



SETBulletin

IFLA Section on Education & Training

Vol. 13, No. 2

July 2012

ISSN 1450-0647

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Message from the Editor

Dear colleagues,
We are looking forward to seeing you in Helsinki, Finland, for the 78th World Library and Information Congress 11-17 August 2012! There you will meet our winners of the IFLA LIS Student Paper Award 2012, Martin Julius V. Perez and Mariel R. Templanza from the School of Library and Information Studies, University of the Philippines. Please find more information on pages 14 and 16.

The SET conference planning committee has provided a very interesting conference program on "International and comparative librarianship" (with the Library Theory and Research Section and the LIS Education in Developing Countries Special Interest Group) as well as a second program on "The influence of new developments of information technology on professional development in libraries" (with Information Technology Section) and a third program on "Empowering staff through preservation training! How your library and users will reap the benefits" (with the Preservation and Conservation Section). Please pay attention also to the E-Learning Special Interest Group's program on "Information literacy meets E-learning: let's talk about interconnections and outcomes" (with Information Literacy Section) and to the LIS Education in Developing Countries Special Interest Group's program on "Building collaboration between LIS educators and practitioners in developing countries". Please find more detailed information on pp. 3.

The conference report comes from the BOBCATSSS Symposium 2012 in Amsterdam, The Netherlands (p. 18), accompanied by a project from DILL students, presented with a poster, titled "Demand and Supply of Skills and Competences of Information Managers in the Digital Era", pp. 11.

Any suggestions for the next issue? Please feel invited 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: 15th July 2012 – Copyright © International Federation of Library Associations and Institutions, www.ifla.org, SET-Bulletin online: www.ifla.org/en/set

Section on Education & Training Spotlight



Letter from the Chair

Clara M. Chu

Dear Colleagues,

Greetings! We are approaching the time for our annual conference, the 78th IFLA General Conference and Assembly, and the opportunity to meet in person, to work, learn and strengthen our connections in support of library and information education and training. We can look forward to the sessions that we are co-sponsoring in Helsinki. Please find the full program on pp. 3ff.

At the conference we will also have the opportunity to meet Martin Julius V. Perez and Mariel R. Templanza, the winners of the IFLA LIS Student Paper Award 2012, which is sponsored by IFLA and ekz.bibliotheksservice GmbH. You are also invited to the presentation of their paper "Local Studies Centers: Transforming History, Culture, and Heritage in the Philippines" at the Asia and Oceania Open Session, Wednesday, 15th August 2012, 13:45 -15:45, Session 180, Room I.

Soon you will also be able to access our revised *Guidelines for Professional Library/Information Educational Programs*, which has been updated by a task force led by Kerry Smith. Our 2012 project arose out of the "Internships and placements for the new information society" session at the 2011 conference. IFLA awarded our Section 1000 € to implement one component of the original project proposal which is to conduct an international survey to learn about the internship practices in LIS education. The project team consists of Drs. Nora Bird, Fatih Oguz and myself from The University of North Carolina at Greensboro.

What of LIS education worldwide? If LIS education in the United States is any indication, there are both exciting activities as well as concerns, which may be seen reflected in other parts of the world. Interest in archival and museum studies continues to grow and are reflected in the number of doctoral students conducting archival research, and the

demand for archival and museum studies courses and their offering in LIS programs. Online courses and programs are growing, with three types of LIS educational programs available: face-to-face course delivery only, online course delivery only, and programs offering varied course delivery methods. More LIS schools worldwide are joining the iSchools Organization <http://ischools.org/>.

Contact the Section

www.ifla.org/en/set

Co-Chair

Clara M. Chu, Chair and Professor
Department of Library & Information Studies
University of North Carolina at Greensboro
349C Curry Building
PO Box 26170, Greensboro NC 27402-6170, US
Tel: +(1)(336)3343477, Fax: +(1)(366)3345060
E-Mail: cmchu@uncg.edu

Co-Chair

Graham Matthews, Professor
Department of Information Science
Loughborough University
Loughborough, United Kingdom
Tel: +(44)(1509)223058
Fax: +(44)(1509)223053
Email: g.matthews@lboro.ac.uk

Secretary

Kerry Smith, Associate Professor and Head
Department of Information Studies
Curtin University of Technology
Perth, Western Australia
Tel: +(61)(8)92667217, Fax: +(61)(8)9266315
E-Mail: k.smith@curtin.edu.au

Information Coordinator

Gillian Hallam, Associate Professor
Queensland University of Technology (QUT)
GPO Box 2434, 4001 Brisbane, Australia
Tel. * (61)(7)31382177, Fax * (61)(7)31381214
E-mail: g.hallam@qut.edu.au

While most programs are doing well, in the current economic climate there have been casualties. We have observed stand-alone LIS schools with a Dean downsized and merged with other units to become a School within a College or a Department within a School. For example, the School of Library and Information Science at Louisiana State University is now housed in the College of Human Sciences and Education <http://sites01.lsu.edu/wp/slisis/>. Another development is a program in one School moved to another. The Master of Library and Information program housed in the

School of Professional Studies www.stkate.edu/schools/sps/ at St. Catherine University has just been informed, without consultation, that it is to be housed in the School of Business and Leadership www.stkate.edu/schools/sbl/. (For more information, see: <http://libraryjuicepress.com/blog/?p=3481>).

Others have been threatened with merger, such as the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign www.lis.illinois.edu/, but nothing came of it. Then, there are new programs on the horizon, such as the development of a graduate degree program in library and information management at the Marshall School of Business at the University of Southern California, led by Dr. Ken Haycock.

Lastly, with the LIS field quickly evolving it is advantageous for LIS education to be able to anticipate its future in order to plan for it. To mark its 80th anniversary The University North Carolina at Chapel Hill decided to look into the future by hosting the Information Professional

2050 (IP 2050) Conference in June and inviting thought leaders to envision the future of the LIS field, values and skills. While librarian and archivist were mentioned, informationist was widely used. Some themes highlighted included place to space, theory to practice, possibilities to constraints, agility to strength, expert to learner (co-learner), tacit vs. explicit knowledge, open and universal access, collaboration and sharing, and stewardship of knowledge. The position papers are expected to be published shortly.

Given the social, technological, economic and political changes transpiring across the globe, the Section has much to address in our dynamic field. We need to work to provide LIS education that is accessible and affordable as well as addresses the latest technological trends, challenges to intellectual freedom, reduces the digital divide, connects theory and practice, and enhances information access.

Submitted 14 July 2012
by Clara M. Chu, Greensboro, USA

SET News



78th IFLA World Library and Information Congress 11-17 August 2012, Helsinki, Finland

Conference Program – Outline

Education & Training Section

11 August 2012 09:45 – 12:15 | Room: 102

Session 9 — SC I Education and Training

Standing Committee Meeting I

13 August 2012 13:45 – 18:00 | Room 2 | SI

Session 105 — International and comparative librarianship: toward valid, relevant and authentic research and education — With Library Theory and Research Section and LIS Education in Developing Countries Special Interest Group

Introduction: Towards excellence in international and comparative research in Library and Information Science / PETER JOHAN LOR (University of Pretoria, Pretoria, South Africa)

Commonwealth of uncertainty: how British and American professional models of library practice have shaped LIS education in selected former British colonies and dominions / MARY CARROLL (Charles Sturt University, Wagga Wagga, Australia), PAULETTE KERR (University of the West Indies, Mona, Jamaica), ABDULLAHI I. MUSA (Emporia State University, Emporia, Kansas, USA) and WASEEM AFZAL (Charles Sturt University, Wagga Wagga, Australia)

Improving the resources for supporting information literacy education in developing countries / DAN DORNER (Victoria University of Wellington, Wellington, New Zealand)

Faculty perceptions of librarian-led information literacy instruction in postsecondary education / CHRISTINA NILSEN (Thompson Rivers University, Kamloops, BC, Canada)

Assessing the impact of Italian public libraries. A research study supported by the IFLA Researcher-Librarian Partnership / SARA CHIESSI (Consorzio Sistema Bibliotecario Nord-Ovest, Milan, Italy)

African libraries as centres of e-learning / TORD HØIVIK (Oslo and Akershus University College of Applied Sciences, Oslo, Norway)

Cataloguing and classification education and training in library and information science/studies in South Africa, Brazil and the USA / DENNIS N. OCHOLLA and LYUDMILA OCHOLLA (University of Zululand, KwaDlangezwa, South Africa); HOPE A. OLSON and JEANNETTE R. GLOVER (University of Wisconsin-Milwaukee, Milwaukee, WI, USA) and JOSÉ AUGUSTO GUIMARÃES (Sao Paulo State University, Sao Paulo, Brazil)

Agents of change: international librarianship, development, and globalization theory / STEVE W. WITT (University of Illinois at Urbana-Champaign, Urbana-Champaign, IL, USA)

Conclusion: lessons from International and Comparative Librarianship / CLARA M. CHU (University of North Carolina at Greensboro, Greensboro, NC, USA)

14 August 2012 11:30 – 13:00 | Room: 207

Session 127 — SC II Education and Training Standing Committee Meeting II

14 August 2012 16:00 – 18:00 | Room 4

Session 150 — The influence of new developments of information technology on professional development in libraries — With Information Technology Section

Librarians' attitudes towards mobile services / NOA AHARONY (Bar-Ilan University, Ramat Gan, Israel)

Watching the library change, making the library change? An observatory of digital influence on organizations and skills at the Bibliothèque nationale de France / MARIANNE CLATIN, LOUISE FAUDUET and CLÉMENT OURY (Bibliothèque nationale de France, Paris, France)

A case study of changing management: how we radically evolved library processes from information technology impact / RICHARD DARGA and SHARON HU (Chicago State University, Chicago, Illinois, USA)

The IT factor in LIS jobs: a South African perspective / MZWANDILE M.SHONGWE and DENNIS N. OCHOLLA (University of Zululand, Empangeni, South Africa)

"23 Things" as transformative learning: promoting confidence, curiosity and communication via library staff professional development / MICHAEL STEPHENS (San Jose State University School of Library & Information Science, San José, California USA)

Librarians 2.0: IT literacy of librarians in China / ZHANG LEILE and HAO JINMIN (National Library of China, Beijing, China)

16 August 2012 10:45 – 12:45 | Room 1 | SI

Session 200 — Empowering staff through preservation training! How your library and users will reap the benefits — With Preservation and Conservation Section

Lessons learned: training programs for post disaster recovery of the Great East Japan Earthquake / AKIKO OKAHASHI (Preservation Division of the National Diet library, Tokyo, Japan)

Preservation training and treatment mobile centre after a disaster / CHRISTOPHE JACOBS (Comité français du Bouclier Bleu, Paris, France) and DANIELLE MINCIO (Bibliothèque Cantonale et Universitaire, Lausanne Unithèque, Lausanne-Dorigny, Switzerland)

Empowerment of staff through collaboration in training / DIANE VOGT-O'CONNOR (Library of Congress, Washington DC, USA)

Training in cultural heritage preservation: the experience of heritage institutions in Nigeria / YETUNDE ZAID (University Library, University of Lagos, Akoka, Nigeria) and ABIOLA ABIOYE (Department of library, archival and information studies, University of Ibadan, Ibadan, Nigeria)

Preservation training: a priority for the Bibliothèque nationale de France/BnF; two examples of successful trainings / PHILIPPE VALLAS (Conservation Department, Bibliothèque nationale de France, Paris, France)

Emergency preparedness planning for library collections: a case study and lessons learned / LYNN BRODIE and SONIA BEBBINGTON (Library of Parliament, Ottawa, Canada)

E-Learning Special Interest Group

13 August 2012 09:30 – 12:45 | Room 2 | SI

Session 93 — Information literacy meets E-learning: let's talk about interconnections and outcomes — With Information Literacy Section

An online information literacy course for undergraduates: early experiences / ANNE WADE and JOANNE LOCKE (Concordia University, Montreal, Canada) and PATRICK DEVEY (eConcordia, Montreal Canada)

Micro-E-Learning in Information Literacy / NICOLE KRÜGER (ZBW – German National Library of Economics, Leibniz Information

Centre for Economics, Kiel/Hamburg, Germany)

Proliferating Information Literacy – e-Learning delivery mode extends reach to IL learners in Singapore / GEE MIAW MIIN (National Library Board, Singapore)

Embedding e-learning into Science and Engineering Graduate Information Literacy Course / WU MING, WANG CHUN, WANG LI, JIN YING and MA XIAOMIN (National Science Library, Chinese Academy of Sciences, Beijing, China)

Form@doct: quels apprentissages en ligne pour des doctorants? / Translations: [English]

MARIE-LAURE MALINGRE and ALEXANDRE SERRES (URFIST de Bretagne et Pays de la Loire, France) with ALAIN SAINOT and HERVE LE MEN (Service commun de documentation, Université de Bretagne Occidentale, France)

Information literacy interconnections using a virtual learning environments / DAVID V. LOERTSCHER and BLANCHE WOOLLS (San Jose State University, San Jose, California, USA)

Designing an interactive virtual learning environment (VLE) with a learner centered approach / LI WANG (The University of Auckland, Auckland, New Zealand)

E-Learning in Information Management Education in Sri Lanka: discussion of the impact of information literacy / NAMALI SURAWEERA, CHERN L. LIEW and JOCELYN CRANFIELD (School of Information Management, Victoria University, Wellington, New Zealand)

LIS Education in Developing Countries Special Interest Group

16 August 2012 13:45 – 15:45 | Room 6

Session 213 — Building collaboration between LIS educators and practitioners in developing countries: transcending barriers, creating opportunities

Rising above the grain silo mentality through collaboration: creating opportunities between LIS educators and practitioners in developing countries / COLLENCE TAKAINGENHAMO CHISITA (Harare

Polytechnic-School of Information Sciences) and ISMAIL ABDULLAHI (North Carolina Central University, Durham, North Carolina, USA)

Improving library use by Tsurumi University students: a collaborative effort among educators, librarians and students / TAKASHI NAGATSUKA, TOMOKO HARADA and TOYOHIRO HASEGAWA (Tsurumi University, Yokohama, Japan)

Linking theory and practice in LIS education in Latin America and the Caribbean / FILIBERTO FELIPE MARTÍNEZ ARELLANO and JAIME RÍOS ORTEGA (National Autonomous University of Mexico, Library and Information Science Research Institute, Mexico City, Mexico)

Building collaboration between LIS educators and practitioners in Thailand: transcending barriers, creating opportunities / CHUTIMA SACCHANAND (Sukhothai Thammathirat Open University, Bangkok, Thailand)

Toward a Regional Consortium of LIS educators and practitioners in developing countries in partnership with American universities: barriers and opportunities in the East African community / ISAAC KIGONGO-BUKENYA (Makere University, Kampala, Uganda) and WALLACE KOEHLER (Valdosta University, Valdosta, Georgia, USA)

Understanding the prospects and potential for improved regional LIS collaboration in the developing world: an empirical study of LIS schools in the GCC States / MOHAMMED NASSER AL-SUQRI (Sultan Qaboos University, Al-Khoud, Oman)

SET Strategic Plan 2011-2012

Many thanks are extended to Kerry Smith for her work on the revised SET Strategic Plan (2011-2012), and to all who provided feedback and ideas to develop the document. Please find the final version to the IFLA SET website, so you can now access it there and point other colleagues to the document as required.

www.ifla.org/en/publications/education-and-training-section-strategic-plan

Who's Who: SET SC Member Profiles



Karen E. Downing, Ph.D., M.I.L.S.

University Learning
Communities Liaison and
Foundations & Grants
Librarian, Hatcher
Graduate Library, Univ. of
Michigan, Ann Arbor, MI
kdown@umich.edu

Personal profile

Karen Downing has been a librarian for 22 years at the University of Michigan. Throughout her career, she has held a variety of positions including: Coordinator of the Peer Information Counseling program where she worked with underrepresented undergraduate students in a library-based retention program, Assistant to the Dean for Cultural Diversity where she coordinated organizational development, librarian hiring, and special projects, Coordinator of Academic Outreach, University Learning Communities Liaison, Foundations and Grants Librarian, and most recently, Education Librarian. Karen has served on many American Library Association (ALA) and Association of College and Research Libraries (ACRL) committees, including chairing the ALA Spectrum Scholarship Committee, the ALA Committee on Diversity, the ACRL Research Planning Committee, ACRL Instruction for Diverse Populations Committee, and many others. Karen currently serves as an elected member of the ALA Council, the policy making body of the Association. She has a 14 year-old son who is a voracious reader, and she enjoys international cinema, running, and social media.

Position

Foundations & Grants and Education Librarian

Main issues in teaching and research

Diversity and multiculturalism in higher education

Major publications

- (2012) With Rivera, A., Winston, M. Library Leadership 2.0. In: Turock, B. (ed.). The Bowker Annual Library and Book Trade Almanac. Medford, NJ: Information Today. (accepted, in process)
- (2011) With Alexander, L., (et al.). MLibrary: Concepts for Redefining Reference. Journal of Library Administration, 51 (4) 326-342.
- (2009) Downing, K. (et al.). Memory, Authenticity and Cultural Identity: The Role

of Library Programs, Services and Collections in Creating Community. World Library and Information Congress: 75th IFLA General Conference and Council 23-27 August 2009, Milan, Italy.

- (2009) The Relationship Between Social Identity(ies) and Role Performance of Academic Librarians. Dissertation, Ann Arbor: University of Michigan.
- (2007) Downing, K. (et al.). Library Leadership Development: Institutional Commitment, Increasing Underrepresented Populations and Impacting the Information Profession. In: Ritchie, Ann and Clare Walker (eds) Continuing Professional Development: Leadership in the Library Information World. Frankfurt, Germany: K.G. Saur.
- (2005) With Nichols, D., Webster, K. "Multiracial America: A Resource Guide on the History and Literature of Interracial Issues." Lanham, MD: Scarecrow Press, Inc.
- (2000) "Instruction in a Multicultural Setting: Teaching and Learning with Students of Color." In Teaching the New Library to Today's Users, edited by Trudi E. Jacobson. New York: Neal-Schuman Publishers.

Higher education and degrees

2009 Ph.D. in Higher Education, University of Michigan School of Education; 1989 M.I.L.S. University of Michigan School of Information; 1982 Bachelor of Arts, University of Michigan, History of Art.

International experience

Born in Windsor, Ontario, Canada. Have attended IFLA in South Africa, Italy, Puerto Rico, and participated in a People to People library exchange in Beijing and Guiyang China in September/October 2011.



Ms Jannicke Røgler,

Buskerud County Library,
Drammen, Norway

janniro@gmail.com,

jannicke.rogler@bfb.no,

Twitter: @jannicker,

[www.facebook.com/jannicke](http://www.facebook.com/jannicke.rogler)

.rogler, Blog (mainly in Norwegian):

<http://blogg.bfb.no/jannicke>

Position

Library adviser at Buskerud County Library.

Research Fellow at Oslo and Akershus University College of applied sciences

Main issues in teaching and research

Jannicke Røgler has since 2007 been training library professionals locally in her county as well as on a national level. The use of Social media in libraries, library statistics and collection development and weeding are the main issues for her teaching and research. She was one of four that translated and facilitated the American online course “23 things about 2.0” into Norwegian. Since 2007 almost 1000 professionals in the Norwegian Archive, Library and Museum sector has participated in the course. The course is a combination of online training and sessions. She has trained about 200 professionals in this course (<http://23tingom2null.blogspot.com/>).

Another area of research is weeding and collection development. With a special focus on turnover rates in Norwegian Public Libraries, the aim has been to develop library collections better adapted to the local needs of the users. Initially a local project in Buskerud County, the project has grown into a national initiative and area of special interest and focus. She has developed a one day workshop for weeding and collection development which has been held for library professionals in 10 out of 19 Counties in Norway. The dissemination of the results has been widely spread on different social media like Flickr, Vimeo, blogs and facebook. But the results have also been disseminated at conferences and in journals.

Another area is statistics. She is a co-teacher for the Norwegian version of the IFLA course “Statistics for advocacy”. The course is being offered to all counties in Norway, and so far the course has been held for participants from eight counties. The course aims to give library professionals tools and arguments when advocating for their libraries.

About the qualifying program for librarians at the University College of Oslo and Akershus: The program is organized as a special module under the College's Learning Center and has its origin from the institution's senior lecturer program. The program has a library and document perspective on learning and teaching in a digital world.

The First Librarian Qualification is designed to meet the need for librarians that unites analytical ability, developmental skills, actual

knowledge of the field and high performer and implementation skills. Education is a major theme for future librarians and the program aim to develop the professional skills that are needed.

The joint work is organized to play along with the participants' specific development projects. All work is in the framework of a laboratory and a somewhat different structuring principles than usual. The organized program strongly emphasizes the participants' analysis and dissemination of the participants research and development work. As part of the qualifying one goal is to participate in the development of new forms of learning in a library context.

The joint courses and seminars have a scope that corresponds to 2.5 years of full studies.

Major publications

Several blogs for online training like “23 things for 2.0”. She has translated and adapted the American weeding manual “CREW. A Weeding Manual for Modern Libraries” for use in Norwegian libraries. CREW is part of the curriculum in collection development at the LIS education at Oslo and Akershus University College of Applied Sciences (HiOA). She publish on a regular basis in Norwegian library journals. In 2009 she took part in a national working group in the Archives, Library and Museums sector to publish a report on strategies for the use of mobile and social technologies.

Professional Affiliations

She has been the Council Member of the Norwegian Library Association (NBF) for two terms, 2010-2012 and 2012-2016 and deputy Chair of the Norwegian Association of Special Libraries (NFF) 2006-2007. Leader of the Norwegian Library Association's Special group for ICT since 2008. Leader of SAMSTAT, an organization for Norwegian library statistics since 2010. Member of Standing Committee of IFLA Education & Training Section, 2011-2015.

Next issue invited SET SC Members:

- Agnese Perrone, Italy
- Petra Hauke, Germany

Library & Information Science – Education & Training Worldwide

Student Success, Service Learning & International Library Development: Librarians Without Borders in Guatemala

By Carolyn Doi, University of Saskatchewan, Saskatoon, Saskatchewan, Canada.

Thirteen Librarians Without Borders (LWB) members recently returned from Guatemala where they were working on a Library development project at the Miguel Angel Asturias Academy. The service trip is the continuation of a three year partnership between LWB and the Academy. Participants focused on Library work at the Academy, while also learning more about the current state of libraries, publishing and education in Guatemala. Many of the volunteers were Canadian LIS students who benefitted from being able to gain hands on experience while contributing to an international project with a big impact for a community in need.

More about the Asturias Library

Librarians Without Borders has been active in Guatemala since 2009, after being contacted by the Miguel Angel Asturias Academy to assist with development of a library in the school. The Academy is a private, non-profit pre K-12 school located in, Quetzaltenango, a large urban city. They serve students from “varying backgrounds: indigenous, non-indigenous, poor, working, and middle class” (MAAA, 2012). The Academy sets itself apart from other educational institutions in Guatemala by providing scholarships for those students who cannot afford tuition rates, and by offering a unique curriculum based on the popular education model of Brazilian Educator Paulo Freire.

The Popular Education method is integrated into all aspects of the Academy’s curriculum, using “themes that directly confront the student’s lives. The process of bringing core curriculum to life by making it relevant to students’ experiences helps them to retain the academic material.” In order make the curriculum relevant, lessons are organized around “monthly themes such as gender, ecology, human rights and independence.” (MAAA, 2012)

The presence of a library within the Academy is an unusual occurrence in a country where school and community libraries are rare and difficult to access, but Asturias Founder and Director Jorge Chojolán sees libraries as a

valuable resource for student success. To that end, the Asturias Library was established in order to promote learning, teaching and love of reading among students at the school. The collection includes curriculum, leisure reading, and teaching materials.

LIS Students Working with Librarians Without Borders

Librarians Without Borders is a non-profit organization that strives to improve access to information resources regardless of language, geography, or religion, by forming partnerships with community organizations in developing regions. Student involvement has always been an integral part of implementing LWB projects, especially the Guatemala Project, which began with the student committee at McGill University.



LWB members Carmen Ho and Carolyn Doi with newly donated books. © C. Doi.

Since 2010, LWB has made a commitment to provide increased support for student involvement in the organization. In the 2010 – 2011 LWB Annual Report, LWB identified the service learning model as a way to enhance the student experience, endeavoring: “to structure LWB projects in a true service learning framework” (2011).

The service learning model allows students to engage in service activities that address real community needs while developing knowledge-base and practical skills. The LWB Guatemala

project is structured to support and facilitate student learning, while also supporting our Guatemalan partner. In designing the service learning aspects of the Guatemala project, LWB looks to the National Society for Experiential Education Report on *Principles of Good Practice for Combining Service and Learning*, which outlines features for effective and sustainable service learning programs (fig. 1). In the case of LWB's work in Guatemala, the NSEE recommendations act as a guideline for the interplay of service work and learning by student members.

- Engages people in responsible and challenging actions for the common good.
- Provides structured opportunities for people to reflect critically on their service experience.
- Articulates clear service and learning goals for everyone involved.
- Allows for those with needs to define those needs.
- Clarifies the responsibilities of each person and organization involved.
- Matches service providers and service needs through a process that recognizes changing circumstances.
- Expects genuine, active, and sustained organizational commitment.
- Includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.
- Insures that the time commitment for service and learning is flexible, appropriate, and in the best interest of all involved.
- Is committed to program participation by and with diverse populations.

Fig. 1: Features of service learning programs from the National Society for Experiential Education

When embarking on projects, students are provided with project guidelines, goals, objectives, and timelines. An LWB project manager oversees the progress of the project and acts in a mentorship role, offering advice or guidance as needed. Students are encouraged to consult evidence based literature to inform their decision making process, while also conducting interviews with those on the ground in Guatemala.

For students, the benefits are numerous. They are given the opportunity to gain hands on experience, strategically positioned to enter the workforce with newly attained skills. Simultaneously, LWB benefits from having a core pool of volunteer support to run programs. Students volunteers report that the LWB projects are easily integrated into LIS curriculum, whether by way of an independent

study or as part of assignments in coursework. Ultimately, LWB's Guatemala project aims to take a sustainable approach to international library work, by satisfying student learning needs while maintaining strong partnerships with international organizations.



Students and staff check out the new books display during library day. © C. Doi.

Guatemala Project 2012 Goals

Over the past three years, Librarians Without Borders's active involvement in the development and support of the Asturias Library has led to various projects included space planning, collection development, cataloguing, and fundraising. They've also run service trips to Guatemala annually since 2009 to assist with implementing on the ground projects. In summer 2011, Librarians Without Borders consulted with the Asturias Academy to define goals and objectives, to be implemented over the upcoming year:

1. Increase training and learning opportunities for local staff to run and manage the library.
2. Transition to a lending library, allowing students to borrow books.
3. Develop new programming ideas to support curriculum and student learning.
4. Selection and acquisition for the collection, targeting areas that are in need of improvement (science, human rights, personal narratives, reference materials).
5. Cultivate an increased awareness of the Library within the school

Based on these goals, LWB created specific projects that ran throughout the 2011 – 2012 year, culminating in an 11-day service trip to Quetzaltenango in May 2012.

1. Librarian Stipend

Goal: Increase training and learning opportunities for local staff to run and manage the library.

In order to support development of the local knowledge, a proposal was put forward to bring a Volunteer Librarian to the Academy for

the entire academic year, to provide ongoing support and training for local teachers and library workers. Every school library benefits from having a professional who has the knowledge and skills to implement the library's mission by developing services, programs, and resources catered to the needs of its community and the philosophy of its institution. Asturias understands this need and is committed to providing long term library support to staff and students within the school. A key component to their strategy is having the LWB-funded Librarian train a native Guatemalan to continue work at the Library in the future. To support the position, LWB established the Asturias Librarian Stipend Fund: a financial resource that has helped support the volunteer position.

2. Library Lending

Goal: Transition to a lending library.

To date, the Asturias library collection has been non-circulating: books can only be used in the library during recess and select class time. When the Library opened its doors in January 2011, a decision was made to limit use to in-library access only because students were not accustomed to the lending model and because there is no circulation system in place. However, lending is identified as a priority as a way to increase access and promote reading in the home as well as at school.

LWB created a project team to investigate and evaluate potential software solutions to manage the circulation of library materials with Evergreen, Koha, and OpenBiblio being selected as potential ILS systems for consideration. When making their decision, the team considers factors such as price, Spanish language options, and whether the system includes an OPAC. Asturias hopes to have a solution selected and implemented by fall 2012.

3. Curriculum Support

Goal: Develop new programming ideas to support curriculum and student learning.

During the 2012 service trip, LWB volunteers consulted with teachers at the school to design programming and materials for the Library at the Asturias Academy. An information literacy report is being developed that addresses the goal to position reading and information skills in the curriculum at Asturias and to recommend a structure for fostering the development of information literacy skills across all grades. General principles are provided along with ideas for specific programs that the librarian and teachers can implement. Programming will support library awareness,

basic literacy, and information literacy including potential lesson plans, activities, and resources lists that support the generative themes of the K-12 curriculum.

4. Collection Development

Goal: Selection and acquisition for the collection, targeting specific areas (science, human rights, personal narratives, reference materials, graphic novels).

LWB has been supporting development of the Asturias Library collection since 2009, by delivering books during annual service trips. This year was no exception, and student committee members organized book buying fundraisers throughout the 2011 – 2012 year. This project aims to increase the size and depth of the Asturias Library collection, and gives student volunteers experience with collections work.

Many titles were acquired in Canada, at local Spanish language bookstores, through online booksellers, or by donations, but a significant number of books were also purchased at a Guatemalan publisher. LWB volunteers visited the Piedra Santa publishing house in Guatemala City during the service trip before selecting books for purchase. Subsequently, inventorying the collection and cataloguing these new materials was done as part of ongoing library organization support. In 2012, LWB was able to contribute more than 160 books to the collection, increasing the overall size of the collection by more than 13%.

Kindergarten – Grade 6	
Station 1	Library Scavenger Hunt (beginner questions)
Station 2	Explore new books – featuring new books in the collection
Station 3	Create a Mother's Day card
Station 4	Create a poster around the theme "why Libraries are important"
Station 5	Reading a story with a partner
Grade 7 – 12	
Station 1	Library Scavenger Hunt (advanced questions)
Station 2	Act a scene from a favourite book
Station 3	Book repair basics
Station 4	Explore new books – featuring new books in the collection

Fig. 2: Library Day Activities

5. Promote the Library

Goal: Increase awareness of the Library within the school

One of the Academy's biggest priorities since the Library opened is to get students excited about using the Library. Service trip participants decided to host a Library Day at the Academy, a celebratory event for the students and staff at the school. The LWB volunteers planned to have various stations in the Library with activities that focused on creating a fun and positive experience in the Library (Fig. 2). Feedback collected from students and staff after the event was overwhelmingly positive and the Academy has

since decided to make the Library Day a monthly occurrence.

Looking Forward

During the service trip, LWB volunteers were able to gain hands on experience creating and implementing programs, evaluating library software, collection development, cataloguing, processing, and event planning. They also learned about challenges facing libraries, library services and the library profession within the Guatemala socio-economic and cultural contexts. Feedback from the service trip was overwhelmingly positive: 100 % of survey responders reporting that they were either "satisfied" or "very satisfied" with the overall experience.



LWB volunteers with Academy staff on the last day in Guatemala. © C. Doi.

Going forward, Librarians Without Borders will continue to work with the Asturias Academy on Library related projects, and LWB student members will continue to be involved in many of these endeavors. The Academy continues to promote the Library among their students and staff, with increasing success. As with the year before, LWB will work with the Academy to determine goals and objectives for Library development in the upcoming year, one of which will be the implementation of LIS and library lending program at the school. Another

service trip is being planned for May/June 2013.

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The author:

Carolyn Doi, Music & Education Liaison Librarian,
University of Saskatchewan
Guatemala Program Manager, Librarians Without
Borders
E-Mail: caro.doi@gmail.com

Demand and Supply of Skills and Competences of Information Managers in the Digital Era

By Muharrem Yilmaz and Dydimus Zengenene

Introduction¹

The Library & Information Science and related professions have been greatly affected by the developments in technology. The need to offer electronic services has exacerbated the emergence of a new group of information professionals whose skills differ significantly from the traditional information worker. The

new information worker has to cooperate with and also borrow extensively from other fields of study and practice. The determination of what to borrow and what not to, has always been a challenge in its own right when it comes to training. Educators are facing the need to know what skills to offer in their curriculum in order to meet demands of the job market and yet employer expectations continue to vary from time to time and from organization to organization.

This paper presents a study of the efforts of the universities to meet this challenging

¹ Presented as a Poster at BOBCATSSS 2012 in Amsterdam, The Netherlands. Awarded with the 2nd Best Poster Award.

demand. It is a comparative analysis of curriculum in digital Information management education as reflected on university websites with the expectations of employers as found in CILIP and LinkedIn job advertisements. The study classified and analyzed skills demanded in job advertisements and weighed them against the curriculum of some institutions in the United Kingdom.

Methodology

Vacancies were searched for, using such terms as Digital Librarian, Electronic Resources Librarian, System Librarian, Metadata Specialist, Web Librarian and Digital Information Manager. From these vacancies, required skills, qualifications and responsibilities were analyzed and summarized. The search for these positions was confined to the United Kingdom in the interest of time. Vacancies that entail teaching i.e., lectureship were deliberately not included in the population of vacancies. Work experience in a given area was considered to be subject specialty. For example if a vacancy needs experience in an oil industry, we considered that the position needs some form of gas industry subject specialization. High level administrative vacancies were also not included in the research. We assumed that such positions call for broad administrative skills which might not necessarily be for a particular profession.

From the United Kingdom there were selected universities which include- the City University London, Loughborough University; Aberdeen Business School; Prifysgol Aberystwyth University that offer Master Programmes in line with, Library and Information Science, Knowledge Management and Information Management. The subject courses were tabulated and the curriculum analyzed. From analyzing the objectives of the courses, course outcomes and teaching methodologies it was possible to draw an approximate conceptualization of skills which students would gain from such the training.

A summary of the job requirements was compared with a summary of curriculum being offered in an attempt to discern the gap that exists between industry expectations and training curriculum.

Findings

The roles of information managers in the digital era are demanding technical skills. Some vacancies are calling for degrees in computer science, programming skills and web technology skills being paramount. However skills in the information science domain that include taxonomy designing, controlled

vocabularies management, metadata management and softer communication and training are still important.



The authors presenting their project at the BOBCATSSS 2012 Symposium in Amsterdam, The Netherlands. Awarded with the 2nd Best Poster Award. With Anna Maria Tammaro, DILL, Italy.
© P. Hauke.

It was found out that the academic community is responding in various ways in reaction to the changing market needs. Some programs are responding by incorporating technical courses that include web technologies (semantic web, web designing etc). It can be concluded that this is being done in varying degrees. By mere analysis of the course descriptions, it is easy to determine that the depth of covering these skills varies. Some concentrate on the theoretical part of the subjects preferring to groom professionals who can argue, philosophize and justify technical decisions, and yet others have opted to go deeper to teach the practicals such as PHP, MySQL, HTML, XSLT java, etc. The second option seems to be aimed at producing professionals that can practically do the work if need be.

Skills such as indexing, classification and cataloguing still form a strong part of the curriculum however new area of folksonomy, ontology and semantic web are not being ignored. The depth with which these new areas are covered has not been possible to determine, however the fact that they were mentioned in the curriculum meant a change in response to the digital era.

It is important to note that the traditional communication roles of the information professional have not been ignored. The majority of degrees still regard this theoretical and communicative skill as the core in their curriculum.

It was also found out that there are new job titles that need a combination of traditional skills and new technical skills such as Digital Assets Librarian, Librarian (procurement and metadata systems), Metadata and Digital

Resources Librarian. All such positions require a new set of skills that include HTML, XML, XSLT, PHP, PERL, JAVA. Some of such skills are being found in new courses like Web Applications Development, Information Architecture, Web Designing and Web Analytics among others

Analysis and Conclusion

The information profession is changing in the face of technology. New job opportunities are coming up demanding a new set of skills. Universities are reacting to this change by offering new courses and new skills. It was however not possible to determine the depth with which a skill is offered in a course once it is mentioned. It would have been much more

informative if the data was supplemented by follow up interviews of the lecturers of the courses or students of the courses in question. It is also acknowledged that the confinement of the research to the United Kingdom could limit the generalizability of the findings. However it was necessary to limit the study within a manageable level given constraints beyond the control of the researchers.

The authors:

Yılmaz, Muharrem and Zengenene, Dydimus
International Master in Digital Library Learning, DILL
(<http://dill.hioa.no/>)

E-Mail: yilmaz.muharrem@gmail.com
dydimus.zengenene@gmail.com

Culture Shock. Information literacy instruction for international students. Challenges and conceptual ideas for German academic libraries

By Sabine Rauchmann, Bremen, Germany

Introduction

Since Bologna, the international profile of a university constitutes an important criterion in the accreditation procedures, driving libraries to react to the growing number of international students. While being regarded as an individual target group by US-American and British university libraries, German academic libraries pay only scant attention to this audience – apart from occasional introductory sessions, the community has not yet launched an overall concept so far. Moreover, discussions about diversity management and intercultural library services focus on public libraries only.

An information literacy instruction program

My project addresses a conceptual framework for an information literacy instruction program for international students at German academic libraries. Based on students' characteristics, their home library experiences, citation practices and learning cultures, the poster proposes training contents and teaching methods. It lists best practices and points out the importance of raising awareness of diversity and interculturalism as well as enhancing various skills among library staff.

In the last few years, German universities have attracted many international students, making Germany number three (OECD 2011) among the countries of destination for foreign students (after the US and the UK): 11,6 % of all students at German Higher education

institutions are students from abroad – students who received their entry qualification in a country other than Germany. China, Russia, Poland, Bulgaria and Turkey are the top five countries of origin (BMBF 2010). At universities, international students account for 26,1 % of all master program graduates (DAAD 2011).

Students adapting to new surroundings

Living and studying, many students need to adapt to new surroundings, different study conditions and expectations, expanding their library experiences, citation practices and learning habits. International students

- may be unfamiliar with specific library services (chat reference, interlibrary loan), German/English library vocabulary, the librarians' role in supporting literature searches, the unlimited access to electronic and print resources and the legal and ethical understanding of access to information (Liu & Winnb 2009);
- may rely on other concepts of "text ownership", different definitions of plagiarism or understandings of what constitutes common knowledge as well as different citation techniques (Amsberry 2009);
- may be used to different learning cultures, i.e. questioning represents a challenge to the lecturer, harmonious relationships in a group predominate, teachers assume the role of mentors, learning processes are externally regulated, success is vital (Levinson 2007).

Addressing these differences in instruction sessions, librarians need to readjust contents and teaching methods.

Facilitators for international students

It is, therefore, crucial for library managers to empower their staff for actively embracing and shaping its (new) role as facilitator for international students. Training in cross-cultural awareness and intercultural skills as well as support of bilingualism and language proficiencies in library staff are fundamental. It is also necessary to qualify staff for using a range of teaching methods to reach an ever growing variety of library users (having patience and time, employing visualization tools, compiling self-learning materials, providing the context of the information, using a mixture of media, offering comprehensive exercises) and to equip staff with instruments for successful networking and cooperating with numerous partners on campus (international office, international graduate center, language learning and writing centers). Finally, the library institution needs a vision and organisational culture that supports the concept of a learning organisation and embraces internationality. Eventually, in supporting the university's international profile and serving international students, the library contributes to the institutional and personal benefit of all.

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The author:
Dr. phil. Sabine Rauchmann
Staats- und Universitätsbibliothek Bremen,
Germany
E-Mail: sabine.rauchmann@gmx.de

IFLA News



The IFLA Education and Training Section (SET) is pleased to announce the winner of the

IFLA Library and Information Science (LIS) Student Paper Award 2012

sponsored by IFLA and ekz.bibliotheksservice GmbH

The IFLA LIS Student Paper Award, which is sponsored by IFLA and ekz.bibliotheksservice GmbH, Germany, aims to encourage LIS students from across the world to submit a

paper that addresses the current IFLA World Library and Information Congress theme and to then reward the best student paper submission. Beyond this, the award gives LIS students the chance to learn more about IFLA activities and encourages the new generation of LIS professionals to participate in IFLA activities.

The prize for the winner of the IFLA LIS Student Paper Award 2012 includes a grant of 1000 € to support travel and accommodation costs and the IFLA conference fee and should help to enable the winner to participate in the IFLA Congress 2012, furthermore one year's IFLA membership and the recommendation for the winning paper's publication in the IFLA Journal. This year, the selection panel chose the paper of two LIS students from the Philippines: **Martin Julius V. Perez and Mariel R. Templanza** from the School of

Library and Information Studies, University of the Philippines, Diliman, Quezon City, Philippines. Their paper is on the topic: "Local Studies Centers: Transforming History, Culture, and Heritage in the Philippines".

The award will be presented to Martin and Mariel during the IFLA World Library and Information Congress in Helsinki, Finland, 11-17 August 2012 during the Highlights & News session Monday, 13 August 2012, 09:30 – 10:45, Session 88, Room 5.

Martin and Mariel will present their paper at the Asia and Oceania Open Session Wednesday, 15 August 2012, 13:45 – 15:45, Session 180, Room I.

The criteria for the IFLA LIS Student Paper Award have been developed to measure the quality and relevance of the student papers, focusing on:

- Relationship to the theme of the IFLA Congress and the sub theme/s of the relevant Section
- Relevant discussion of current issues in the topic field including reference to appropriate literature
- Quality of ideas, research methods, results or argument
- Quality of writing and referencing.

Congratulations to this year's winners! IFLA and ekz.bibliotheksservice GmbH are thanked for their generous sponsorship of this award.

LIS News worldwide

Harvard offers Academic Room

Academic Room is an online platform that was developed at Harvard University to facilitate interdisciplinary engagements among scholars and researchers around the world. Our mission is to curate and disseminate scholarly resources, which are organized in over 10,000 academic sub-disciplines

The platform allows academics, researchers and students to create highly specialized portals for their subfields. These portals can be enriched with professional directories, scholar profiles, video lectures, bibliographies, journal articles, books, reviews, images, ancient manuscripts and audio recordings. www.academicroom.com

Turkey: IP LibCMASS – Erasmus Intensive

Students and lecturers from Hacettepe University Department of Information Management will participate in the IP LibCMASS Erasmus Intensive Summer School in Zagreb from 2-25 September 2012. The main theme is "Information and Cultural Management". IP LibCMASS is coordinated by SULSIT, Sofia. Hacettepe University, Ankara, University of Zagreb and Paris Descartes University are the other partners. More information can be obtained from <http://libcmass.unibit.bg/>

The Netherlands / Germany: BOBCATSSS 2012 Proceedings now available

The proceedings of BOBCATSSS 2012, 20th International Conference on Information

Science in Amsterdam are available now. An order form and the first eight pages (incl. preface and table of contents) of the proceedings can be accessed via the website

www.bobcatsss2012.org/programme/proceedings/

Wolf-Fritz Riekert and Ingeborg Simon (eds.): "Information in e-Motion". Proceedings BOBCATSSS 2012 – 20th International Conference on Information Science. Amsterdam, 23-25 January 2012. BOCK + HERCHEN Verlag, Postfach 11 45, 53581 Bad Honnef, Germany <order@bock-und-herchen.de>. ISBN: 978-3-88347-287-4. Paperback. 380 pp. 42 Euro.

There are about 80 paper presentations, 15 workshops and 40 poster presentations of high quality documented in the proceedings.

Turkey: BOBCATSSS 2013

BOBCATSSS is an annual conference series that is traditionally organised by students from European universities. At its 21st anniversary in January 2013, BOBCATSSS is organised by students from two universities, namely Department of Information Management of Hacettepe University (TUR) and The Royal School of Library and Information Science (DEN). *From Collections to Connections: Turning Libraries "Inside-out"* being the main theme, BOBCATSSS 2013 aims to bring together students, professors and specialists in the field of library and information science. More information can be found on the conference web site: <http://bobcatsss.net/>

Mexico

The Arts Section of AMBAC (Asociación Mexicana de Bibliotecarios A.C.) participated

at the XLIII Jornadas Mexicanas de Biblioteconomía held in Villahermosa, Tabasco, on May 24, 2012 with the following LIS ET-related document: "Valores sociales y valores patrimoniales: elementos para la educación sobre patrimonio documental ante el dinamismo de la sociedad del siglo XXI" (social and patrimony values: elements for the education on documentary patrimony in front of the dynamism of the society in the XXI's century), by Juan Miguel Peña.

India: International Conference on Trends in Knowledge and Information Dynamics, 10-13 July, 2012

Hosted by Documentation Research and Training Centre (DRTC), Indian Statistical Institute (ISI)

Venue: NIMHANS Convention Center, Nimhans Hospital Premises, Hosur Road, Bangalore- 560029

Documentation Research and Training Centre (DRTC) established by Prof. S R Ranganathan in 1962, is a research centre at Indian Statistical Institute (ISI) conducting Research, Training and Higher Education in the field Library and Information Sciences and allied areas. In the last five decades, DRTC has been involved in Research, Education, Training and cutting edge applications of Information and Communication Technology to Libraries and Information Centres, Knowledge centers and systems. 2012 marks the Golden Jubilee of DRTC and we are happy to host as part of 'Golden Jubilee Celebrations', the 'International Conference on Trends in

Knowledge and Information Dynamics' (ICTK-2012).

Broadly the themes of the conference are divided into main streams (in parallel sessions on all the days of the conference):

Stream 1: Trends in Library Education and Research

Stream 2: Trends in Public Library Services

Stream 3: Trends in Domain Specific Information Systems and Services

Stream 4: Trends in Open Access to Information and Data

Stream 5: Trends in ICT applications to Library and Information Science

ICTK 2012 includes sessions of invited talks by renowned in the field of Library and Information Science from around the globe on various topics related to the above mentioned five streams covering various aspects of current interest and popular trends. The conference serves as an International Platform for dissemination of information of International research and collaborative projects such as European Commission infrastructure projects. Experts Panel on Open Access to Information and Public Libraries present experts' views from around the world. In addition to plenary speaker of International repute, we plan to have panel discussions on Higher Education and International Collaborative Research in LIS, Public Libraries, Agricultural Information Systems, Open Access to Information. For further information please visit: <http://drtc.isibang.ac.in/ictk>

Who's Who: LIS' New Generation



Martin Julius V. Perez

School of Library and Information Studies, University of the Philippines Diliman, Quezon City, Philippines
E-Mail:

martinjuliusperez@gmail.com

School/Subject(s)

- School of Library and Information Studies, University of the Philippines – Diliman
- Bachelor of Library and Information Science, magna cum laude (2007-2011)
- Master of Library and Information Science (2012-present)

Main LIS interests:

- library education and research
- local studies centers

- filipiniana collection
- archives / rare books collection management and preservation
- information literacy
- library 2.0
- digital libraries and repositories
- law librarianship
- international librarianship
- librarians' professional development

Awards/Grants:

- Scholar, University of the Philippines Presidential Leadership Scholarship Grant, 2010-2011
- 3rd place, LIS Wizard 2010 (Philippine Association of Teachers of Library and Information Science), November 24, 2010
- 3rd prize, International Collegiate Information Literacy Invitational Contest

(SIM, Wuhan University, China), July 11-18, 2010

- Rank 2, Librarians' Licensure Examination 2011 (Professional Regulation Commission), November 23 & 24, 2011
- Recipient, IFLA Regional Standing Committee for Asia-Oceania (RSCAO) Author / Speaker Grant 2012
- Recipient, National Commission for Culture and the Arts (NCCA) Travel Grant 2012
- Recipient (with Mariel Templanza), IFLA LIS Student Paper Award 2012, "Local Studies Centers: transforming history, culture and heritage in the Philippines."

Memberships:

- University of the Philippines Future Library and Information Professionals of the Philippines (UPFLIPP) (past student president)
- University of the Philippines Library Science Alumni Association (UPLSAA)
- Philippine Librarians Association, Inc. (PLAI)
- Philippine Association of Academic and Research Librarians, Inc. (PAARL)
- Association of Special Libraries of the Philippines, Inc. (ASLP)

Participation in national/international conferences:

- *Participant* (SIM, Wuhan University, China; July 12-14, 2010), 1st Professional Leadership Development Summer Program
- *Paper Presenter / Speaker* (Bali, Indonesia, May 29-30, 2012) 15th General Conference of Southeast Asian Librarians (CONSAL). "An analytical study of the common and unique characteristics of local studies centers in the Philippines."
- *Paper Presenter / Speaker* (with Mariel Templanza), (Helsinki, Finland, August 11-17, 2012 [upcoming]) World Library and Information Congress: 78th IFLA General Conference and Assembly. "Local Studies Centers: transforming history, culture and heritage in the Philippines."

Practical experience:

- *Librarian*, Far Eastern University, Nicanor Reyes Sr. St., Sampaloc, Manila, Philippines, December 2011 – present
- *Library Assistant*, Far Eastern University, Nicanor Reyes Sr. St., Sampaloc, Manila, Philippines, October – December 2011
- *Part-time Archivist / Librarian*, Sto. Domingo Convent Archives / Library, Quezon City, Philippines, July – October 2011

Career expectations:

I want to finish my master degree in LIS, and then to acquire a Ph. D degree in the future. I want to travel and visit many libraries, information centers and library schools around the world and to gain experience and insights from them. I would like to be a lecturer or professor in a library school, wherein I can share my experience and knowledge in LIS, and help **mould** the minds of future librarians and information professionals of our generation. I would like also to contribute **research** that would be valuable to LIS scholarship.



Mariel R. Templanza

School of Library and Information Studies
University of the Philippines, Diliman,
Quezon City, Philippines
E-Mail:
marieltemplanza@gmail.com

School/Subject(s):

- School of Library and Information Studies, University of the Philippines – Diliman
- Bachelor of Library and Information Science, cum laude (2008-2012)

Main LIS interests:

- Archival institutions and local studies centers
- Archival materials and rare book collection
- Health or clinical librarianship
- Young adult literature

Awards/Grants:

- Recipient (with Martin Julius V. Perez), IFLA LIS Student Paper Award 2012, "Local Studies Centers: transforming history, culture and heritage in the Philippines."

Memberships:

- University of the Philippines Future Library and Information Professionals of the Philippines (UPFLIPP)
- University of the Philippines Library Science Alumni Association (UPLSAA)

Participation in national/international conferences:

- Paper Presenter / Speaker (with Martin Julius V. Perez), (Helsinki, Finland, August 11-17, 2012 [upcoming]) World Library and Information Congress: 78th IFLA General Conference and Assembly. "Local Studies Centers: transforming history, culture and heritage in the Philippines."

Practical experience:

- Library Aide, Manila Observatory Library and Archives. Manila Observatory, Ateneo de Manila Campus, Loyola Heights, Quezon City, Philippines. May 2012 up to present

Career expectations:

By the end of this year, I hope to pass the board exam for librarians and be an official professional librarian. I wish to pursue a Master's degree in LIS at the University of the Philippines as well as a Doctorate degree outside of the Philippines. I want to experience different fields to learn more and be more

flexible in terms of work experience. I want to experience working in a hospital as a clinical librarian but before that I want to be in a traditional academic library setting for me to learn more of the basics of librarianship. Hopefully in the future I could also teach LIS in one of the library schools in the Philippines to share my knowledge and passion for the profession. All in all, all I really want is to contribute something for the field of library and information science, be it a small or big contribution, as long as it helps build and mold the minds of future librarians.

Conference Reports



**BOBCATSSS
2012 Symposium**
January 23 – 25,
2012, Amsterdam,
The Netherlands

By Doreen Thiede and Julia Alexandra Goltz,
Berlin, Germany

“Information in e-motion” – that was the theme of the 20th BOBCATSSS Congress, which took place in Amsterdam from January 23rd to 25th this year. And this topic really speaks for itself: attending the congress for the first time, it became a very emotional, but also inspiring and fruitful experience for us. BOBCATSSS is an international congress addressing library and information science that is organized by and for students.



More than 400 participants at the BOBCATSSS 2012 opening ceremony. © P. Hauke.

This year it was planned and executed by three library schools from Amsterdam (Hogeschool van Amsterdam, University of Applied Sciences), Groningen (Hanze University of Applied Sciences) and Stuttgart (Media University). The three day event was complemented by several afternoon and

evening get-togethers, for example a very nice sightseeing tour by ship, the big “BOBCATSSS Party” or guided tours through Amsterdam offered by local librarians. More than 400 people from different (not only) European countries – e.g. we met colleagues from the United States or South Africa – came to Amsterdam to strengthen existing and build new contacts.

The programme was diversified and organised in four subtopics: “My Information”, “E-Media in Motion”, “Organisations 2.0” and “Access to Public Information”. A particularly interesting workshop was i.e. “The Spirit of New Professionals”, where we discussed strengths, weaknesses and possible working areas of new professionals. In addition to interesting lectures (“How does Cybercrime really affect you?”) and great workshops (“E-Motion translated by dance”), we had the great pleasure to present a poster at BOBCATSSS’ anniversary.



Julia and Doreen presenting their Poster at the BOBCATSSS 2012 Symposium. © D. Thiede.

This poster with the topic “Cloud Computing and Libraries – A German Perspective” seemed to hit a nerve, for Cloud Computing being one of the most discussed topics recently. We spoke to a lot of people from different countries and fields and soon came to the conclusion that the opinions on Cloud Computing depend a lot on the home countries. Especially when it comes to data policy considerations, the German perspective is very cautious, addressing questions like: “Will I lose control of my data when I give it to the Cloud?”, “What about data privacy?” or “Who will take care for long-term storage of data?” On the other hand Cloud Computing is accompanied by many hopes like speed, flexibility, reliability, scalability, cooperative storing, processing and preparing of data, easy access via a simple web interface, different institutions using one software, lower costs (local resources, support, staff) and maybe a better distribution of manpower. Nevertheless to all upcoming discussions Cloud Computing will apparently be the future IT system and we as information professionals have to cope with all its pros and cons. And maybe us discussing this controversy so lively was one reason for the poster jury to honour us with Second Best Poster Award!



Second Best Poster Award Certificate. © D. Thiede. BOBCATSSS is mainly the best place for networking in the young professional scene. Quite different to typical conventions of our profession all attendees came to the conference with none so ever barrier in mind, all of them eager to exchange ideas and opinions. This could be experienced not only in

the uncommon accommodation situation – most of the attendees shared international bed rooms in the Stay Okay Zeeburg Hostel – but in communication situations itself. Quite often we stood in a circle with students and young professionals next to teachers and vendors and vividly discuss industry trends, new teaching methods, political topics or ideas to a future library world above country borders. Or we discovered the best places in Amsterdam (no matter if museum, library, street or market) in a group with locals and international guests. While streaming a documentary about last years’ “Cycling for Libraries” tour – a library unconference for cycling librarians and library lovers – we planned this years’ ride through the Baltic States as well as topics for this years’ IFLACamp in Finland in August 2012.

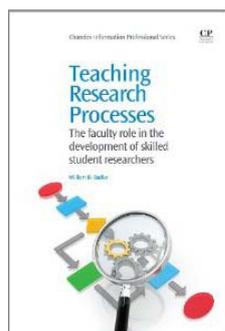


Handing over the BOBCATSSS flag to the Turkish 2013 organizers. © P. Hauke

BOBCATSSS theme “information in e-motion” spoke for itself. We learned new aspects of our profession; we brought new ideas, opinions and contacts back home; we emotionally bond to colleagues and even made new friends. Inspired by this we can only recommend attending BOBCATSSS to every student or young professional in the LIS field and we hope to meet all those vivid people again in Ankara, where BOBCATSSS 2013 will take place.

Report submitted by
Doreen Thiede and Julia Alexandra Goltz
Corporate Library Network Berlin-Brandenburg,
Berlin, Germany
Email: thiede@zib.de, goltz@zib.de

New Books & Articles



B. William Badke:
Teaching Research Processes: The Faculty Role in the Development of Skilled Student Researchers.
 Oxford Cambridge New Delhi: Chandos Information Professional Series, Chandos Publishing, 2012. 222 pp., ISBN 978-1-84334-674-6

The book is built up on a strong conviction or, as the author calls it, “revelation” that students do not know how to do research and lack the necessary skills and engagement to deal properly with the information of their disciplines. Their professors, unaware of the problem, do little or nothing to help them. The book seeks to come with a new approach to teach research processes.

The concept “research processes” is defined in the first chapter as “information literacy”. It involves the capability to efficiently identify, formulate the research problem, locate, access and handle the needed information. The acquisition of a significant technological knowledge, critical thinking and evaluating abilities is paramount in this approach.

In the second and third chapters, the author argues that students have deficits in their research skills and explains the causes of the problem. First, pre-college instruction does not prepare students adequately despite the emphasis placed on using technology in learning. Incoming first year college students, who are familiar with new technologies (e.g. the internet, cell phones, games, etc.), tend to overestimate their research abilities though presenting limitations in information research and critical thinking skills.

These limitations are not exclusive to students, but are shared by faculty members who misunderstand the nature and the demands of research processes. Not only do they present inadequacies in using new technologies and web based sources of information, but they also show a reluctance to acknowledge their difficulties and seek academic librarians’ help. They are resistant to change. In fact, they themselves have learnt their research skills on their own and therefore expect the same from their students. Professors, consequently, focus on content at the expense of research processes.

Implementing a programme to teach research processes faces further obstacles caused by

academic administrators and accrediting bodies. Academic administrators equate “information literacy” with “computer literacy” and thus fail to give it its proper due and the required funding. Similarly, accrediting bodies in the US disregard information literacy as one of the standards which determine education quality. This induces more carelessness about the issue in the academic world.

Information professionals and librarians seem to be the ones who are truly interested in information literacy. Within mainstream academia, the instruction of the subject is reduced to the ineffective remedial one session or short term presentations offered by librarians. Other rare methods, like credit courses or programs carried out through the curriculum, are equally unsuccessful because they emphasize skill sets and lack the framework, philosophy, organisation, methodology and rigour required by a disciplinary course.

Needed is a “laboratory classroom” where professors, providing their personal experiences (“autobiography”) and expertise (“inner workings of their own research”), guide their students through the research processes of a given discipline. Academic librarians provide consultation on the projects’ designs and assessment methods. Students are active learners who will carry out research projects and ask critical questions about both the nature of the information and the research methods followed within their discipline. Thus, the questions can be related to the epistemology of the discipline, the essentials of the knowledge base, the academic discourse and the arguments utilized in a specific discipline. In the same way, to help students understand the “landscape” of their field, the criteria of determining the field’s major scholars and schools of thoughts are to be scrutinised. The new classroom will also be concerned with the nature of literature review in a given discipline, the appropriate way to formulate a research question, to determine the best data needed, to find out how to obtain it, and finally to know how to evaluate it. Students, having knowledge base “can increasingly acquire content on their own” (p.137).

Research projects should allow students to practice research, to obtain feedback and to resubmit their work for correction. Several resources can be used to implement this instruction; e.g. Wikipedia, web 2.0 options for research projects’ developments, and research pre-tests and post-tests available on the internet. The point is to engage students in

research processes as a foundational element of learning. Convincing arguments, presentation of the steps followed (or “use of the power of autobiography”) and explanations of the process can overcome the logical, emotional and situational barriers. For research processes instructions to be widely adopted by departments and universities, librarians and “team teachers” should prove it to be successful and inexpensive.

In sum, the book undoubtedly highlights the deficiencies of an education exclusively based on content transmission, makes the case for the instruction of research processes and for the role of academic librarians in this teaching. Yet, the book shows some major limitations. First, the theory and pedagogy of teaching in higher education are rarely exploited though the field is the main concern of the book. Second, it is fraught with repetitive **concepts’ descriptions** and assertions which seem to be closer to preaching than to scientific arguments.

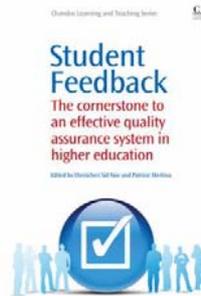
For example, the book’s main premise is the students’ deficient knowledge of research processes. The evidence utilized, however, amounts to the results of some studies, carried out in native English speaking settings, varying in time, in orientation, in population age and levels of education (secondary and university levels). Yet, academia and students are referred to as a single body throughout the world. In the absence of a well-defined context and methodological precisions, many generalisations can be fortuitous and misleading.

Likewise, the proposed approach, which forms the second part of the book, is based on the author’s recommendations. The affirmations presented are not substantiated by evidence or the author’s personal experiences. Explanations related to the practical side of the implementation of the approach are lacking. Thus, for example, courses are to be carried out within a given traditional discipline. Interdisciplinarity is just “a complicating factor” to be examined outside the book (141). “The logical barrier” to change “can be overcome by providing a logically convincing argument” (p.171). Emotional barriers are subdued by “telling” through “autobiography” (p.172), whereas situational challenges are surmounted by changing the environment, creating habits and rallying the herd (p.173). No practical clue is given about how this can be achieved. No costs are needed to implement the project, even if this instruction implies close students’ supervision and more professors. Faculty members and librarians will support the instruction programme willingly because they

will follow “the herd” and later will “evangelize their departments” and universities (p.175).

On the whole, the merit of the book lies in emphasizing the need for information literacy instruction rather than bringing novel solutions to the problem.

Review submitted by Najia Abdallaoui Maan, Ecole des Sciences de l’Information, Rabat, Morocco, E-Mail: najia.abdallaoui@gmail.com



C. S. Nair & P. Mertova (eds.).
Student Feedback: The Cornerstone to an Effective Quality Assurance System in Higher Education.
Oxford: Chandos Publishing, 2011. 182 pp. ISBN-13: 978 1 84334 573 2

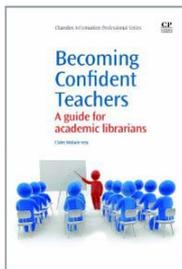
This book consists of nine chapters and aims to highlight the developments and international trends in the use of student feedback in higher education, university leadership, feedback administration, and higher education institutions, through a global perspective. All chapters emphasize the purpose of student feedback and its use in improving teaching and learning. The book includes both theoretical background on this issue as well as the practical experiences of the individual authors of the chapters. Contributors include researchers and practitioners in disciplines such as education, management and engineering who focus on student feedback tools as a primary means of increasing teaching and management performance in higher education.

Chapters can be categorized under two headings: international perspectives on student feedback; and major tools and administration techniques used to measure quality assurance. Student Feedback provides glimpses from the United States, Malaysia, Sweden and Australia. The chapter outlining the American experience discusses the dilemmas concerning the use of student feedback from the perspective of performance measurement. It also emphasizes the importance of merging student feedback into organizations’ decision-making processes. The chapter on the Swedish experience emphasizes the need for an effective evaluation system which includes good data collection and the use of data collected through student feedback. The authors of the chapters on the Malaysian and Australian cases underscore the importance of

integration between internal university surveys and the multilayered national profile of students at different educational levels.

The chapters dealing with the survey tools and administrative techniques encompass a range of instruments and institutional cultures including web-based and paper-based surveys; the importance of communicating with students about the pre- and post-surveying processes; and the significance of sharing results with students in order to collect additional student feedback for quality assurance and performance measurement.

Review submitted by
Esin Sultan Oguz, Hacettepe University Department
of Information Management, Turkey, E-Mail:
esinsultan@hacettepe.edu.tr



Claire McGuinness:
*Becoming Confident
Teachers: A Guide for
Academic Librarians.*
Oxford: Chandos
Publishing, 2011. 246 pp.
ISBN-13: 978 1 84334 629
6

More and more academic librarians have teaching activities as a central part of their work. Today teaching has become a core component of librarianship. Many librarians will probably not find themselves equipped for this adventure and as a result find themselves insecure in the role. The book: "Becoming Confident Teachers – a guide for academic librarians" by Claire McGuinness is a useful tool to give librarians the skills and knowledge to fill their instructional roles with confidence and enthusiasm.

Claire McGuinness offers strategies that will help academic librarians develop a "teacher identity". Though the book is written with academic librarians in mind, the book will be useful for librarians working in public libraries as well.

According to the author, the overarching objective of the book is to help instill confidence, and offer a clear guide for teaching librarians in terms of the knowledge, skills and tools required to perform the role.

In this book, the skills, tools, and methods of instruction are set out and discussed in the specific context of information literacy instruction. But the book is not solely concerned with the practical skills, it also aims to develop a reflective practice among teaching librarians, and the development of a teacher identity.

The book has six chapters. The author begins by looking at the evolving role of teaching librarians. In chapter 2 she explores the concepts that shaped the role. Chapters 3, 4 and 5 deals with the actual teaching, learning and reflective practice. The three chapters will help you with the basic knowledge, skills and strategies so that you can confidently handle any teaching situation.

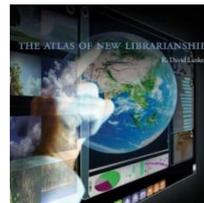
Chapter 6 presents the results of a qualitative survey in which 38 teaching librarians shared their personal experiences of teaching.

The book is very well structured. Each chapter includes exercises and reflections, and she also provides numerous examples to bridge theory with practice.

Chapter 5 is particularly useful for developing a personal and professional role as a teaching librarian. It emphasises the reflective practitioner, and discusses the practical means of professional development and advancement. My own experiences as a teaching librarian with no pedagogical training is that constructive self-evaluation and evaluation by others is very helpful in order to perform better as a teacher.

This book is a goldmine for practical "how to" tips, but it is also a book that advocate why librarians should become teaching librarians.

Review submitted by
Jannicke Røgler, Buskerud County Library,
Drammen, Norway janniro@gmail.com,
jannicke.rogler@bfk.no,



R. David Lankes:
*The Atlas of New
Librarianship.*
Cambridge, MA: The MIT
Press, 2011. 408 pp. ISBN
978-0-262-01509-7

With a development of new user interfaces (especially graphical user interface concepts) we can more notice and appreciate information visualization principles, also data visualization, visualization of scientific processes, ontologies etc. It is nice, when in a the context of information visualization was born a work, that develops understanding and directions of information and library science, just as is the case of publication issued by the *MIT Press* during the year 2011 and that is titled *The new atlas of librarianship*.

„Libraries have existed for millennia, but today the library field is searching for solid footing in an increasingly fragmented (and increasingly digital) information environment ... He (author R. D. Lankes, by the way associate professor

at Syracuse University's School of Information and Library Science) *describes a new librarianship based not on books and artifacts but on knowledge and learning; and he suggests a new mission for librarians: to improve society through facilitating knowledge creation in their communities.*"

An idea presenting in historical and current contexts of structure visualized *librarianship* is very beneficial not only for library professionals, information services specialists, and especially students and their lecturers, but certainly for someone, who knows about trends in librarianship not so much and wants to discover this beautiful field. A combination of textual structures with image information and diagrams, conceptual maps, support not only structural, but also association principles. The book – atlas is clear and didactic, brings not only isolated knowledge but also knowledge in a context. You need study introduction chapter of the atlas, but it is possible to list and skim one without system and *think* first, discover own principle of reading of the book/atlas.

The atlas is a topical map represented by a series of agreements in relation to one another organized into a series of threads. There is a combination mentioned topical maps with scholarly texts, examples from practice, persuasive arguments, textbooks and inspirations. The atlas is divided into three

major components: „*The Map*“, „*Threads*“ and a „*Agreement Supplements*“. We can see the atlas as a course, when the *Map* is syllabus, *Threads* are lectures and contain accompanying readings and discussion materials. The atlas tries to capture the whole of librarianship. It is not easy for one sitting read. One limitation of the atlas is that reflects a decidedly North American perspective, also in a context of LIS education structure.

The *Atlas of new librarianship* is a practical, comprehensive and inspirational book associated with the visualization of structures of librarianship, that can not obtain only answers, but more importantly – to establish associations, creative considerations for the future, and many questions.

This publication has received awards including *ABC-CLIO/Greenwood Award for the Best Book in Library Literature* in 2012.

The basic content of the book is possible to study at <http://mitpress.mit.edu/catalog/item/default.asp?ttype=2&tid=12560&mode=toc>.

Review submitted by
Richard Papik, Institute of Information Studies and
Librarianship, Charles University, Prague, Czech
Republic. E-Mail: papikr@cuni.cz

Conference Calendar

Please visit also:

IFLA Calendar of Events: <http://www.ifla.org/en/events/calendar>

Library Related Conferences = <http://lcp.douglashasty.com/>

 <p>Australian Library and Information Association</p>	<p>July 10 – 13, 2012, Sydney, Australia ALIA Biennial 2012 Conference Theme: <i>DISCOVERY</i> to reflect the opportunity for delegates to undertake their own discovery and explore the library and information profession http://www.alia.org.au/conferences/2012.html</p>
 <p>DRTC 1962 - 2012 Distance Research and Training Centre Delhi (International Distance)</p>	<p>July 10 –13, 2012, Bangalore, Karnataka, India ICTK2012 International Conference on <i>Trends in Knowledge and Information Dynamics</i> http://drtc.isibang.ac.in/ictk</p>
 <p>28th Annual Conference on Distance Teaching & Learning August 8-10, 2012 Madison, WI</p>	<p>August 8 – 10, 2012, Madison, Wisconsin, US 28th Annual Conference on Distance Teaching & Learning www.uwex.edu/disted/conference/</p>

	<p>August 9 – 10, 2012, Helsinki, Finland IFLA New Professionals Special Interest Group IFLAcamp http://npsig.wordpress.com/iflacamp/</p>
	<p>August 11 – 16, 2012, Helsinki, Finland 77th IFLA – World Library and Information Congress <i>Libraries Now! – Inspiring, Surprising, Empowering</i> http://www.ifla.org/en/annual-conference/future</p>
	<p>September 19 – 21, 2012, Ankara, Turkey 3rd International Symposium on Information Management in a Changing World <i>E-Science and Information Management</i> http://by2012.bilgiyonetimi.net/en/</p>
	<p>October 9 – 12, 2012, Montréal, Québec, Canada E-LEARN 2012 – World Conference on E-Learning in Corporate, Government, Healthcare & Higher Education http://www.aaace.org/conf/eLearn/</p>
	<p>November 6 – 9, 2012, Denver, Colorado, US EDUCAUSE 2012 Annual Conference <i>The Best Thinking in higher Ed IT</i> http://www.educause.edu/E2012</p>
	<p>January 12 – 13, 2013, Bruxelles, Belgium ICIET 2013 International Conference on Information and Education Technology http://www.iciet.org/</p>
	<p>January 22 – 25, 2013, Seattle, Washington, US ALISE 2013 Annual Conference <i>Always the Beautiful Question: Inquiry Supporting Teaching, Research, and Professional Practice</i> http://www.alise.org</p>
	<p>January 23 – 25, 2013, Ankara, Turkey BOBCATSSS 2013 Symposium <i>From Collections to Connections: Turning Libraries "Inside-Out"</i> http://bobcatsss.net/</p>
	<p>February 12 – 15, 2013, Fort Worth, Texas, US iConference 2013 <i>Scholarship in Action: Data • Innovation • Wisdom</i> http://www.ischools.org/iConference13/2013index/</p>
	<p>July 19 – 25, 2013, New York, NY, US 9th MLDM 2013 International Conference on Machine Learning and Data Mining http://www.2013.mldm.de/</p>
	<p>August 17 – 23, 2013, Singapore 79th IFLA World Library and Information Congress <i>Future Libraries: Infinite Possibilities</i> http://conference.ifla.org/ifla79</p>