Satellite Conference
29–30 July 2022

SET TRAINING SCHOOL

Towards a Curriculum for Social and Digital Inclusion and Lifelong Learning

Organizer: IFLA Section on Education and Training

Hosted by University College Dublin, Ireland

IFLA WLIC 2022 DUBLIN

IFLA Section
Education and Training

From the Co-Chairs

Dear colleagues,

The idea of SET Training School Project emerged during the IFLA World Library and Information Congress 2019 in Athens, Greece. One of the issues raised at the session «International Framework for the Assessment of Quality Standards in LIS Education: the Role of Associations, Higher Education and the Professional Community» organized by the IFLA Building Strong Library and Information Science Education (BSLISE) Working Group was the importance of improving teaching and learning in LIS education to enable professionals to carry out the IFLA Global vision. The SET Training School addresses the knowledge and skills Library and Information Science (LIS) professionals require to take on leadership roles and to become advocates and change-makers who enrich the lives of the diverse communities they serve.

We would like to extend our gratitude to UCD School of Information and Communication Studies in Dublin for their kind cooperation and hospitality. We are grateful to our keynotes IFLA President Barbara Lison, Marta Bustillo and Sheila Webber and distinguished speakers for their valuable participation. Our special thanks to SET colleagues for their kind contributions in the organization of this event, and to Albina Krymskaya, our SET Chair, for her great efforts and continuous support.

Thank you all for making this Project come true!

Best wishes,
Anna Maria Tammaro and Howayda Kamel

From the Host Organisation

Dear colleagues,

We are delighted to host the IFLA satellite event at UCD. A warm welcome to all IFLA delegates. I wish you a very productive and enjoyable conference.

The School of Information and Communication Studies (ICS) is one of the most multidisciplinary schools at UCD, representing disciplines, topics and approaches from the humanities, social sciences, and STEM. The school offers degree programmes in unique areas to UCD, including Communications, Digital Policy, Human-Computer Interaction, Information Studies, and Information Systems. The School is uniquely and prestigiously designated as an iSchool, a university-level consortium devoted to understanding the role of information in society. As the only iSchool in the Republic of Ireland and Northern Ireland, ICS takes an active role in this global collection of Information Schools dedicated to advancing the information field and sharing a fundamental interest in the relationships between information, people, and technology.

Information plays a key role in business, government, society, and life. Knowing how to create, manage, share, find, and use digital information effectively is highly relevant to professional careers in Library and Information Studies. ICS offers two postgraduate degree programmes in Library and Information Studies: Master's and GradDip programmes which take place over one academic year. For more information about our programmes, please visit postgraduate programmes in Library and Information Studies.

We wish you all the best with IFLA SET, and we hope to see you again soon.

Sincerely,

Professor Eugenia Siapera,
Head of School

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BY SUBJECT

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Watch our school video: Who is UCD School of Information & Communication Studies?

Find us on Twitter at @UCD_iSchool.

Conference Planning Committee

Anna Maria Tammaro (Co-Chair), Professor, University of Parma, Italy, Standing Committee Member, IFLA Section on Education and Training

Howayda Kamel (Co-Chair), Advisor of Public and International Relations, The National Library and Archives of Egypt, Egypt, Standing Committee Member, IFLA Section on Education and Training

Albina Krymskaya, Associate Professor and Deputy Dean, Library and Information Science Department, St. Petersburg State University of Culture, Russia, Chair, IFLA Section on Education and Training

Lisa Janicke Hinchliffe, Coordinator for Information Literacy Services and Instruction & Professor of Library Administration at the University of Illinois at Urbana-Champaign, United States, Secretary, IFLA Section on Education and Training

Crystal Fulton, Associate Professor, School of Information & Communication Studies, University College Dublin, Ireland

Anne Barnhart, Professor and Head of Outreach & Assessment, University of West Georgia, United States, Convenor, IFLA LIS Education in Developing Countries Special Interest Group

Sophia Adeyeye, Lecturer, Lead City University, Nigeria, Standing Committee Member, IFLA Section on Education and Training

Susanne List-Tretthahn, Head of Education and Further Education, Austrian Library Association, Austria, Standing Committee Member, IFLA Section on Education and Training

Jaya Raju, Head, Department of Knowledge & Information Stewardship, University of Cape Town, South Africa, Standing Committee Member, IFLA Section on Education and Training, Co-Chair, IFLA Building Strong LIS Education Working Group

8:30	Registration

9:30	Opening Words
	Claire McGuinness, Deputy Head of School, School of Information & Communication Studies, University College Dublin, Ireland
	Albina Krymskaya, St. Petersburg State University of Culture, Russia, Chair, IFLA Section on Education and Training

9:45–10:30	Keynote: *Marta Bustillo, University College Dublin, Ireland*
	Digital by Default, Inclusive by Design? Musings on 21st Century Librarianship
	Chair: Crystal Fulton, Associate Professor, School of Information & Communication Studies, University College Dublin, Ireland

10:30–10:45	Coffee

10:45–11:30	Keynote: *Sheila Webber, University of Sheffield, United Kingdom*
	Curriculum, Community, Context, Sustainability: A Reflection
	Chair: Eva Hornung, CDETB Curriculum Development Unit, Ireland

11:30–12:30	**Session 1: Transformational Role of Libraries**
	Chair: Anna Maria Tammaro, University of Parma, Italy
	LIS Research Methodology: Decolonial Perspectives Informing Knowledge of African Communities
	Jaya Raju, University of Cape Town, South Africa
	New Librarianship in Europe: an Inventory Skills for Transforming Libraries
	Tirza de Fockert, National Library of the Netherlands, Netherlands

13:00–14:30   Lunch

14:30–16:00   **Lightning Talks and Discussion at Tables**

Session 2: Curriculum for the Transformational Role of Librarians/libraries

Chair: Anne Barnhart, University of West Georgia, United States

Research in Action: Impacting Library Communities with Field-Based Projects

Elizabeth Burns, Old Dominion University, United States

Learning to Take the Lead with Evidence-based Practice: A Study of School Librarians

Jennifer Moore, University of North Texas, United States, Maria Cahill, University of Kentucky, United States

When "Rural" Looks Different: A Comparative Case Study of Community Programs in Rural-Serving Public Libraries

Sarah Evans, University of North Texas, United States, Lance Simpson, University of Alabama, United States, and Lacy Molina, University of North Texas, United States

Fighting Opioid Use Disorder, One Library and Community at a Time

Margaret Zimmerman, Florida State University, United States

16:00–16:30   Coffee

16:30–18:00

Lightning Talks and Discussion at Tables

Session 2 (continued)

Chair: Sophia Adeyeye, Lead City University, Nigeria

Omani Libraries and Their Role in Supporting the Achievement of the 2030 Sustainable Development Goals

Saif Aljabri and Waleed AlBadi, Sultan Qaboos University, Oman

Bridging the Staff Digital Divide in the Library Workplace with EDIA

Joan Weeks, Library of Congress, United States

Impact of LIS Professionals with Doctorates on Library Services

Eva Hornung, CDETB Curriculum Development Unit, Ireland

New Learning New Skill for Strategized LIS Training: Wikimedia in the Classroom

Ngozi Perpetua Osuchukwu, Nnamdi Azikiwe University Awka, Nigeria, and Ebele Nkiru Anyaoku, Library, University of Abuja FCT, Nigeria

9:30	Opening
9:45–10:30	Keynote: *Barbara Lison, IFLA President*
	The Art of Being a Leader
	Chair: Anna Maria Tammaro, University of Parma, Italy
10:30–10:45	Coffee
10:45–12:00	**Session 3: Leadership Skills Inventory**
	Chair: Jaya Raju, University of Cape Town, South Africa

Tying Up the Loose Ends: Inclusion of Social and Digital Trends in Nigerian Library Schools Curriculum for Lifelong opportunities

Sophia Adeyeye, Lead City University, Nigeria

Superheroes Need Help too: Understanding Peri- and Post-Traumatic Symptoms amongst Library Staff as Essential Frontline Workers

Karen Fisher and Lauren Alexa Gambrill, University of Washington, United States

12:00–12:45	Presentation of the Discussion at Tables
12:45–13:00	Closing Words

Joan Weeks, Library of Congress, Information Coordinator, IFLA Section on Education and Training

Barbara Lison, IFLA President

The Art of Being a Leader

Since almost 30 years Barbara Lison has been working as Director of the Public Library system of Bremen, one of the largest public library systems in Germany. She is an educated librarian with university degrees in Slavonic studies, History and Educational theory.

Besides her duties in Bremen library Barbara has been actively advocating for libraries on national and international levels. She had several offices in different library related associations, having served as President of the German Library Association, dbv, and President of Bibliothek Information Deutschland, BID, the national umbrella organisation of German library and information associations. She has also held leadership positions in the European Bureau for Libraries, Archives and Documentation Associations (EBLIDA), including Executive Committee member and Vice-President.

She has been a member of IFLA´s Governing Board, held the position of Treasurer and IFLA President-elect. Her term as IFLA President is from August 2021 to August 2023.

She is an expert on any aspect of the management of libraries, especially innovation, HRM, customer orientation and change management.

Photo courtesy of Lars Kaempf

Marta Bustillo, University College Dublin, Ireland

Digital by Default, Inclusive by Design? Musings on 21st Century Librarianship

This talk explores the core skills librarians need to help bridge the significant divide that digital media creates between those who have access and are digitally literate and those who don´t have access, or have it but lack basic digital literacy skills. It provides an overview of both technical and ´soft´ skills librarians need to develop to address this gap within a variety of communities, and reflects on how these skills can be embedded into librarianship programmes.

Dr. Marta Bustillo is Digital Learning Librarian at University College Dublin, where she leads the Library´s Digital Literacy initiative, creating library services and resources to help UCD staff and students develop digital literacy skills. She is also a part-time lecturer in Information Organisation for the MSc in Information and Library Management at the Dublin Business School.

Marta has over 20 years' experience working in academic libraries in Ireland and the U.S. Her current position as Digital Learning Librarian is a newly created role, designed to support the University´s strategic theme of Transforming through Digital Technology.

Marta´s interests include digital, media and information literacies; open education; and metacognition as a teaching tool.

Marta is a member of the European Network of Open Education Librarians and she is also events officer for the Library Association of Ireland´s Open Scholarship Group.

You can follow Marta on Twitter @martab_lib

Sheila Webber, University of Sheffield, United Kingdom

Curriculum, Community, Context, Sustainability: A Reflection

This talk will start by reflecting on the meaning of curriculum, and identify the factors that affect the teaching-learning environment. It will explore how community can be defined, and what "community" might mean in the context of a library and information curriculum. Finally it will turn to the issue of sustainability and how sustainability may be integrated within the curriculum.

Sheila Webber is a Senior Lecturer in the Information School, University of Sheffield, UK. Within the iSchool, she is Coordinator of the Library and Information Services Management programme, and Head of the Libraries, Information & Society Research Group. Currently Sheila is Chair of the ASIS&T European Chapter and a member of UNESCO's working group on Media and Information Literacy Innovation. She was previously a committee member of IFLA's Information Literacy Section, and of IFLA's Management & Marketing Group. Sheila is recipient of the University of Sheffield's Senate Award for Sustained Excellence in Teaching, and of the UKeiG Jason Farradane Award for services to information science education. Sheila is also an Honorary Fellow of the Chartered Institute of Library & Information Professionals (CILIP). Sheila has maintained her information Literacy Weblog since 2005 (with over 3 million page views) at https://information-literacy.blogspot.com/ and her citations page is at https://scholar.google.com/citations?user=OObrUmIAAAAJ&hl=en

Jaya Raju, University of Cape Town, South Africa

LIS Research Methodology: Decolonial Perspectives Informing Knowledge of African Communities

'Information' as conceptualized in the discipline of library and information science (LIS) is not neutral as LIS increasingly, in the current digital information age and within a reflective and epistemological framework, critically engages historical, cultural, social, economic, and political forces that interact with information. Such forces may use information to advance dominant epistemic agendas and hence the need for LIS researchers, students, practitioners, and other relevant stakeholders to critically interrogate and even disrupt such forces in their curation of information for use in research, practice, theory development, policy application, and so on. It is in such a transformative context that the proposed presentation interrogates LIS research methodology, contextualized in African decolonial space, as a heuristic tool in LIS curricula for a more informed understanding of communities in Africa served by library and information services. Existing LIS research methodology literature, as little as there is, tend to emanate from the global north and reflect western research epistemology; and do not address decolonial approaches and methods to critically engage traditional scholarship and dominant western knowledge systems in LIS research. Hence the purpose of this presentation/paper is to address the broader philosophical, ontological, and epistemological issues that inform the research process, but specifically capturing African decolonial perspectives. The presentation will be informed by decolonial theoretical perspectives which refer to a broad body of intellectual work articulating rejection of the privileging, in scholarly pursuits, of dominant western knowledge systems and intellectual traditions and the advancing of decolonization, indigenization and a recognition of multiple ways of knowing in research and knowledge production. Due to time constraints, the presentation, which draws from a wider conceptual enquiry into the topic, will focus on research approaches and paradigms in the African decolonial space.

Jaya Raju is Full Professor and Head of the Department of Knowledge and Information Stewardship at the University of Cape Town in South Africa. She is a specialist researcher and author in library and/or information science education and its epistemological implications for the discipline and for professional practice, particularly in the African developing context. She teaches research methodology and the broader philosophical, ontological, and epistemological issues that impact the research process. Jaya Raju is Coeditor-in-Chief of Library Trends, and Inaugural Coeditor of the ALISE Book Series on LIS education and research, serves on the editorial advisory boards of several journals internationally, and is Subject Chair (LIS and multi-disciplinary journals) on the Scopus Content Selection & Advisory Board tasked with evaluating journals applying for inclusion on the Scopus indexing list. She is currently Co-Chair of IFLA's Building Strong LIS Education (BSLISE), an active global network of LIS educators and researchers.

Tirza de Fockert, National Library of the Netherlands, Netherlands

New Librarianship in Europe: an Inventory Skills for Transforming Libraries

All across Europe, libraries are taking up new leadership roles within their local communities, transforming into centers of social inclusion, lifelong learning and participatory citizenship. This transformation asks for new skills and competences of library workers, who are turning into self-taught "community librarians". In the Erasmus+ project NEWCOMER, library organizations from The Netherlands, Czech Republic, Slovenia, Italy, Denmark and Germany are exchanging and sharing best practices around community libraries, adult education and life long learning in various local contexts. Through these exchanges and peer-to-peer learning we distinguish and further shape the competences and skills necessary for community librarians and librarians working with adult learners and have begun to define a curriculum that can guide educators and professionals to become community centered libraries. In this panel we will discuss the different best practices that we encountered and share the insights our project has brought us so far.

Tirza de Fockert is a policy advisor for the KB – National Library of the Netherlands. She specializes in basis skills, low literacy, and education for newcomers such as refugees and migrants. She is one of the participants in NEWCOMER.

Speakers

Elizabeth Burns, Old Dominion University, United States

Research in Action: Impacting Library Communities with Field-Based Projects

Our library and information studies (LIS) program is grounded in the principals of social justice, leadership, and authentic practice. One way candidates of the program meet these ideals is through participation in a required internship. The internship, therefore, becomes an opportunity to transform ideals into practice. During the internship students complete an action research/impact project on site at their internship location.

Elizabeth Burns is an associate professor and the School Library Program Director for the Library and Information Studies Program in the Darden College of Education and Professional Studies at Old Dominion University. She teaches library education courses, preparing graduate students for careers in library and information workplaces. Her research focuses on curriculum and instruction, assessment, school library pedagogy, and information literacy. She is actively involved in the LIS field publishing in education and library journals, serving on numerous committees, and currently serving as co-editor of the AASL research journal School Library Research.

Jennifer Moore, University of North Texas, United States,
Maria Cahill, University of Kentucky, United States

Learning to Take the Lead with Evidence-based Practice: A Study of School Librarians

This presentation will share the results and then discuss implications for practice of a multi-state study situated in the United States which explored school librarians' formal education and professional development within the realm of EBP. Study findings reveal that most school librarians receive at least some instruction on data collection and analysis in their preparation coursework; yet, additional professional development may be necessary, "I wish I'd had more instruction in this area. A few assignments weren't enough." In addition to their formal coursework, participants pointed to other resources, tools and opportunities that they use to learn about data collection, data analysis, and EBP. Prime among those informal learning experiences are regional and state school librarian meetings and conferences as well as professional school library journals, both of which nearly 80% of respondents pointed to as useful. Importantly, participants who received instruction on data collection and evidence were more likely to collect myriad types of data and share evidence with multiple stakeholder groups than those who did not.

Jennifer Moore is an Associate Professor and the Director of the School Librarianship Program in the Department of Information Science in the College of Information at the University of North Texas. She has taught graduate-level courses in instructional technology in school libraries, school library management and program development, pedagogy in school libraries, youth programming in libraries, and youth literature. Her recent scholarly interests include evidence-based practice in school libraries and integrating computational thinking into LIS curriculum, and her research on computational thinking and data literacy has been supported by the Institute of Museum and Library Services.

Maria Cahill is an Associate Professor at the University of Kentucky with appointments in the School of Information Science and Educational Leadership Studies. Cahill's research is centered on improving outcomes for children and adolescents by attending to resources, services, and programs available through libraries. Cahill is currently serving as the Primary Investigator on two large scale studies funded through the Institute of Museum and Library Services: one project explores the value of public library virtual storytime programs; and the second investigates library services for young children with disabilities and developmental delays.

Sarah Evans, University of North Texas, United States, Lance Simpson, University of Alabama, United States, and Lacy Molina, University of North Texas, United States

When "Rural" Looks Different: A Comparative Case Study of Community Programs in Rural-Serving Public Libraries

This short paper presents emergent findings from an ongoing research project that supports library staff serving rural communities. In conjunction with university-based project investigators, staff engage with families to co-design a STEM (Science, Technology, Engineering, and Math) podcast series that will be broadcast over local radio. The first two libraries to participate represent two distinct individual or independent models of service for rural communities in the United States. In Alabama, the pilot library is part of a three-branch system, which includes service to a large city as well as a rural area. In Texas, the pilot library is an independent organization, operated by a part-time director and dependent on volunteers. Staff at both libraries actively engage with community members and develop services and programs that meet local needs. Yet the ways in which staff achieve these outcomes vary greatly and often reflect the previous experiences and education of its staff members.

Sarah A. Evans is an Assistant Professor in the College of Information at the University of North Texas. She serves as the Director for the Children's and Young Adult Librarianship program and as Co-Director of the Multiple Literacies Lab. Her research examines the literacies and identities taken up in voluntary learning experiences, for which she has received two national grants. Since 1999, Dr. Evans has worked for and with libraries, including as a public library branch manager, collection development librarian, middle school teacher-librarian, and now as a researcher. She holds a bachelor's degree in Drama, a master's of Library and Information Science, and a doctorate of philosophy in Learning Sciences from the University of Washington, as well as an elementary education certificate from Western Washington University.

Lance Simpson is a Research and Instructional Services Librarian with Rodgers Library for Science and Engineering. He holds a bachelor's degree in English (Creative Writing Focus) and Spanish from Berry College in Rome, GA, and a Master of Library and Information Studies from The University of Alabama. His work in academic libraries includes research and reference assistance for students and faculty, providing software/coding workshops, and information and data literacy instruction. Before coming to academic libraries, Lance worked in public libraries where he developed programs for teens that included collaborations for spoken word poetry workshops, 3D-design and printing, and programming with robotics. Lance has always loved radio, and is a podcast enthusiast.

Speakers

Lacy Noel Molina is a doctoral student and research assistant at the College of Information at the University of North Texas. Her research examines public history practices, information organization, knowledge management, and oral history. Lacy holds a bachelor's degree in Political Science and a master's degree in History. Her love for research, archives, and libraries flourished as she studied the relationship of politics and popular culture in the US, UK, and South Africa throughout her master's degree. As a first generation college student, Lacy is determined to show other Latinas that it is possible for them to earn advanced graduate degrees. Lacy is also a certified 7th-12th grade English, Language Arts, and Reading teacher in the state of Texas. She is a proud supporter of school libraries and public libraries.

Margaret Zimmerman, Florida State University, United States

Fighting Opioid Use Disorder, One Library and Community at a Time

Opioid use disorder (OUD) is at a crisis point in the United States. Opioid-related deaths increased by 23,000 across the United States in 2020 from the year before- a 35% increase. Two health crises, Covid-19, and an increase of fentanyl, have worked synchronously to create a public health disaster. This paper describes the adaptation of the OCLC's opioid response toolkit at public libraries in the southern US- including the creation of the social justice-oriented curriculum, to the delivery in libraries around the region hit hard by opioids. As anchors of the community, libraries are a natural partner for information provision and outreach related to the opioid crisis.

Margaret Zimmerman is an assistant professor in the School of Information at Florida State University. She completed a doctorate in Library and Information Science from the University of South Carolina. She also has a Master's in Information Systems and a Master's in Library Science from Drexel University. Her research areas of interest focus on the health-seeking behaviors and patterns of disadvantaged populations, with a focus on the opioid-use population. Professor Zimmerman studies the impact that information access, information literacy, health literacy, and reading and literacy has had in affecting the health and well-being of the people that she studies.

Saif Aljabri and Waleed AlBadi, Sultan Qaboos University, Oman

Omani Libraries and Their Role in Supporting the Achievement of the 2030 Sustainable Development Goals

This study will discuss the most important efforts made by libraries in the Sultanate of Oman to achieve the goals of sustainable development. It will also provide a practical guide to the most important activities and efforts that can highlight the value and position of libraries as one of the civil society institutions that contribute to supporting and achieving the goals of sustainable development 2030.

Dr. Saif Abdullah Al-Jabri is Director, Library, College of Economics & Political sciences, Sultan Qaboos University

Waleed Ali Salim Al Badi Director, Majlis Oman Library Muscat Sultanate of Oman

Joan Weeks, Library of Congress, United States

Bridging the Staff Digital Divide in the Library Workplace with EDIA

The presentation will look at how equity can be achieved through opportunities for cross-organizational mentoring and resource sharing. Methods of building in diversity, not only in the instruction but also with the instructors, will be examined. Ways of breaking down barriers to inclusion of staff with weak IT skills on technology teams and committees in the library will be discussed. A particular focus will be on methods to promote a safe inclusive learning space that includes behind the scenes remedial help and confidence building. Multiple approaches to break down the accessibility barriers and challenges the staff have had not only with the technology, but with learning in the new hybrid environment will go beyond those with hearing or sight challenges and include those with linguistic and community issues. Individual development plans, diagnostic tests, and "just in time" instruction will be explored These strategies will also readily adapt to faculty students, and researchers as libraries open up and librarians need to develop new methods of library instruction grounded in EDIA.

Joan Weeks is Head of the Near East Section and Turkish Specialist in the African and Middle Eastern Division (AMED) at the Library of Congress. Since she joined AMED in 2015, she supervises a staff of seven, including Arab, Persian and Armenian specialists, reference librarians and library technicians, with responsibility to acquire, process, and serve the Near East Collections. Prior to this she was a Sr. Instruction Librarian in the Cooperative and Instructional Programs Division and she continues to have a strong interest in library professional development instruction as a former LIS adjunct and teacher. She holds an MA in International Studies with a Middle East and Turkic specialization from American University, an MA in Education from Marshall University, and an MLIS from Catholic University. She is the Information Coordinator for the Section on Education and Training.

Speakers

Eva Hornung, CDETB Curriculum Development Unit, Ireland

Impact of LIS Pprofessionals with Doctorates on Library Services

This paper reports on a small-scale investigation into the perceptions of library and information professionals in the Republic of Ireland regarding the usefulness of holding a doctorate. Ten librarians with doctorates and ten library managers were interviewed individually using semi-structured interviews. Additionally, a focus group was held with librarians who worked with PhD holders. Adhering to a Phenomenographic theoretical framework, data was analysed with the aid of Framework Analysis. A so-called outcome space was created for each group of respondents consisting of three ways of experiencing this phenomenon (conceptions) as well as a number of themes, which were discernible across these categories (dimensions of variations). Results show an overlap of two outcome spaces of the librarian and employer cohorts. This was complemented by data from the focus group. The perceived impact of a doctorate depended on the category.

Eva Hornung graduated from Hochschule für Bibliothekswesen in Stuttgart (Germany) in 1995 and worked as a Children's Librarian for a number of years. She holds a Master in LIS (University College Dublin), a PhD in Information Studies (University of Sheffield) and a Master of Education (Trinity College Dublin). Eva is the librarian in the CDETB Curriculum Development Unit, a teacher education and research centre in Dublin. She is an active member of the Library Association of Ireland (LAI) and volunteers on the IFLA WLIC 2022 National Committee. Eva is a Fellow of CILIP and serves as one of their mentors. Her research centres around continuing professional development of librarians.

Ngozi Perpetua Osuchukwu, Nnamdi Azikiwe University Awka, Nigeria, and Ebele Nkiru Anyaoku, Library, University of Abuja FCT, Nigeria

New Learning New Skill for Strategized LIS Training: Wikimedia in the Classroom

One of the skills that define the LIS professionals in imparting the career-ready students for the services ahead is Wikimedia. It is no longer news that some library schools are integrating Wikimedia into their curriculum just as some professionals have listed it as part of their services for effective delivery. Wikimedia has the capacity for community participation, information and digital literacies, inputting language, oral history and cultural heritage. It then becomes important that LIS professionals must have this skill and use it for their students and subordinates for knowledge generation and sharing. Learning starts from the classroom and moves to the libraries and personal services. This study highlighted the importance of Wikimedia. It examined the level of awareness of using Wikimedia and the lessons learned.

Ngozi Perpetua Osuchukwu is a Certified Librarian of Nigeria (CLN) with Ph.D in Library and Information Science. She is a Lecturer in the Department of Library and Information Science, Nnamdi Azikiwe University, Awka, Nigeria. Dr. Ngozi is also a Wikipedian and a community development practictioner. She has presented papers at local and international conferences. She has also published massively in renowned journals. Her research interests include ICT, LIS development, Wikipedia, community information services, women, children and social justice. Dr. Ngozi has many local and international awards.

Ebele Nkiru Anyaoku is a Professor of Library and Information Science. She is a Certified Librarian of Nigeria (CLN) and currently, the University Librarian of University of Abuja, Federal Capital territory, Abuja, Nigeria. She is widely published and has presented papers on several international platforms. Her research interests include information awareness, advocacy, medical librarianship, capacity building and ICT. Prof. Ebele has many awards. She is visible online.

Sophia Adeyeye, Lead City University, Nigeria

Tying Up the Loose Ends: Inclusion of Social and Digital Trends in Nigerian Library Schools Curriculum for Lifelong Opportunities

The study therefore laid emphasis on urgent needs to instill logical strength in the professional training guide in order to reinforce both the experienced and prospective librarians for better societal functions. The study engaged sixty Librarians practicing in Nigeria as participants selected through purposive and quota sampling so as to have a wide geographical representation and data contents quality. The data collection instrument used was a well-modeled questionnaire, tested and certified. The research put up a quantitative method. Data coding and analysis were done using SPSS while the interpretation was made by the researcher in a group of some invited professionals. The finding revealed many helpful and foresighted prospects in the adoption of the solicited reviews in the LIS curriculum, many of which justified the research objectives.

Dr. Sophia V. Adeyeye CLN, a Certified Librarian of Nigeria is a lecturer at the Department of Information Management at the Lead City University, Ibadan, Nigeria. She had her bachelor's and Master's degree from the Department of Library and Information Studies and Ph.D. from the Department of School Library and Media Technology, University of Ibadan. Her research interest is in bibliotherapy, innovation and creativity in the school library, indigenous knowledge, and information literacy. She has also attended both national and international academic conferences where she presented scholarly papers.

Sophia has to her credit publications in both local and international reputable journals, as well as chapters in edited books. She also has a registered Non-Governmental Organisation (NGO) named Books Heal Initiative which has served as a platform to further promote the reading culture and formation of book clubs within my society. She intends to use storybooks to help young adults overcome issues bothering them and become lifelong learners.

She likes working with children and listening to music. She is a member of professional associations like the Nigerian Library Association (NLA), Nigerian School Library Association (NSLA), International Association of School Librarianship (IASL), The International Federation of Library Associations and Institutions (IFLA), and a fellow of the National Institute of Office Administrators and Information Managers (NIOAIM). She is an elected member Standing Committee for Education and Training Section at IFLA (2021–2025).

Karen Fisher and Lauren Alexa Gambrill, University of Washington, United States

Superheroes Need Help too: Understanding Peri- and Post-Traumatic Symptoms amongst Library Staff as Essential Frontline Workers

In this presentation, we share evidence from our U.S. Institute of Museum and Library Services (IMLS) funded study "Trauma in the Library: Symptoms of PTSD Among Staff and Methods for Ensuring Trauma-Informed Care." The project seeks: 1) to identify the types of peri- and post-traumatic symptoms experienced by library staff in diverse library settings where violence and other trauma has occurred; 2) to identify trauma-informed care tools, policy and procedures that libraries can implement; and 3) create trauma-informed care curricula for library students and staff. The methodology comprises an online survey and in-depth online interviews based on Sense-Making with library staff. With over 1,000 responses to-date throughout the United States, Canada, and Europe, the survey provides benchmark data about the types of trauma library staff experience in the workplace and identifies trends via statistical variance amongst demographics—such as age, experience, disability status, gender and sexual identities, race, and past trauma experiences—library factors including library type, size, and services; and the situations contributing to peri-traumatic and PTSD symptoms.

Karen E Fisher is an internationally renowned expert on public libraries, communities, innovation and impact. Author of multiple books on libraries and community, and Co-PI of the IMLS-Bill & Melinda Gates Foundation-funded "US Impact Study," she studies the interactions of human connections, information sharing in daily life and cultural healing. In addition to being PI of the IMLS-funded "Trauma in the Library Study," she is co-coordinator of Zaatari Camp Libraries on the Jordanian-Syrian border—the world's first, refugee-run, camp-wide library system and Winner of the 2021 Systematic Joy of Reading Award.

Lauren Alexa (Lexa) Gambrill is Research Coordinator, Information School, University of Washington. With a Masters of Social Work (MSW), she is concurrently earning her Clinical Psychology PhD and a Masters of Public Health. Her extensive work focuses on trauma treatment and populations, including members of the US military and their families, exposed to multiple and complex stressors.

IFLA Section
Education and Training

IFLA Section on Education and Training (SET) focuses on the new competencies and tools professional and emerging librarians need in this challenging and rapidly changing information age.

Our section addresses the skills professionals require to take on leadership roles and to become advocates and change-makers who enrich the lives of the diverse communities they serve.

SET serves library and information professionals, teaching staff, practitioners and managers with teaching responsibilities. Our goal is to find solutions for sustainable library community development and engagement.

Education and training for libraries and information services concerns all IFLA Professional Units. SET seeks collaboration with other IFLA Sections, especially the Continuing Professional Development and Workplace Learning Section, as well as other international and regional associations pursuing similar missions.

SET has a Special Interest Group "LIS Education in Developing Countries (LISEDC SIG)" that focuses on LIS curriculum, programs, expertise, accreditation and standards for librarians in developing countries.

Also of special interest to SET is its "Building Strong Library and Information Science Education Working Group (BSLISE)" who develop global standards for library education.

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We are making an impact on LIS education and bringing the library community together around the world

Kendra Albright
Goodyear Endowed Professor in Knowledge Management,
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IFLA Section on Education and Training Chair (2019–2021)