, going above and beyond the theme, the congress itself creates a positive research environment. Also, the teaching dynamic is explored and expanded. During the congress students are allowed to seek new teaching practices which draw upon the international presence and the different ways of teaching coming from all over Europe.

Bobcatsss is not a congress for librarians; it is intended for and beneficial to researchers and LIS students. On a few occasions I noticed a difference between the title of a lecture and the lecture itself. For example, I attended a lecture with a title that left me thinking it would be strictly about libraries, however, the lecture itself painted portraits of people (from the user of facebook to the unsatisfied patron) or gave analysis (websites such as "my library thing"). Portraits and analysis are useful for libraries and librarians regarding the services they propose. But nothing was mentioned about how a library could interpret these analyses. Bobcatsss is not the place for such answers and for experiences lived in libraries. When people spoke of libraries, it was with a distant look: the gaze of the researcher and not the

regard of the librarian in a library, managing a team of librarians and overseeing the budget with the university president. Perhaps the congress lacked concrete experience, but for once, the lecturers were enthusiastic! Of course, the congress intends to review ideas; however, the concrete praxis in its sad but real complexity is put aside in order to focus on the beauty of the profession. The questions that shake librarians' worlds are evoked: new services, new professional practices... If librarians are not pure spirits, they aren't only workers refusing the path of epistemology of LIS. At that kind of conference, two positions are possible: either librarians attend Bobcatsss in order to ameliorate their praxis through researchers' ideas, or librarians go to Bobcatsss in order to transmit their praxis. It seems to me that in both cases the presence of librarians and researchers is important for students.

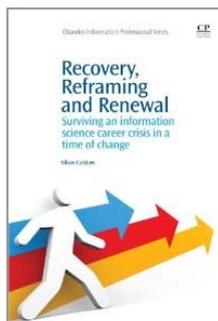


Raphaëlle Bats from France with Terry Weech from Illinois, United States, at BOBCATSSS 2011.

I would like to add that students presented posters, very different in shape and content, about subjects such as: leading an online community, the library as the third place, audio books... Students also organized workshops with a general introduction followed by exercises in small groups. I participated in two workshops, the first addressed different uses of QR codes in libraries, and the second was about marketing, aptly named "Buy my candy!" (with a video of Amsterdam and 50 cents' music). These workshops, very lively and pleasant, proposed good ideas for teaching, lifelong training or librarians' congresses. Yes, our job is very serious, but why not make it that much more fun?

So, researchers, students and librarians, I'm giving you a rendez-vous for the 20th edition of the Bobcatsss Congress in Amsterdam from 23rd to 25th of January in 2012 (www.bobcatsss2012.org). You can propose lectures and workshops along the theme of 'e-motion.'

New Books & Articles



Oliver Cutshaw:
***Recovery, Reframing,
and Renewal: surviving
and information science
career crisis in a time of
change.*** Oxford: Chandos
Publishing, 2011. 168 p.

ISBN 978-1-84334-632-6.
£45.00 / US\$75.00 /
€55.00

Review by
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Facultat de Biblioteconomia i Documentació,
Universitat de Barcelona, Spain

The present world economic crisis and the changing face of the library and information professions in the twenty-first century are the framework to understand the ideas, strategies, recipes and resources the author proposes to succeed in career renewal. Target audience of this book is people who have lost their job, people who aspire to change their job or, last but not least in this permanently evolving landscape, the young people who need career orientation for their entrance into professional life. These three profiles represent nowadays an important share of colleagues in this never-ending history of change in the library and information science arena. For that, the book will be very useful for all colleagues that find themselves in this situation, but furthermore it could be a key book for educators and professionals who deal with mentoring tasks, or whose duties embrace the area of professional orientation, internship management, entrepreneurship, consultancy and outplacement.

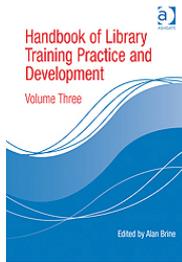
The book addresses these issues from a very original testimonial approach: Oliver Cutshaw explains, with an autobiographical meditation, his own experience coping with a career crisis. As he says “the foundation of my book is a case study of my personal experience with career disruption” (p. 4). Through the ten chapters of the book we can see the thirty years of experience of the author as both a para-professional technician and professional librarian, and his existential account of job searching during a full year, from May 2007 to May 2008: in the midst of the worst economic recession since World War II, he had to move for family reasons to California, leaving his good position as a middle manager and preservation librarian for over a decade at Harvard University. In May 2008 he refocused his career from

preservation management in a large and prestigious research university library to a management position to build up from scratch the library services in the humble and newly established Los Angeles campus of the Chicago School of Professional Psychology.

The lessons to be drawn from his case, the “dos and don’ts” the author learnt from his experiences, are general issues on career profiles and professional identity as well as practical advice for job searching: information sources, online applying, résumé content and structure, cover letter writing and job interviews handling. All this content is provided by the author to the readers not only with optimism and common sense, but with authenticity since he actually was searching for a job in very tough times of downsizing, lay-offs, unemployment and underemployment in the LIS job market. He shares with us his hesitations to apply, or not, to a wider range of positions, changing his professional focus in preservation in large academic libraries to management in a small college library. Out of his experience he offers us a broad perspective on the question of career change, and furthermore a testimonial of hope: “I made it through a difficult career transition and I firmly believe others can make it also” (p. 148).

To face the challenges and opportunities in today’s turmoil in the LIS profession, Cutshaw proposes the conjugation of three key verbs: “to recover”, in order to regain the balance, control, and composure you need for not getting discouraged; “to reframe”, as a general method of changing the meaning of your career and your mind, rethinking your skill set to discover that you are more than just the job title you have performed before; and “to renew”, as a “rebirth of your professional life, not necessarily a restarting of your old and interrupted career” (p. 147).

A good book for people in a career crisis because it’s a self-help book written with the stated intention to instruct how to thrive in job searching and career reorientation. But I think it’s not a simple how-to-do-it self-help book, since it could be essential reading for us, library and information science educators, because sometimes we see the world from our ivory tower: Cutshaw’s testimonial is a fresh voice that should help us to go down to the job market battle.



Alan Brine (ed), **Handbook of library training practice and development**
 Vol. 3. Farnham Surrey,
 Ashgate 2009, 436 pp.
 ISBN 978-0-7546-7044-5
 £70.00

Review by
 Richard Papík, Institute of Information Studies
 and Librarianship, Charles University,
 Prague, Czech Republic

Librarianship and information services need not only the traditional skills of their professionals, but technological development has opened a necessity of new style of preparation and education of professionals of future. Information sector and of course libraries have changed dramatically over the last 25 years. To estimate future trends in training and education of information professionals is not simple and we can feel it from this handbook, from references and experiences of authors, their particular conclusions. The handbook was published during 2009, but now in 2011 we can see new forms and didactical methodologies, including social network tools which complement e-learning and web-based learning methods. Principal methodologies and objectives are often similar, because our cognitive abilities are also similar for many years, but what is a reality is changing learning style.

The handbook are focused current training in the library and information sector in the United Kingdom, United States and Australia. Unfortunately there are no chapters from other areas of the world. Maybe an opportunity for a future edition.

Each topic provides definitions, the need and importance of training, suggestions for

training programmes, methodology and implementation, with before examples, also monitoring and evaluation of training and bibliographies and resource guides.

Because this handbook is written by various authors and co-authors, it is good to provide an outline of their contributions:

Foreword; Introduction Alan Brine; Section I Teaching and Training Users: Teaching and training users of university libraries via learning technologies, Helen Booth and Margaret Kendall; Training for pedagogical development, Jo Webb and Chris Powis; Facilitating information literacy education (FILE), Susie Andretta. Section II Resource Management: Preservation training, Graham Matthews; Management of electronic resources, Frances Boyle. Section III Services to Users: Inclusion training to tackle social exclusion, John Vincent; Customer service training, Beryl Morris. Section IV Management: Supporting 1st line managers, Barbara Allan; Training and continual professional development (recruitment, selection and interviewing, and induction), Carol Brooks; Strategic development, Sheila Corral; Mentoring, Jane Walton. Section V Professional Development: National and vocational qualifications, Kath Owen; Communities of practice, Barbara Allan; Evidence-based practice, Andrew Booth. Section IV International Developments: The Australian training scene, Ross Harvey and Richard Sayers; Library training practice and development in the United States, Terry L. Weech; Index.

The handbook is aimed at heads and managers of libraries and information services, educational managers and coaches, experts dealing with the concept of teaching librarians, professors of library and information schools, and also students.

Conference Calendar

Visit also: Library Related Conferences = <http://library2.usask.ca/~dworacze/CONF.HTM>



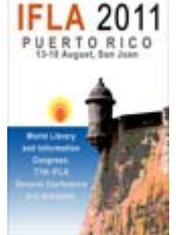
June 22 – 24, 2011, Pullman Putrajaya Lakeside, Putrajaya, Malaysia

A-LIEP 2011

Asia-Pacific Conference on Library & Information Education and Practice

Issues, Challenges and Opportunities

www.A-LIEP/

	<p>August 03 – 05, 2011, Madison, Wisconsin, United States 27th Annual Conference on Distance Teaching & Learning www.uwex.edu/disted/conference/</p>
	<p>August 13 – 18, 2011, San Juan, Puerto Rico 77th IFLA – World Library and Information Congress <i>Libraries beyond libraries: Integration, Innovation and Information for all</i> http://archive.ifla.org/IV/ifla77/index.htm</p>
	<p>September 16 – 18, 2011, Perth, Australia The ALIA 5th New Librarians Symposium (2011) <i>Metamorphosis: What will you become today?</i> http://conferences.alia.org.au/nls5/index.html</p>
	<p>September 26 – 30, 2011, Zadar, Croatia <i>Summer School in the Study of Historical Manuscripts</i> http://ozk.unizd.hr/summerschool2011/</p>
	<p>October 18 – 21, 2011, Philadelphia, Pennsylvania, United States EDUCAUSE 2011 Annual Conference <i>The Best Thinking in higher Ed IT</i> http://net.educause.edu/e11</p>
	<p>January 17 – 20, 2012, Dallas, Texas, United States ALISE 2012 Annual Conference <i>Extending our Reach: Expanding Horizons, Creating Opportunities</i> www.alise.org</p>
	<p>January 23 – 25, 2012, Amsterdam, The Netherlands BOBCATSSS 2012 Symposium <i>information in e-motion</i> http://bobcatsss2012.org/</p>
	<p>February 07 – 12, 2012, Toronto, Canada iConference 2012 <i>Culture – Design – Society</i> www.ischools.org/iConference12/2012index/</p>

	<p>August 09 – 10, 2012, Helsinki, Finland</p> <p>IFLA New Professionals Special Interest Group</p> <p><i>IFLAcamp</i></p> <p>http://npsig.wordpress.com/iflacamp/</p>
	<p>August 11 – 16, 2012, Helsinki, Finland</p> <p>77th IFLA – World Library and Information Congress</p> <p><i>Libraries Now! – Inspiring, Surprising, Empowering</i></p> <p>www.ifla.org/en/annual-conference/future</p>

..... newsticker ...

Breaking news!

(SET) has been granted EUR 2000 to fund the first stage of the development of the

IFLA Directory of E-Learning Programs.

The project will be run as a collaborative activity involving LIS educators and practitioners from IFLA's regions. SET will have oversight over the project, with guidance offered by the Section for Continuing Professional Development and Workplace Learning (CPDWL). The principal coordination of research activities will be achieved through the IFLA E-learning Special Interest Group (E-Learning SIG) with the convenor, Gill Hallam, acting as project manager, supported by Deb Ponting as research assistant. A team of regional editors will assist with the project at the local level.

The IFLA Directory of E-Learning Programs will be a global guide to web-based and online LIS education and training programs, including formal academic programs, elective subjects and continuing professional development offerings. The project team is working with the editors of the *World Guide to Library, Archive and Information Science Education*, published by De Gruyter Saur, to ensure that information about LIS courses is current and accurate. A model set of guidelines to identify good practice for online LIS programs is being developed to be used as a quality assurance mechanism for inclusion in the database.

The E-Learning SIG is holding an open meeting at the IFLA WLIC in San Juan to discuss the role of the SIG and to encourage active involvement in the project. You are welcome to attend this forum if:

Your organisation currently offers education and/or training online

Your library provides access to digital resources to support learning and teaching

You are already studying online

You have undertaken some professional development activities on the web

You like to know more about the role of E-Learning in LIS education and training

If you are attending the IFLA WLIC in San Juan, come and join the meeting on

Monday, 15 August 2011, 9:30am-11:30am.

Please contact Gill Hallam (g.hallam@qut.edu.au) for more details.