In this issue:

Message from the Editor

Dear colleagues,

This is the 21st volume of the SET Bulletin. Twenty years have passed since the IFLA Section on Education and Training began issuing a newsletter as an official organ. From 2000 to 2019, 136 contributions (articles and reports) were submitted by 141 authors from 31 countries. (See the quantitative analysis of SET Bulletin issues prepared by a Library and Information Science student for the current issue.)

I would like to thank my predecessors John Harvey, Petra Hauke, and Susmita Chakraborty. Their excellent editing of pieces about the activity of the section and the development of library and information science education worldwide helped to promote the SET's achievements and its contributions to the library profession during this period. In preparing this issue I relied on their expertise.

Along with a brief description of the SET sessions at IFLA WLIC 2019, the current issue includes an in-depth report by Anna Maria Tammaro on the IFLA satellite conference in Rome and a report by Fatih Oguz on the progress of the ongoing Building Strong LIS Education Working Group. Contributions about professional conferences and other meetings related to LIS education were submitted by educators and students from Belarus, Croatia, Italy, Russia, and the United States.

We look forward to your contributions and welcome your ideas about the newsletter's content. And, of course, we look forward to the forthcoming IFLA Congress, which we all hope will take place in August 2020.

Albina Krymskaya

Kendra Albright

Welcome from the Chair

Dear colleagues,

We are living in challenging and unusual times. The coronavirus has affected all of us worldwide. Yet the work of library and information professionals is more important than ever to ensure accurate, factual information is disseminated to everyone for their health and safety. The Education and Training Section (SET) has remained active during these times, and is committed to continuing our work utilizing the digital tools that are available.

As we reflect on our activities since the last SET bulletin, we have been highly engaged with successful sessions at the WLIC in Athens, Greece, this past August, and several Zoom meetings since then. We have prepared and sent out the call for papers for our session to be held in Dublin, Ireland at this year's WLIC meeting. In addition, we are partnering with two sections on three projects this year. The Building Strong Library and Information Science Education (BSLISE) project with the Section on Library Theory & Research (LTR) is continuing its multiple year project of developing core competencies in LIS education, under the leadership of Clara M. Chu and Jaya Raju. In a second partnership with LTR, we are investigating LIS education in research methods, overseen by LTR

chair Krystyna Matusiak. Our third project is a two-year partnership with the Section on Knowledge Management (KM) on global education in KM, with SET Secretary, Albina Krymskaya, serving as co-chair of this activity. So while we are working from home, we are continuing to advance our understanding of LIS education in general, as well as in the specific areas of research methods and knowledge management.

Thanks to all of you who contribute to our section and strengthening the work we do to support the core values of IFLA and its Global Vision. Welcome to our members, both new and ongoing, and I encourage ongoing dialog and outreach to each other during these challenging times. I look forward to the opportunity to meet in the near future, in Dublin, and other parts of our shared world.

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SET Business Meeting, Athens, Greece, 24 August 2019

SET Standing Committee 2019–2021

SET Programs at WLIC 2019 in Athens, Greece

Tuesday, 27 August 2019 | 16:00–18:00 | Session 193: International Framework for the Assessment of Quality Standards in LIS Education: the Role of Associations, Higher Education and the Professional Community – Library Theory and Research and Education and Training (Session of the IFLA Building Strong Library and Information Science Education (BSLISE) Working Group)

1. Building Strong LIS Education: Post-White Paper Global and Local Actions *by Clara M. Chu, University of Illinois at Urbana-Champaign, United States; Jaya Raju, University of Cape Town, South Africa*

2. Mapping LIS education programs and their structures *by Clara M. Chu, University of Illinois at Urbana-Champaign, United States; Ana María Talavera-Ibarra, Pontificia Universidad Católica del Perú, Lima, Peru*

3. Toward development of an international framework for the assessment of quality standards in LIS education *by Jaya Raju, University of Cape Town, South Africa; Theo Bothma, University of Pretoria, South Africa*

4. LIS core and other professional competencies for transferability and reciprocity *by Kendra Albright, Kent State University of Cape Town, Ohio, United States; Primož Južnič, University of Ljubljana, Slovenia*

Follow news about the BSLISE Working Group at https://bslise.org/.

Wednesday, 28 August 2019 | 13:45–15:45 | Session 234: LIS Education Role in Libraries Dialogue: Changes Start Here – Education and Training

1. Methods to implement new information technologies for teaching Information Literacy *by Angela Repanovici, Transilvania University of Brasov, Romania, Romania; Ane Landoy, Bergen University Library, Norway, Norway*

2. Reflective Journaling: Innovative Dialogue in LIS Education *by Elizabeth A. Burns, Old Dominion University, Virginia, United States*

3. Motors for Change and Engage—E-learning Programs for Librarians and Library Users by the National Library of China *by Fei Wang, National Library of China, Beijing, China*

4. Preparing Future Librarians and Current Information Professionals to Lead Libraries in Times of Crisis *by Feili Tu-Keefner, University of South Carolina, Columbia, United States; Jingjing Liu, University of Texas M.D., Houston, United States; Denise Lyons, The South Carolina State Library, United States; April Hobbs, University of South Carolina, United States; J. Caroline Smith, The South Carolina State Library, United States*

5. Integrating Computational Thinking into Technology Courses for School and Youth Services Librarians *by Jennifer E. Moore, Texas Woman's University, United States; Joe Sanchez, City University of New York, United States; Marijke Visser, American Library Association, Washington, United States; Nicky Rigg, Google, San Francisco, United States*

6. Building Digital Proficiency in Staff with Analog Skills *by Joan Weeks, Library of Congress, Washington DC, United States*

7. The LIS Educator: Nurturing for Strategic Learning Experiences *by Ngozi P. Osuchukwu, Madonna University, Okija, Nigeria; Victor Wagwu, Ignatius Aguru University of Education, Port Harcourt, Nigeria*

8. Repositioning library and information science curriculum for enhanced oral tradition knowledge management education in Nigeria: Nnamdi Azikiwe University, Awka-DLIS experience *by Florence Amaka Nwofor, Nnamdi Azikiwe University, Awka, Nigeria; Nkechi S. Udeze, Anambra State Library Board, Awka, Nigeria; Hope Chinyere Ilorah Chikaodi, Nnamdi Azikiwe University Library, Awka, Nigeria*

9. Cultivating knowledge sharing and learning communities in a Malaysian academic environment: Our implementation pitfalls, lessons learnt and the emergence of our KM Kit *by Sarifah Abdullah, Dar Al Hikmah Library, Kuala Lumpur, Malaysia; Hana Imam Supaat, Dar Al Hikmah Library, Kuala Lumpur, Malaysia; Geeta Albert, Taylor's University & Knowledge Connections Inc., Petaling Jaya, Malaysia; Nor Takrim Ibrahim, Knowledge Connections Inc., Petaling Jaya, Malaysia, Goh See Kwong, Taylors's University, Petaling Jaya, Malaysia*

10. Chinese practice of online training for librarians and staffs in public libraries *by Xiaodong Liu, Peking University, Beijing, China; Qiong Wang, Beijing Normal University, China; Yang Li, Peking University, Beijing, China*

11. In the eyes of beholder: Assessing the ICT competencies of LIS graduates through the lens of their employers in Pakistan *by Nosheen Fatima Warraich, University of the Punjab, Lahore, Pakistan*

Thursday, 29 August 2019 | 13:45–15:45 | Session 275: LIS Education in Developing Countries: Challenges and Trends – LIS Education in Developing Countries

1. INFOBILA: A regional repository to support LIS education and research in Latin America *by Georgina Araceli Torres Vargas, National Autonomus University of Mexico, Mexico City, Mexico; Filiberto Felipe Martinez Arellano, Institute of Research on Library Science and Information, National Autonomous University of Mexico, Mexico City, Mexico*

2. The Review and Prospect of Library and Information Science Education in China *by Qingyuan Wei, Tsinghua University Library, Beijing, China*

3. Road to Meet 21st Century Challenges: A scenario on LIS education in Bangladesh *by Dilara Begum, East West University, Dhaka, Bangladesh; Md. Hasinul Elahi, East West University, Dhaka, Bangladesh*

4. LIS Education in India: Revamping Curriculum to Meet the Challenges by *Neelam Thapa, Dr. Harisingh Gour University, Sagar, India*

5. Non-harmonization of LIS curriculum: a serious challenge to LIS education in Nigeria by *Basil Edom, IMO STATE UNIVERSITY, Owerri, Nigeria*

6. Trends in Library Science Education and Research in India during 21st Century: An Exploration through Network Visualization *by Nirmal Singh, Guru Angad Dev Veterinary & Animal Sciences University, Ludhiana, India; Trishanjit Kaur, Punjabi University, Patiala, India; Shankar Chavan, Indian Institute of technology, New Delhi, India*

BSLISE Working Group Session: Photo Gallery

by Ekaterina Shibaeva, ShibaevaEA@rsl.ru, Deputy Editor in Chief – Executive Secretary, Periodicals Department of the Russian State Library, Russian Federation

Table 3: Other, local models and how to scale up
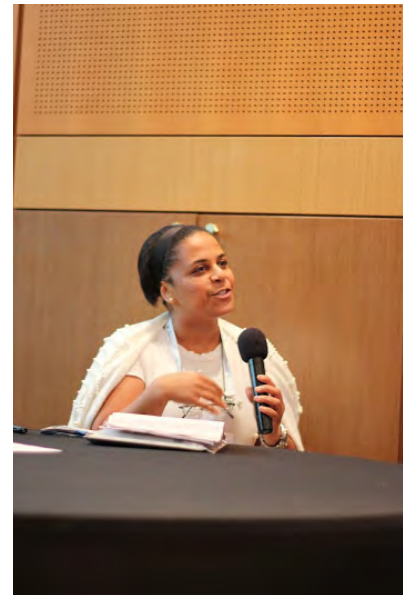
An International Library and Information Science Schools Survey by the IFLA BSLISE Working Group

by Fatih Oguz, f_oguz@uncg.edu, University of North Carolina at Greensboro, USA

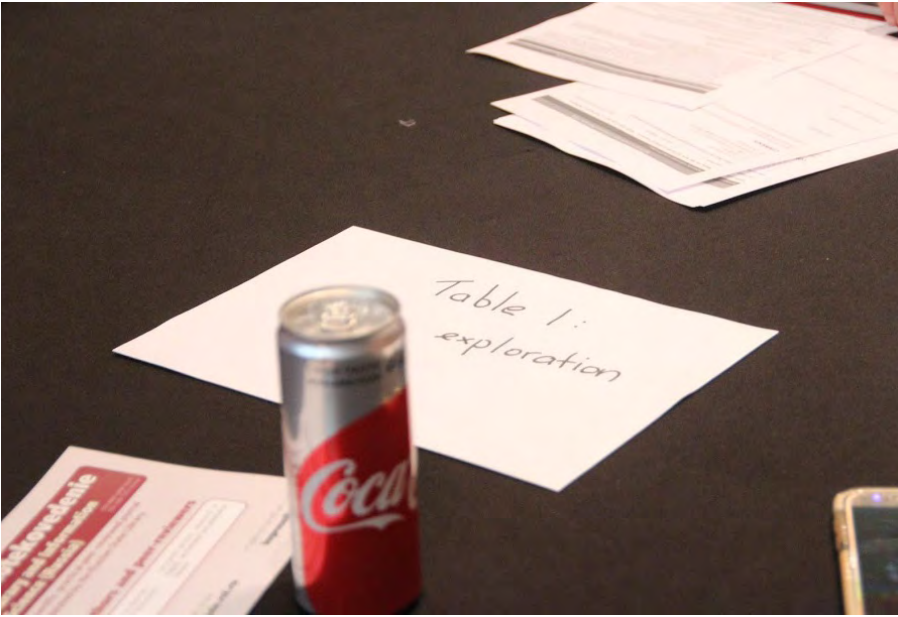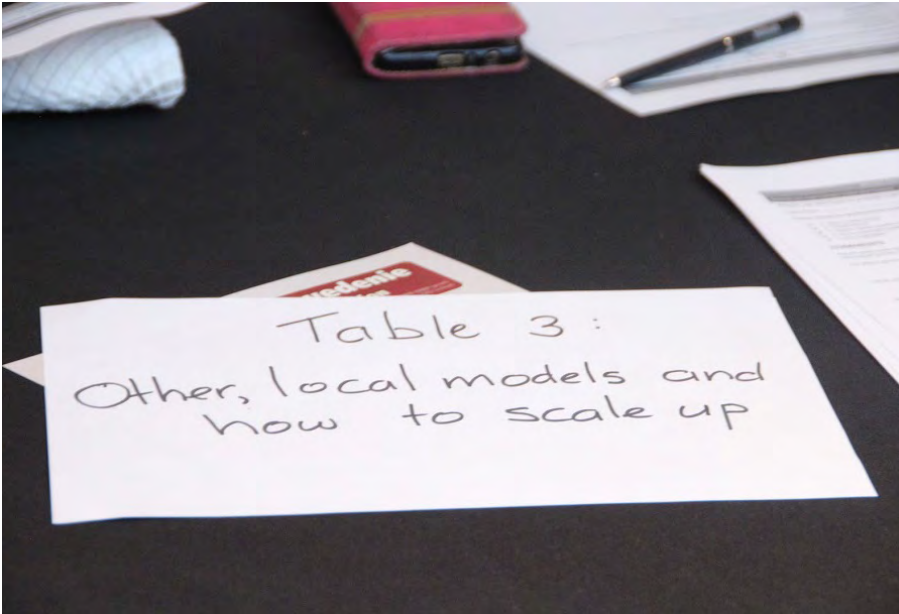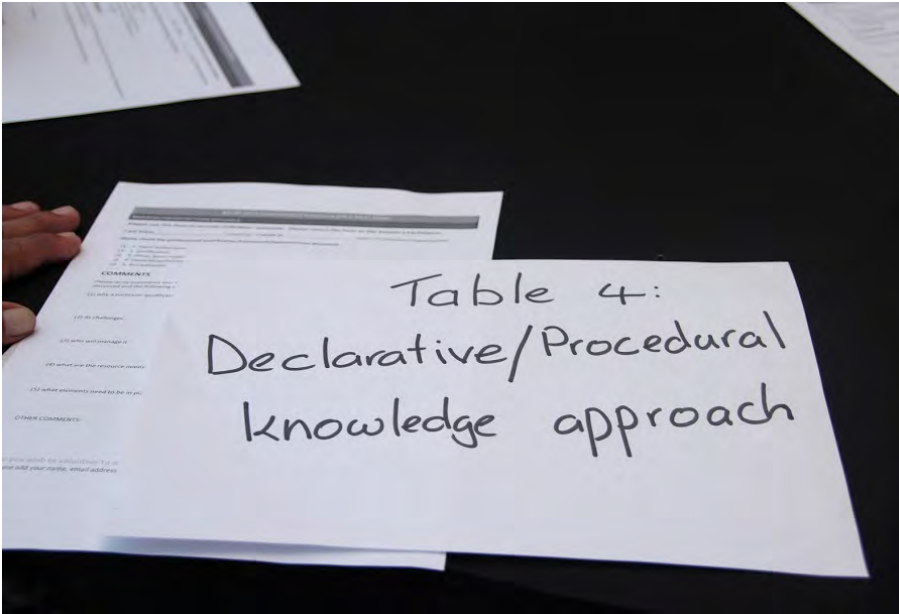As part of the IFLA Building Strong Library and Information Science Education (BSLISE) Working Group's goal to develop an international quality assessment framework that promotes quality in LIS education programs, an online survey was distributed worldwide to collect data about library and information science (LIS) schools and programs and local structures, organizations, and procedures that address the issues of professional qualifications, accreditation, certification, and registration for professional practice. The survey was administered on October 28 – December 31, 2019. For the survey, the BSLISE Working Group defines LIS as the study of information in all its formats and processes, technologies used to interact with information, and the nature of human interaction with information and technology in all society.

The survey was made available for about two months and disseminated via email and mailing lists by the members of the BSLISE Working Group. The analysis of the data has not been completed yet, but we are happy to share some of the preliminary results.

A total of 156 LIS schools were represented in the study from 67 different countries around the world. About 89% of the respondents indicated there is a qualification requirement (e.g., accredited degree, certification) to work as a "professional librarian." A total of 471 programs were listed by respondents. The most offered degrees included the Master's (34%), Undergraduate (23%), and Specialist (18%). A prior degree, minimum student performance grade/mark from prior degree, and statement of purpose letter were listed as the most requested admission criteria for these programs. A large majority of the programs were offered in face-to-face format followed by hybrid (face-to-face & distance/online) modality. Over 85% of the degree programs had a graduation requirement such as final paper or similar, thesis, dissertation, exam, portfolio, or practicum. About 26,000 students collectively were enrolled in these programs at the time of data collection.

The BSLISE Working Group plans to complete the data analysis in March 2020 and begin working on creating an interactive world map using geographic information systems and developing a regularly updated international database of LIS programs around world. The BSLISE Working Group began as an initiative of the IFLA Education and Training Section (SET), LIS Education in Developing Countries Special Interest Group (LISEDC SIG) and Library Theory and Research (LTR) Section, and its work is integrated into the action plans of SET and LTR. The LIS community is invited to follow the BSLISE work at https://bslise.org/ and https://www.facebook.com/bslise.

Transforming LIS Education for Professionals in a Global World: the IFLA Satellite Post-Conference at the Vatican Library in Rome

by Anna Maria Tammaro, annamaria.tammaro@unipr.it, Professor, University of Parma, Italy

Since its beginning IFLA has been concerned with education and training, creating guidelines and standards for LIS (Library and Information Science) education. IFLA's commitment to education is now more important than ever to realize its "Global vision" with a renewed active role of professionals in a global and hyper-connected world. Ninety years after the first IFLA Conference, IFLA returned to the Vatican Library (Fig.1) with the Satellite "Transforming LIS education for professionals in a global information world: digital inclusion, social inclusion and lifelong learning"[1]. The Satellite has stimulated a one day and half (30–31 August) of a high-level conversation on the future of librarians: what are the core competencies of LIS professionals? What is the identity of the librarian? What new profiles and new skills will be required?

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[1] IFLA Library Theory and Research Section together with the Education and Training Section and Information Technology Section were collaborating with ALISE and ASIS&T SIG ED. The Satellite Planning Committee members were: Theo Bothma, Krystyna Matusiak, Egbert Sanchez, Clara Chu, Anna Maria Tammaro (Library Theory and Research Section); Saif Aljabri, Kendra Albright, Jaya Raju (Education and Training Section); Evviva Weinraub (Information Technology Section); Antonio Manfredi, Giulia De Castro, Anna Berloco, Maria Giulia Di Stilo (Vatican Library School); Heidi Julien, Stephen Bajjaly (ALISE); Kevin Rioux (ASIS&T SIG Education). American Embassy in Rome and AIB Italian Library Association have also sponsored the Satellite.

Fig. 1. Professor Manfredi, Vice Director of the Vatican School of Library Science welcoming participants of the IFLA Satellite Conference

What research methods are taught?

The Satellite has started with a visit to the Vatican Apostolic Library, which was followed by the welcome given by the Prefect Cesare Pasini. Raffaella Vincenti and Paul Weston then presented the role played by the Vatican Library in the history of IFLA and the history of the School of Library Science born in and annexed to the Library. The Vatican Library represents a symbolic place for all libraries, as an example of the transformation that even the rarest and oldest libraries are having to respond to the impact of digital technologies and changes in society.

Satellite aims and objectives

The Satellite Conference background has been based on the scenario described by the White Paper published by the BSLISE Group (Building Strong LIS education): also if we have many differences and no standard curriculum, we are an international community of professionals. IFLA Global vision has highlighted an active role of libraries, now engaged in collaborating towards social inclusion, digital inclusion and participating in the UN's 2030 Agenda to contribute to the achievement of strategic goals for sustainable development. In an increasingly global world, using the opportunities of technology, professionals find themselves extending the traditional role with a new professional ethic. The difficulty of LIS education in this time of rapid change is to anticipate future education needs and the IFLA Global Vision Project is a perfect forum where LIS practitioners and educators can meet internationally to discuss and coordinate their efforts in transforming LIS education.

After the introduction, the Satellite has been organized with two Open sessions (Fig. 2) and a Panel. A discussion session in tables has been scheduled after the first Open session. Two Keynotes concluded the work on the first and second day: Lynn Connaway and David Lankes.

Fig. 2. Anna Maria Tammaro, Mons. Cesare Pasini, Krystyna Matusiak, Kendra Albright, and Chiara De Vecchis open the Satellite Conference

Competencies, service diversity and learning for future LIS education

The first Open session focused on competencies, diversity of services and learning for future LIS education and has been chaired by Kevin Rioux (ASIS&T Special Interest Group Education)[2]. Jaya Raju has presented: "Future LIS education and evolving global competency requirements for the digital information environment: an epistemological overview" and Ricky Punzalan "Cultural sensitivity and ethics of digitization: implications for LIS education".

Jaya Raju took sociologist Andrew Abbott's (2001)[3] theses as a model and proposed studying LIS as a discipline in evolution, composed of two separate phases: interstitial capabilities and fractal capabilities. The former means that LIS appears to be a receptive and absorbing discipline. Metaphorically it could be compared to a vase – closely connected to others inside a warehouse – into which diverse competences may be placed and in which they accumulate and broaden; the warehouse represents the cognitive context while the other vases are other disciplines, some liminal and others more distant, that enter into rapport with it because participant in the same process. In this phase, actually underway, library science is attempting to formulate its identity: the new challenges are causing new competencies to emerge and stand beside the older ones. In the second phase one wants to underline the reemergence of traditional ideas and concepts in new clothing that will in time and with integration and metabolization of their multidisciplinary nature bring a phase of synthesis and elaboration of a new theory. Among the new disciplines emergent in the LIS context, technology and informatics are fundamental. The changes dictated by digitalization have transformed the librarians' instruments and work. This innovation has been seen as a possibility to extend services, create an international professional context, and broaden knowledge and eliminate the *digital divide* both in the technological sense (between users and non-users) and cultural (between those who have higher education or not).

Ricardo L. Punzalan, in his talk, pointed out that the digitalization of the cultural heritage of archives, libraries, and museums pose entirely new problems of access and *privacy*. The librarian, especially when handling ethnological or anthropological material must become the voice of the community concerned, discuss with its members, understand their culture and spread it while respecting their usages and traditions even if these contrast with his own. The librarian then must take an active role of mediating, informing, protecting and including minorities. Closely tied to this argument is that of the valuation of these efforts. The impact of digitalization has been quantitatively evaluated for a long time, but we have realized that these indicators are not capable of explaining the changes that the spread of these materials has generated in individuals or in the collective. Yet, we rely on digital collections to not only sustain scholarship, but also in supporting projects that enhance the wellbeing of communities. To this end Punzalan has proposed the adoption of a qualitative method to measure the impact that is based on interviews and *focus groups*, which gives us a more complex feedback than simple numbers. The management of ethnographic archives *online* has pointed up the delicate social role of the librarian: protect minorities and identities within the perspective of a globalized world, work towards social inclusion, favor dialogue and exchange with the rest of the community (for example by laboratories, exhibitions, thematic portals) and evaluate the impact of the services, trying in prospect to increase the positive aspects and minimize the negative.

Discussion session

The participants then divided into three groups to discuss around three tables drawing from the Open session presentations and the moderator was Kevin Rioux:

[2] Open session recording is online: https://iflasatellitevatican2019.wordpress.com/watch/.

[3] Abbott A. (2001) Chaos of disciplines, Chicago, University of Chicago Press.

Table 1: Traditional LIS Competencies.

Table 2: Emergent LIS Competencies.

Table 3: Competencies for Serving Diverse Populations.

The in-depth discussion at the three tables touched on very important issues for the profession. First of all, the identity of the profession, which feels threatened by the Internet and other competitors. There are many important opportunities given by technologies but not without risks. Changing the way of doing things is not easy both for teachers and for librarians. The temptation to reduce the change to a change of support is strong, continuing to do the same. The future is also uncertain, libraries have budget cuts, they don't invest enough in staff training. New skills threaten the profession, asking to do more but fragmenting it. LIS is also an area of study in progress and many different professional profiles are based on LIS. In conclusion, new competencies must start from the needs of the communities and we need to reconceptualize the service we offer.

Keynote speech

At the end of the first day, the Keynote address of Lynn Connaway[4] with the title *"From Research to Reality: Transforming Libraries for a Global Information World"* (Fig. 3) has highlighted the development points and also the contradictions of an evolving profession in time of change.

[4] Lynn Silipigni Connaway is Director of Library Trends and User Research and leads the User Studies research at OCLC Research. She is the Past President of the Association of Information Science & Technology (ASIS&T) and was the Chair of the American Library Association (ALA) Association of College and Research Libraries (ACRL) Value of Academic Libraries Committee. She is the co-author of the 4th and 5th editions of *Basic Research Methods for Librarians* and of the 6th edition, titled *Research Methods in Library and Information Science*.

Fig 3. Lynn Connaway Keynote Speech

Research methods
in LIS studies and education

On the second day, the participants moved to Cardinal Cesi Palace in the Holy See to continue the conversation with a focus on research methods. The Open session wanted to investigate how future library professionals are being prepared to be consumers of research and practitioner-researchers from the perspective of the faculty who teach the courses. Anna Maria Tammaro and Krystyna Matusiak chaired the Open session.

Anna Maria Tammaro introduced the issue of education for research methods. Traditionally, IFLA and professional associations competencies in LIS education have emphasized the fundamental knowledge of research methods and critical skills in evaluating the findings. However, librarians are not only consumers of research, they are also active contributors to scholarship and need practical skills in designing and carrying out research projects.

Krystyna K. Matusiak and Kawanna Bright presentation (Fig. 4), with the title "Research methods courses in LIS curriculum", summarized the preliminary findings of a study on the current state of research methods training in LIS Master's level education in the United States. Research competencies, including the fundamentals of quantitative and qualitative research methods, are listed in the American Library Association's (ALA) Core Competences of Librarianship. Courses in research methods are offered in many LIS programs in the United States but are not always considered part of the core curriculum. Training in research methodology is inconsistent across LIS programs and in Master's level courses, rarely goes beyond an overview of methods and terminology. The data for this study was collected using multiple techniques, including content analysis of documents, questionnaires, and semi-structured interviews. Teaching faculty, selected from ALA-accredited LIS programs, contributed their perspective through questionnaires and semi-structured interviews.

Fig. 4. Kawanna Bright and Krystyna Matusiak present their research findings

Panel: Teaching research methods in library and information science programs: an international perspective

The goal of the Panel was to gain an international perspective on teaching research methods courses in LIS programs. LIS educators from six countries were asked to discuss their experience in teaching research methodologies and to reflect on the current status and future trends of educating library professionals as consumers of research and practitioner-researchers. Panel participants were: Kevin Rioux (USA), Rajesh Singh (USA), Albina Krymskaya (Russia), Egbert Sanchez (Mexico), Ana Maria Talavera (Perù), Jaya Raju (South Africa), Simona Turbanti (Italy) (Fig. 5). The moderator of the Panel was Krystyna K. Matusiak.

Specific courses have been described by panelists.

Kevin Rioux and Rajesh Singh have demonstrated how a learning experience involving "research minis" can be utilized in making a research methods course engaging regardless of course delivery and learning modalities (face-to-face, blended, online).

Albina Krymskaya described the courses of St. Petersburg State University of Culture (SPbGIK): "Research work in libraries" for bachelor's students, "Theory and Methodology of Library Science" for master students.

Jaya Raju spoke about her experience of teaching research methods at the University of Cape Town, South Africa. The expected learning outcomes are: i) understanding the research process, and how to formulate a research question in response to an identified research problem; and, ii) understanding relevant research paradigms, being able to select appropriate research approaches, theory and methods and knowing how to design the relevant tools associated with each approach and suitable for particular problems in professional sites of practice.

Ana Maria Talavera said that in Perù they teach research methods with four units: Quantitative methods, Qualitative methods, Research Seminar 1 and Research

Fig. 5. Krystyna Matusiak as moderator and panel participants: Ana Maria Talavera, Jaya Raju, Albina Krymskaya, Kevin Rioux, Rajesh Singh, Simona Turbanti, Egbert Sanchez

Seminar 2. All of them are required and offered sequentially.

Simona Turbanti claimed the underestimation of the research methods courses importance in Italy. Recently research methods courses have been introduced to enable students to draft a research project including: qualitative and quantitative research methods, fundamentals of statistics, data collection and analysis, publication and dissemination of research results.

A final consideration of the Panel was that the professional associations and IFLA should take the responsibility of stimulating courses of research methods as core competence.

Keynote speech

The second day ended with David Lankes[5]

[5] Lankes, professor and the director of the University of South Carolina's School of Library and Information Science is a passionate advocate for libraries and their essential role in today's society. He has been awarded the American Library Association's Ken Haycock Award for Promoting Librarianship in 2016. His book, The Atlas of New

Keynote Speech, with the title *"Never neutral, never alone"* (Fig. 6) which gave a message of novelty and vitality: the reason there is no standard of competencies is that librarianship is a vital and dynamic profession. *"No, the answer is not to try and develop a single standard for all, but to create continuous systems of learning that are agile, connected, and embedded"*. Lankes has always been interested in combining theory and practice to create active research projects that make a difference. His idea for a knowledge school is to create a network of innovators, bringing together academics and professionals, learning from each other. The librarianship school of tomorrow is truly a hub that delivers a core of library concepts and research skills, and then connects students and practitioners with developing innovations in the field.

Theo Bothma, LTR Chair has summarized the results of the conversation over the two

Librarianship won the 2012 ABC-CLIO/Greenwood Award for the Best Book in Library Literature. His presentation during the Satellite is online: https://davidlankes.org/never-neutral-never-alone/.
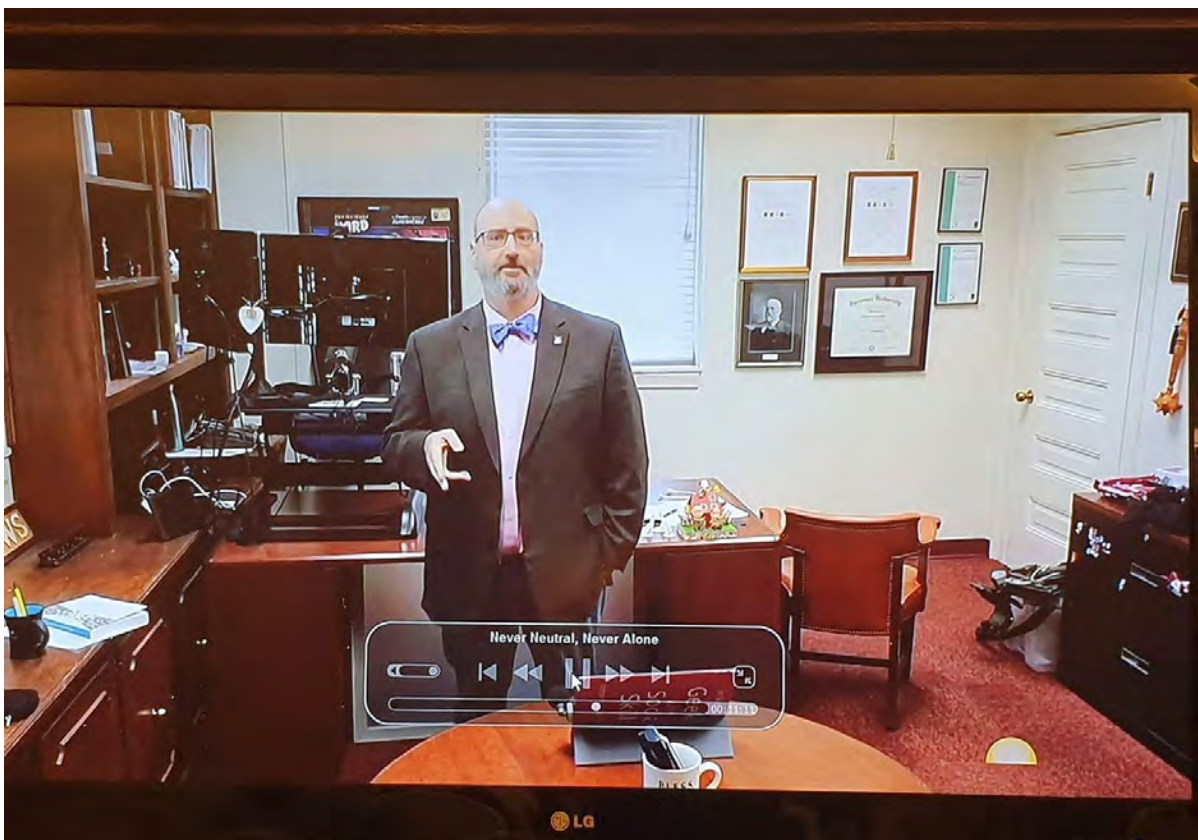

Fig. 6. David Lankes Keynote Speech (Virtual)

days of the Satellite. On the first day, the fragmentation of skills and the many and different specializations that are required of professionals have been highlighted. Research methods – on the second day – have been demonstrated as an essential competence to be able to adapt libraries to local needs, contributing to the growth of communities. The orientation that came from the first and second day is to put the needs of users and non-users at the center. The three IFLA Sections: Library Theory, Education and training and Information Technology could continue the discussion in the future IFLA WLIC in Dublin and Rotterdam, engaging the very interested community of Satellite participants.

Conclusions

The Satellite at the Vatican was a beautiful experience, the participants have had the ancient but dynamic context of the Vatican Library for LIS ever-changing community. Usually Satellites bring new people to know IFLA and the activities of its Sections. Those who fail to participate in the IFLA WLIC can have the opportunity to participate in the Satellite. So this happened for the Satellite at the Vatican Library.

Fig. 7. Satellite participants

There were about 50 registered participants (Fig. 7, 8) from 12 countries (USA, Italy, Holy See, South Africa, Russia, Germany, UK, Canada, Mexico, Spain, Perù, Japan), of which only around 53% also attended WLIC2019 in Athens. The nationality of the participants is highlighted in Fig. 9.

Fig. 8. Satellite participants

Participants nationality

Japan 1.9%
Germany 2.9%
UK 4.8%
Canada 4.8%
Mexico 6.7%
Spain 2.9%
Russia 4.8%
South Africa 7.7%
Holy See 9.6%
USA 26.0%
Italy 26.0%
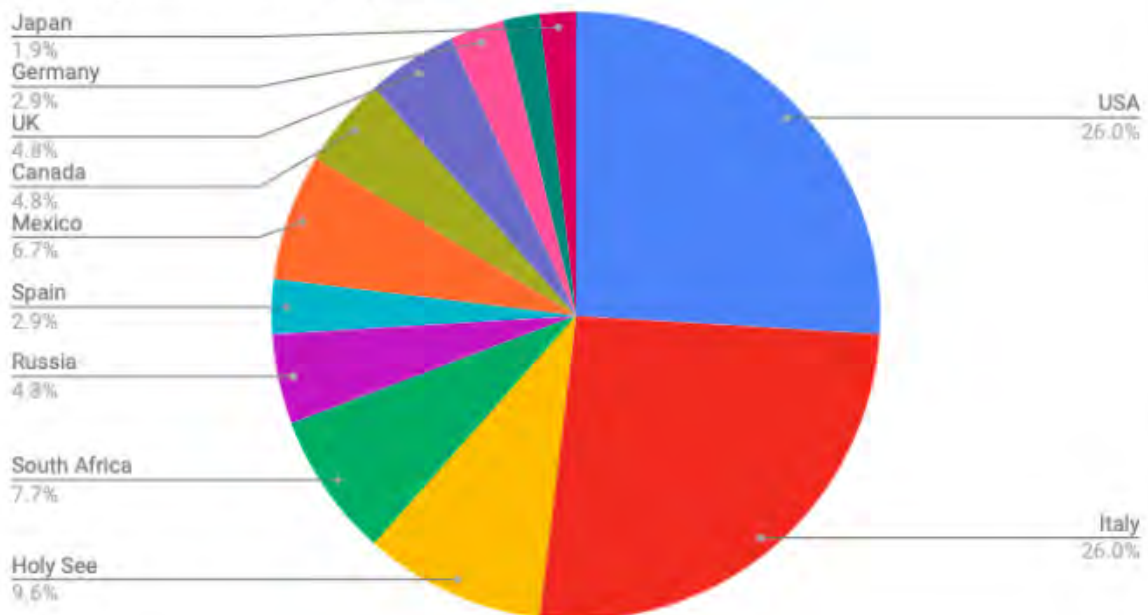
Fig. 9.

A satisfaction questionnaire was sent to the participants and respondents were greatly satisfied with the conversation and the speakers. Some interesting suggestions have been proposed such as:

"It would be great to participate in workshops such this Satellite"

"It would be interesting to do a round table for students from different countries to discuss their views about research methods".

"Find a way to open things up to an even larger audience. Webinars possibly?"

«Inspire, Engage, Enable, Connect»

World Library and Information Congress: 86th IFLA General Conference and Assembly

15–21 August 2020, Dublin, Ireland

CALL FOR PAPERS:
"Putting Emerging LIS Competencies into Education and Practice: Challenges and Opportunities"

Core competencies in LIS have been identified by many organizations throughout the world and are often developed by professional bodies such as the American Library Association (ALA) in the United States and Canada, the Chartered Institute for Library and Information Professionals (CILIP) in the United Kingdom, the Australian Library and Information Association (ALIA), among others. While these competencies have focused on the core practices of library and information education and practice, there are new and emerging competencies that present both opportunities and challenges for LIS educators and practitioners. These emerging competencies are evolving from rapid social and technological change that require new ways of addressing societal changes and human needs. For example, LIS educators and practitioners are increasingly engaged in supporting Sustainable Development Goals (SDGs) and economic growth, accelerating inclusion and social mobility through research, and equipping communities with new literacies and lifelong learning.

New and emerging competencies may focus on a broad topic (e.g., assessment and decision-making), may be specific to a particular type of information work (e.g.,risk management, trend analysis), or may focus more on a set of skills (e.g., soft skills such as communication skills, teamwork). In what ways are these competencies being implemented into LIS education and practice? What innovations are resulting from these new competencies? What new technologies have been implemented into libraries, either to satisfy readers' different needs or to preserve cultural heritage collections? What kind of training and workshops have been made available for staff to be able to use these new technologies?

The Open session of the Education and Training Section will focus on projects and programs with innovative LIS competencies in education and practice; what it took to get there, what challenges they faced, what new opportunities it presented for educators, librarians and patrons, as well as their communities, equip communities with new literacies, where people were trying to help communities with certain needs, overcoming some of the challenges facing a communities. The implementation of these competencies will help to inform future curricular decisions, recommendations and best practices.

Submission Guidelines

Submissions are encouraged that address issues such as:

What emerging technologies are being used for new ways of instruction?

How educators implement new competencies into their teaching?

How practitioners embed new competencies into their practice?

There will be multiple presentations and a discussion at the end of the session. Speakers will be asked to prepare a list of questions to lead a roundtable discussion. Each table will report on their discussion to close the session.

Proposals (in MS Word) must include:

Name, title, institution, email of speaker(s);

Brief biographical statement about each speaker (maximum 100 words);

Title of proposed presentation;

Abstract of paper highlighting its relevance to the theme (maximum 500 words).

Proposals should be sent by 15 April 2020 to:

Kendra Albright, email: kalbrig7@kent.edu and Albina Krymskaya, email: krymskayaalbina@gmail.com

Important Dates & Deadlines

15 April 2020: Deadline for submission for abstract.

1 June 2020: Notification to authors of status of submission.

20 July 2020: Submission of accompanying PowerPoint slides for presentation.

Please note:

At least one of the paper's authors must be present to deliver a summary of the paper during the program in Dublin. Abstracts should only be submitted with the understanding that the expenses of attending the conference will be the responsibility of the author(s)/presenter(s) of accepted papers.

The paper must be an original submission not presented or published elsewhere. All papers that are presented at the WLIC 2020 will be made available online via the IFLA Library under the Creative Commons Attribution 4.0 license.

Authors of accepted papers must complete the IFLA Authors' Permission Form.

All expenses, including registration for the conference, travel, accommodation etc., are the responsibility of the authors/presenters. No financial support can be provided by IFLA, but a special invitation letter can be issued to author(s)/presenter(s) of accepted papers.

List of opportunities for support is available on the Apply for Grants & Awards webpage.

Report on ESSIS 2019 – European Summer School on Information Science 2019, Osijek, Croatia

by Anita Papić, apapic@knjiga.ffos.hr, Milijana Mičunović, mmicunov@ffos.hr, Kristina Feldvari, kfeldvari@ffos.hr, Faculty of Humanities and Social Sciences, University of Osijek, Croatia

European Summer School on Information Science 2019 was held on September 1–6 2019 at the Faculty of Humanities and Social Sciences, University of Osijek, Croatia.

The European Summer School on Information Science (ESSIS) was an intensive one week teaching event for BA students who want to enroll in a MA program in the field of Information Science. The lectures covered topics within LIS core areas and enabled students to expand their knowledge and prepare for LIS studies at the graduate level. Morning sessions included interactive lectures while the afternoons were reserved for workshops and students' group assignments. In addition, each day at least one social activity allowed ESSIS participants to experience Osijek and Slavonia, their history, culture and everyday life.

ESSIS 2019 was organized by Faculty of Humanities and Social Sciences University of Osijek, with the support of University of Graz, University of Hildesheim, Hacettepe University Ankara, University of Barcelona and University of Pisa. ESSIS 2019 was organized under the auspices of EU and Erasmus+ programme, i.e. project Information Science Education: Encouraging mobility and learning outcomes harmonization, EINFOSE (Coordinator: Tatjana Aparac Jelušić, PhD, full professor). The aim of the EINFOSE project is to identify the differences concerning entry requirements and learning outcomes in the field of Information Science that have been causing mobility barriers, as well as problems in recognition of learning outcomes and ECTSs at European Universities.

ESSIS 2019 courses covered the four following areas:

1. Advances in information science.
2. Research methodology in information science.

3. Information seeking and retrieval.

4. Programming.

The total of 24 students from Italy, Spain, Russia, Turkey, Bosnia and Herzegovina and, of course, Croatia participated in ESSIS 2019.

During five days, six professors gave lectures on different compelling topics that encompassed all the challenges, nuances and specificities of LIS studies. Full professor Thomas Mandl from University of Hildesheim (Germany) gave lecture about Information Retrieval Systems & Organization of Information. Associate professor Anna Gruzova from St. Petersburg State University of Culture (Russia) gave lecture on Human information interaction and information barriers. Full professor Mario Pérez-Montoro from University of Barcelona (Spain) gave lecture about Information visualization – storytelling with data. Professor Simona Turbanti from University of Pisa (Italy) talked about Altmetrics and full professor Vittore Casarosa from the same university talked about Semantic web. Controversial lecture under the title «Epistemic Disruption and Postdigital Condition: How LIS Fits In?» was given by Mario Hibert, associate professor from University of Sarajevo

(Bosnia and Herzegovina).

Besides invited foreign lecturers, talks and presentations were also held by professors from the Department of information sciences, Faculty of Humanities and Social Sciences from University of Osijek: associate professor Boris Badurina, assistant professor Anita Papić, assistant professor Milijana Mičunović, assistant professor Kristina Feldvari, assistant professor Snježana Stanarević Katavić and assistant professor Tomislav Jakopec. Two lectures were held by business professionals from Osijek Software City Association – Mihael Tomić from the company Mono d.o.o. and Luka Horvat from the company Toptal, LLC. Aforementioned lectures, talks and presentations covered topics such as Python programming language, UX – User experience, Social Engineering from Information Science Perspective, Exercises on Information Retrieval, Scientific research in information science and issues regarding Informetrics & Scientometrics.

During five days of intensive scientific and professional programme of ESSIS 2019, participants also had a chance to relax and participate in different social activities, such as Osijek city sightseeing tour, visiting

Museum of Slavonia Osijek which is one of the largest general-type museum in Croatia, and learning about the interesting maritime history of Osijek area in the Museum of Water Life which has one of the largest collections of seashells and marine and freshwater life in the Eastern Europe. Participants also visited famous regional IT company Inchoo, d.o.o. which is one of the most successful Croatian companies in the field of eCommerce. ESSIS 2019 participants were especially thrilled with two trips: visit to the Nature park Kopački rit, a wetland home to thousands of species, and visit to Vučedol Culture Museum that holds one of the most significant archaeological collections dedicated to Vučedol culture (3,000 – 2,500 B.C.).

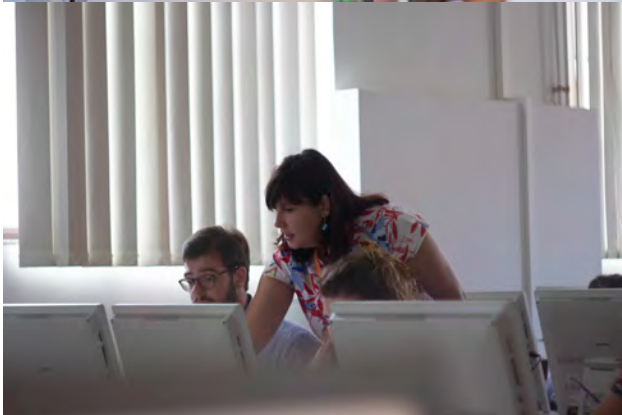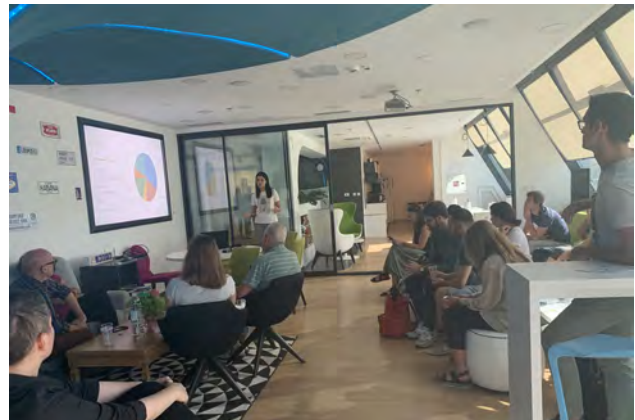More information about the organization and programme of ESSIS 2019 can be found at:

Web site: http://einfose.ffos.hr/platform/

Twitter: http://twitter.com/essis2019

Facebook: https://www.facebook.com/essis2019/

Photos courtesy http://einfose.ffos.hr/summer-school/.

Building Bridges through Dialogue

by Ellen M. Knutson, ellen.knutson@gmail.com, Research Associate, Charles F. Kettering Foundation, Adjunct Assistant Professor, School of Information Science, University of Illinois, USA

The US-Russia Dialogue on the Civic Role of Libraries in the 21st Century (US-Russia Library Dialogue) focuses on cooperation and exchange between US and Russian library professionals, strengthening linkages and building their capacity to create vibrant community centers in their respective libraries. The project involves librarians from both countries who have led efforts to engage local community members in discussions about their needs and aspirations in order to gain a sense of what people in their local communities really care about. Our dialogues between US and Russian librarians support and deepen the pioneering efforts in both countries to transform libraries from providing traditional services *to* the community into working *with* the community to foster learning and public problem solving. Moreover, we are working to build the capacity of librarians to create community-focused libraries by exchanging best practices and designing training materials that can be used beyond the dialogue participants.

The US-Russia Library Dialogue developed out of partnerships that began more than 20 years ago and culminated in a first bi-national library-focused meeting at the Charles F. Kettering Foundation in Dayton, Ohio in March 2017, which then was recognized as a working group of the Dartmouth Conference. Since 1960 Dartmouth has reinforced the bonds between US and Russian citizens, emphasizing cultural and educational exchanges as an effective means for enhancing mutual understanding and fostering relationship building and diplomacy. Building off the successful first meeting in the United States where we shared experiences with engaging communities and developing skills necessary for a 21st century library, we held a second working meeting at the Russian Library Association's (RLA) Annual Congress in Suzdal, Russia in May 2018 to deepen the relationship and learning between the two countries' library delegations. In September 2019 the third working meeting of the US-Russia Library Dialogue met at the University of Illinois Main Library in Urbana, Illinois. This two-day

2019 Dialogue Group—Urbana, Illinois, USA

meeting was supported by the US Russia Foundation and brought together 20 library leaders and specialists from five Russian regions and seven US states and the District of Columbia. This meeting brought the total number of participants over the three meetings to 45 people (21 Russian, 24 US), coming from 29 libraries and organizations. We came from 7 Russian regions (8 cities) and 11 US states and the District of Columbia (17 cities) and 1 Canadian province. See the map below for the cities represented. Twenty-eight participants were at one meeting, 13 were at two, and 4 were at all three.
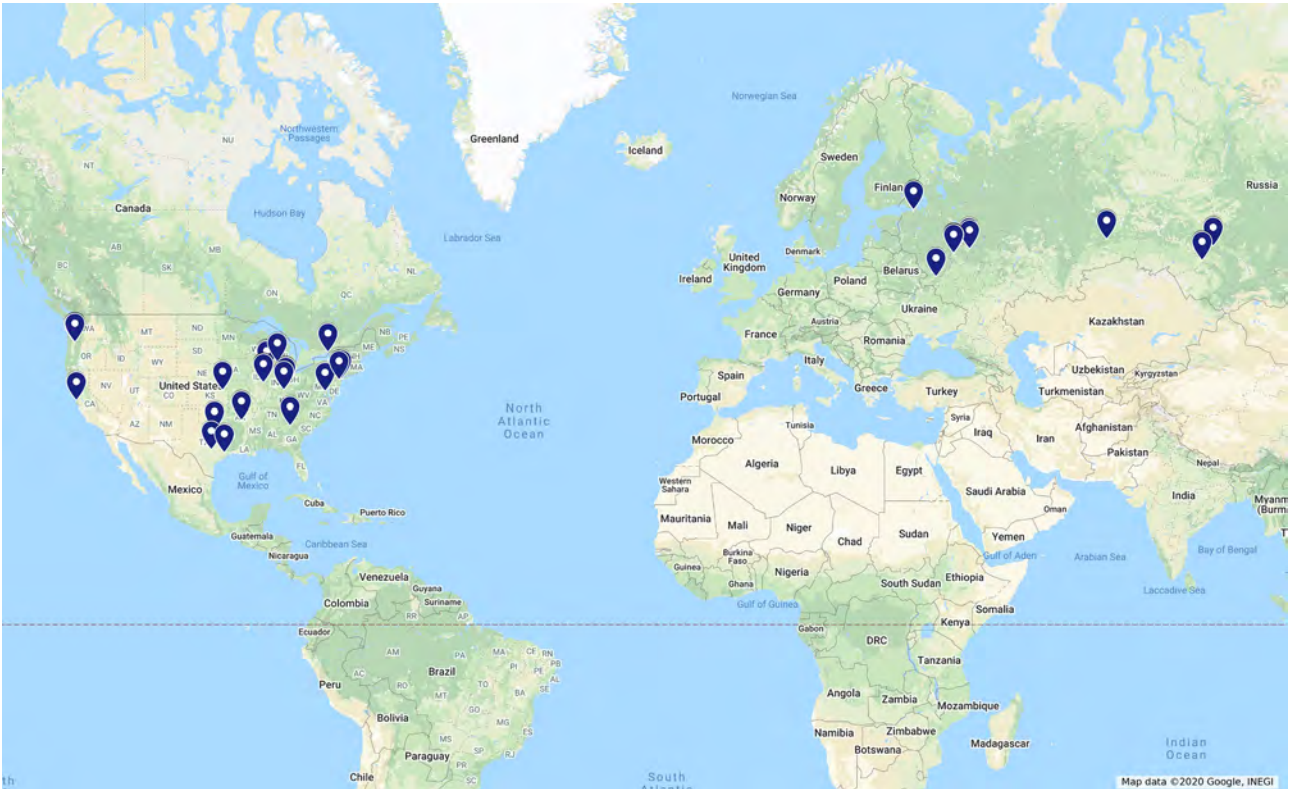
US Russia Library Dialogue Map

2018 Dialogue Group—Suzdal, Russia

In addition to the working meetings, the visiting delegation also participated in site visits to libraries and other cultural experiences to deepen their understanding of the other cultural space and professional context. In Dayton the Russian group visited Carillon Historic Park as well as Dayton area public and academic libraries. The Public Library of Cincinnati and Hamilton County also hosted the visiting Russian delegation. In addition to the historic town of Suzdal, US dialogue participants visited the Bogolyubovo village library and the Church of the Intercession on the Nerl, which is a UN World Heritage Site, while in the Vladimir Region. In Moscow the visits included the Russian State Library and the Library for Foreign Literature. In Illinois the group visited several public libraries in the Chicago area and the offices of the American Library Association. A river boat tour of Chicago architecture and lunch atop the Hancock Building was also on the schedule of the Russian delegation. In Champaign, Illinois the group visited University of Illinois Libraries and was treated to a typical American family dinner at the house of our good colleague, Susan Schnuer.

Since its inception in 2017 the Dialogue has been driven by the principal that library staff in both Russia and the United States have led efforts to engage citizens in discussions about their future that affirm the role of libraries as active participants in their communities. Beginning with the second meeting and continuing with the third the agenda of the US-Russia Library Dialogue focused on ways libraries can be strategic players in the realization of the United Nations (UN) Sustainable Development Goals (SDGs). Given that participants in the Dialogue have successfully demonstrated engagement with their local communities, they are well positioned to leverage their experience and expertise to advance the role of libraries in Russia and the United States toward achieving the UN SDGs.

In the September 2019 meeting participants discussed ways their libraries have been working to address many of the UN SDGs, with a particular focus on Goal 4: *Quality Education*, and Goal 16: *Peace, Justice and Strong Institutions*–specifically target 16.10: *Ensure public access to information and protect fundamental freedoms, in accordance*

2017 Dialogue Group—Dayton, Ohio, USA

with national legislation and international agreements. Participants agreed to take individual and collective actions that help further the realization of the UN SDGs. Furthermore, we have identified additional topics and action steps that that would benefit from shared exploration and strategy. These include designing and implementing trainings that increase the capacity of librarians to work effectively with their communities and determining approaches to assist libraries in contributing to the UN's sustainable development goals.

Several participants in the dialogue focus their professional work on teaching future librarians (myself included) or developing professional development courses for practicing librarians. Albina Krymskaya and Karla Lucht shared some thoughts about their experience in the dialogue. Albina Krymskaya is an associate professor and Assistant Dean at the St. Petersburg State University of Culture and Karla Lucht is Assistant Director of MSLIS Advising and the Continuing Education Coordinator, as well as an adjunct lecturer at the School of Information Sciences at University of Illinois. Each of us have now introduced the UN SDGs to our students as a result of our participation in the US-Russia Library Dialogue. Karla introduced the UNSDGs to both her Children's Literature course and Social Justice in Youth Literature course. She plans to tie them in more deeply in future semesters. During the September 2019 meeting Albina was able to join me during an online session of my International Librarianship class. She reports that meeting educators and getting to know their teaching practice was a main takeaway from the dialogue. "I was fortunate to be at Ellen Knutson's online class. I was impressed how students reported their findings about the SDGs and IFLA."

September 2019 was Albina's first experience participating in the US-Russian Library Dialogue, although she's been studying Russian-American relations since 2008. In further reflection on incorporating the UN SDGs into her teaching Albina says, "honestly,

before the September 2019 dialogue I did not know much about the UNSDGs. While preparing for a trip to the US I started to read more on this theme and I became interested in it, especially when I saw that a lot of things we are doing in our LIS department meet the SDGs, but we did not realize it. When I came back home I told my students in my class about the SDGs. Two of my students became interested in this topic. At the end of October, they presented their report 'Libraries and UN SDGs: Documents and Experience' at a conference. I am happy that they have decided to continue studying this topic. In general, now more students know about the SDGs."

Using the UN SDGs as a framing devise for actions that librarians may already be doing has proven to be a good pedagogical tool. It helps students think more expansively in the ways their work connects with other organizations and to global issues. Even among working librarians, connecting their work to global goals can be quite energizing. As one Dialogue participant said in an anonymous survey, "the dialogue has helped to frame some of the work I am doing with my public library team as it relates to focus, importance and community impact. I took away several great perspectives and ideas which I know can be incorporated in my library. Similarly, it has helped to highlight the ways the UN SD goals can be included in our rationales for service initiatives."

Albina reminds us that, "2019 was significant in the history of US-Russia cultural relations, particularly in the library field. This year was the 60th anniversary of the exchange agreement between the United States and the Soviet Union which included librarians. I am happy 60 years later we get together to discuss issues that concern both countries and that we are having a dialogue which certainly fosters our professional community. I am very thankful to the organizers of the Dialogue in both countries–Ellen Knutson, Nancy Kranich, and Svetlana Gorokhova–for this excellent opportunity for library specialists in the US and Russia!" A primary takeaway

for Karla, who participated in the 2018 and 2019 dialogues is, "how we are all on the same page in regard to the sociocultural role of libraries. The other is realizing how much we have–*and want*–to learn from each other."

The positive ways that intercultural communication impacts us professionally were evident in each of the three dialogue meetings. As Karla says, "I'm grateful for the opportunity to have engaged with folks involved in the US-Russia Dialogue over the past two years. I feel my professional life has been greatly enriched by these experiences." Moreover, reconnecting with old friends–met through past dialogues or through IFLA or other library projects–and creating new relationships helps each of us deepen our professional knowledge and offer new ideas and insights we can apply to our work. Albina sums it up by saying, "I think intercultural dialogues and

meetings are always beneficial for professional development. It lets you move forward in your understanding other country's professional life."

Libraries bridge divides in communities and connect with everyday people like no other institution, not only educating individuals but also creating economic and civic opportunities for local communities. Both Russian and US librarians are working to increase the capacity of communities to solve collective problems. Through the dialogue and joint training work we continue to learn from each other how to deepen the practices in our home countries while also building bridges of understanding between them. During a period of divides between our two countries our library dialogue is a perfect example of how individuals can take the matter into their own hands in order to rekindle rich and deep relationships between the Russian and American people.

Russian delegation with Illinois iSchool Students 2019

Libraries and Museums in the Modern Educational and Socio-cultural Environment: Preservation of Traditions and Prospects for Development: A Conference Report

by Zhanna L. Romanova, serenada07@yandex.by, Information Resources and Communications Division, Information and Document Communications Department, Belarusian State University of Culture and Arts, Republic of Belarus

The international conference «Libraries and museums in the modern educational and socio-cultural environment: preserving traditions and prospects for development» was held on 24–26 September, 2019 at the Information and Document Communications Division (hereinafter – IDCD) of the Belarusian State University of Culture and Arts (hereinafter – BSUCA). It was dedicated to the 75th anniversary of the higher library and information education in the Republic of Belarus and establishment of the IDCD.

The conference was attended by leading researchers and specialists in the library and information field, museum business from Belarus, Russian Federation, Ukraine, the United States, Poland, Lithuania, Kazakhstan, Azerbaijan, and Iraq. The conference program included over 100 reports that showed achievements and identified problems in the development of library and information education, library and museum businesses in Belarus and abroad.

At the plenary session, the Director of the National library of Belarus Roman S. Motulsky, the Vice-rector for research of the BSUCA Viktor R. Yazykovich, Dean of the Library and Information Faculty of the St. Petersburg State University of Culture Valentina V. Brezhneva, Dean of the IDCD Yulia N. Galkovskaya, professor of the Pedagogical University (Krakow, Poland) Grzegorz Nech, PhD in Library Science Sarah Duval (USA), the Chairman of the Council of the Belarusian Library Association Inna N. Yurik greeted participants and made presentations.

Speakers expressed their views on the following topics: requirements for librarians and librarianship in the current context; trends in the library and information education in Russia; training on the course entitled «Library and Information Activities» at the IDCD; trends in the development of libraries of educational institutions in the United States; the essence and significance of the Czechoslovak Law on Public Libraries, 1919; activities of professional associations in shaping the future of library information education.

Further discussion of the conference topics continued in 5 sections.

Participants of section 1 «Library-information and museum education: history and modernity» discussed the formation and development of the continuous library education system in Belarus, Russia and Ukraine; pedagogical activities of the first lecturers at the IDCD; main directions of international cooperation of the IDCD and contribution of its professors to study of reading problems and formation of specialists' bibliographic competence; specifics of teaching source studies and the experience of current museological education in Poland.

Reports were presented on the section 2 «The role of libraries and museums in preserving and updating historical and cultural heritage» related to the role of museums in preserving cultural memory, ethnic culture and intercultural dialogue, the role of library museums in visualizing the cultural heritage of the region, creation of book museum expositions, activities of book museums and literary museums in libraries of Ukraine and Belarus.

Section 3 «Library and information support for science, culture and education» was devoted to such topical issues as the assessment of scientific activity, the role of libraries in infometric, bibliometric, scientometric research of scientists' publication activity, ways of development of publishing in the institution of higher education.

The work of section 4 «Socio-cultural and educational discourse of the library and the museum» was focused on the issues of digital reading, innovative approaches of libraries to socio-cultural activities, use of communicative practices in the activities of libraries and museums, cultural and educational forms of popularization of museum collections of libraries.

Participants of section 5 «Cultural space of the library and the museum» considered the transformation of conceptual approaches to serving library users, mobile technologies and remote access to information resources of libraries, the network of libraries in Belarus as an element of the public intellectual environment,

project activities as a means of developing libraries and museums, issues of professional growth, competitiveness and motivation of library specialists, methodological support for evaluating the effectiveness of innovative activities in libraries and museums.

Students of the IDCD and representatives of the library community, most of which are graduates of the faculty, were actively involved in the conference. A series of master classes of library and information specialists was held for them.

Master-classes of Valentina V. Brezhneva, Doctor of Pedagogical Sciences, Professor, Dean of the Library and Information Science Department of the St. Petersburg State University of Culture (Russian Federation), were devoted to such topics as «Public libraries: limitless opportunities and the danger of remaining beyond the boundaries of the possible», «Information support of science: the classic foundation and the possibilities of modern information technologies». The participants got acquainted with the activities of the best libraries of St. Petersburg, discussed innovative approaches to providing user services and exchanged views on the possibilities of libraries in the field of advancement of results of scientific activity of scientists and their teams, assist in research projects and increase publication activity of the authors.

Sarah Duval, Phd, an expert in library education from the United States, a teacher of library and information science at Shivaji University (India), during the master-classes «ALA center for the future of libraries: trends analysis» and «TED: the use of video streaming in education», held in an interactive format, introduced students and professors to the activities of the center for the future of libraries at ALA, its work on identifying new trends and promoting future technologies in the library sector, with the TED youth educational initiative, thanks to which young people have the opportunity to present their ideas and research using short animated videos. At the same time students of the IDCD discussed the existing trends and tried to predict future ones in the library field, prospects for their implementation and the possibilities of TED for promoting their ideas.

Olga O. Borisova, Doctor of Pedagogical Sciences, Professor, Head of the Library and Information Department of the Oryol State Institute of Culture (Russian Federation) facilitated a master-class «Strategy for building a career of a young librarian». It made students to think about the need to build competitive strategies for their career, the importance of personal professional knowledge and skills for this, taking into account the resource capabilities of the library.

At the round table «Librarian of the digital age» students, young library staff and professors discussed the impact of the digitalization process on library staff. Participants identified seven key qualities that are necessary for a librarian of the digital age, tried to identify the professional competencies that professionals should have in order to be stress-resistant, communicative and able to adapt to changes in the profession. It was a productive exchange of views between students and the professional community. Moderator – Zhanna L. Romanova, Candidate of Pedagogical Sciences, Head of the Department of Information Resources and Communications of the BSUCA summing up the past discussion drew attention of its participants to the need for library professionals to respond to changes in the external environment in a timely manner, extrapolating them to the library profession.

The conference program also included both the guests' acquaintance with the leading libraries of the city of Minsk – the National Library of Belarus, Presidential Library of the Republic of Belarus, the scientific library of the Belarusian National Technical University and the presentation of «Last day of summer...» BSUCA's Literary and Creative Association «BUCet», performance of creative collectives and artists of the university, visits to Minsk's attractions and to the National Historical and Cultural Museum-Reserve «Niasvizh».

Information Analytics for LIS Professionals

by Victor Mutyev, victor.mutyev@gmail.com, Library and Information Science Department, St. Petersburg State University of Culture, Russia

Modern libraries are multidisciplinary sociocultural institutions with a complex structure of organization and functioning. Moreover, new social needs place libraries in the center of local communities. In these conditions, information analytics becomes an essential element of LIS productivity and efficiency.

Analytical skills are widely considered the most important part of LIS profession as well as of media literacy and critical thinking that are crucial competences for everyday life in Information Age.

Since the early 1990s the Library and Information Science Department of the St. Petersburg State University of Culture has been conducting research in the field of information analytics and became the major hub of it in Russia. Nevertheless, during last years just a few scholarly events have addressed the problem of cooperation between theorists and practitioners that is inconsistent with worldwide social requirements to LIS professionals.

On October 31, 2019, the Library and Information Science Department of the St. Petersburg State University of Culture has held a seminar "Information Analytics: theory and practice" (in memory of professor Galina F. Gordukalova). Its key objective was to create a professional platform for coordinating the efforts of specialists in the field of information analytics and integrating the achievements of LIS education, science and practice.

The head of marketing department of international company "M-Brain Russia" Julia Strelchik made an overview of professional competences that are relevant for young specialists on the labor market: language competences, critical thinking, analytical skills, ability to counter information overload.

University faculty (Oksana Aleksandrova, Albina Krymskaya and Victor Mutyev) draw audience's attention to such themes as news analytics, media studies, knowledge management. They have pointed out new methodological approaches that can be used in educational practices at LIS departments, among them are Deconstruction of News and Mediametrics.

Students of LIS Department (Natalia Sterlyagova, Anna Rumanovskaya, Yana Selezneva, Svetlana Belousova, Alina Gabzalilova, Tatiana Zhukovsklaya, Albina Ziatdinova, Anastasia Prihod'ko, Elizaveta Koinova, Aleksandra Simonova, Julia Markova) were actively involved in seminar activities and presented preliminary findings on following themes: libraries and UN sustainable development goals, the use of analytics for solving educational and library goals, discourse analysis and its application in LIS studies, analysis of art market etc.

We believe that we have started a productive practice of building partnership between universities, libraries and analytical companies. This seminar is an important step towards enhancing our understanding of best teaching methods in the field of Information Analytics for LIS professionals. We hope that our seminar will serve as a base for future studies and as a collaborative platform for information analysts from different fields, like education, library practice, business, art. In a consequence, it will strengthen LIS profession.

Organization committee invites everyone interested in the above mentioned topics to participate onsite/offsite in the second scientific seminar "Information Analytics: theory and practice" that will take place at the LIS Department of the St. Petersburg State University of Culture on October 29, 2020.

BOBCATSSS 2020 in Paris

by Mariia Sokolyuk, mariya.sokolyuk@bk.ru, Nika Lyandzberg, nika.lyandzberg1@mail.ru, Library and Information Science Department, St. Petersburg State University of Culture, Russia

The international student conference BOBCATSSS took place on 22–24 January of 2020. Usually it is held annually in different cities of Europe. This year the venue of the event was Paris, and the organizers were the Institute of Franciscan School of Service, the University of Paris-Est Marne-la-Vale and the University of Library Research and Information Technology (Bulgaria). The founder of the conference since 1993 is the European Association for Library and Information Education and Research (EUCLID).

A feature of the conference is that its organization is completely engaged by students. The topic of BOBCATSSS 2020 was «Information management, fake news and disinformation». Since 2017, this topic has been discussing repeatedly at international professional platforms, in particular at the IFLA World Congress.

Fake news has become a media phenomenon increasingly mentioned by the leaders of the world's powers, and faced probably by almost every resident of our planet. The abundance of false messages masquerading as news has reached a critical point in recent years, and this phenomenon deserves serious analysis. The conference program was divided into several thematic streams: critical thinking; the role of libraries in fighting fake information; and workshops on related topics and applied skills. It allowed to reveal the topic from both theoretical and practical sides.

One of the conference participants was Professor Anna Maria Tammaro, a member of the IFLA Section on education and training. Her colleagues (Marina Encheva, Gergana Yancheva, Zanichelli Francesco) and she facilitated a seminar «Learning how to avoid fake content playing games». Often, presenting new knowledge and ideas in the game form is the most efficient. On the basis of media literacy game's research, the participants of

the workshop were asked to develop several own games, which in the future can be used for training specialists.

The consultant of the IFLA Continuing Professional Development and Workplace Learning Section Matilde Fontanin said that fighting against fake information needs to be organized, and requires responsibility and coherence. It is important to understand – despite its resources and limited abilities, librarians are not alone in this confrontation. Her opening address set the atmosphere for all three days.

The conference presented real ideas that help to master the information space and guide it safely. It should be noted that they target different levels and ages of users. For example, the model of «perfect» and fake news (Mariia Sokoliuk, Nika Liandzberg), as well as the analysis of the work of special blocking plugins conducted by Croatian students (Ivana Čarija, Katarina Brekalo, Josipa Bašić), are more universal. At this stage of technology development, visual ways of presenting material such as photos and videos are also questioned. Some papers were intended for advanced users, for instance,

«Should you believe what you see?» by Vincent Nozick.

Polish students, having analyzed the news stream during Poland 's election campaigns, were able to divide them by content and context (Krzysztof Przesmycki, Agata Ornaf, Zbignieu Gruszka). A survey on the assessment of student knowledge on fake news and correct selection of sources for research was conducted by Croatian students Antonija Grgeč, Lucija Kraljev, and Drahomira Cupar.

The results of the Polish study on the impact of filter bubbles on the search for information in the network were presented by Michał Żytomirski and Remigiusz Żulicki.

The ethical side of the issue was touched upon by German students. After reviewing the style of reviews and comments, they wondered where the line between personal opinion and rudeness ran. In today's world, people often build opinions on the assessments of other users, but this approach is not always reliable. It is necessary to pay attention to the style of the statement made and to be more objective (Kristina Wagner, Cassandra Bumann).

The development of computer and information technologies transformed human

thinking and needs. New programs allow to create fake videos and audio materials in good quality. However, the spread of media literacy is slow. A seminar organized by Gabriela Seccardini, the French teacher of the host university, was devoted to this topic. It showed participants how easy it is to create fake news that can arouse user interest. Matilda Fontanin noted that if librarians were to disseminate fake information, the world would never be the same.

In total, students and specialists from 20 countries took part in the conference: France, Russia, Italy, Spain, Poland, Latvia, Croatia, Japan, Denmark, Germany, USA, Bulgaria, Turkey, Norway, Canada, Portugal, Holland, Sweden, Hungary and Belgium.

The event ended with a closing ceremony, where the BOBCATSSS flag was handed over to the next country Portugal and its second largest city Porto that will host the conference in 2021. The conference has deep roots, so it is possible to follow how the main theme changes from year to year: from the transformation of libraries in the new digital era, the collision of the traditional and electronic format of the book – to the management of information. Perhaps the next stage is «knowledge management».

The SET Bulletin, 2000–2019: A Statistical Review

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The SET Bulletin is an IFLA periodical that has been published twice a year (in January and July) since 2000. Over the course of its history, it has become a valuable resource for studying key issues in the LIS education field. An archive of the 39 issues published from January 2000 through July 2019 is available in open access on the IFLA SET website (https://www.ifla.org/publications/newsletter-set-bulletin?og=64).

The newsletter's editor is elected by SET Standing Committee members for a term of 4 years. The issues for 2003–2005 were edited by John Harvey (College of Management and Communications, Nicosia, Cyprus); for 2006–2013 by Petra Hauke (Humboldt University, Berlin, Germany); and for 2014–2019 by Susmita Chakraborty (University of Calcutta, India).

The 2000 issue of the newsletter was published in the htm format; subsequent issues were uploaded in the pdf format. The average number of pages per issue varied within 20–35 pages. In total, the Bulletin has published 961 pages.

In all, 136 contributions have been published (80 short reports and 56 articles); this does not include regular columns such as "Message from the Editor" or "Message from the Chair," which appeared in all 39 issues. Contributions were submitted by 141 authors. Among authors who contributed the largest number of pieces were Clara M. Chu (USA), Elena Corradini (Italy), Barbara I. Dewey (USA), Ursula Georgy (Germany), Anna Gruzova (Russian Federation), Ian M. Johnson (UK), Bruce E. Massis (USA), Suzanne Samir (Egypt), Michael Seadle (Germany), Anna Maria Tammaro (Italy), and Terry Weech (USA). Table 1 lists the authors' geographic locations.

The newsletter's content has evolved over the years. Permanent sections include Editor's Column, Message from the Chair, SET Standing Committee, and Conference Reports. Additionally, each editor introduced new sections. The 2000 issue consisted only of one section; sections added later include: Library Literature & Information Science Listings, Who's Who: SC Member Profiles, Recommended New Books & Articles, and Meeting Minutes.

From 2006 to 2019, contributions were placed in such sections as Library Literature and Information Science Bibliographies; Book Reviews; IFLA News; SET News; LIS News; Forthcoming Events (was renamed "Past and Forthcoming Events" in July of 2016); Photo Gallery; Who's Who: LIS' New Generation; Recommended New Books & Articles; LIS News Worldwide; Conference Reports; Conference Calendar; and Library and Information Education and Training in the World. In the last section between 2006 and 2014, 42 contributions focused on the international cooperation of professional library associations, universities, and institutions of culture. These contributions covered such countries as China, Croatia, Czech Republic, Estonia, France, Germany, India, Iraq, Italy, North Korea, Norway, Portugal, Russia, South Africa, USA, and Uzbekistan. In 2014, the Library and Information Education and Training in the World section was reconfigured under the title "Reports From." Since 2014 22 contributions have been published in this section.

The section on LIS education in different countries is one of the most interesting, because it highlights key issues within this field such as:

– results of educational projects;

– training of library and information personnel in different countries;

– IFLA guidelines;

– student projects;

– results of the participation of LIS students in academic mobility programs;

– trends in LIS education.

The newsletter layout has also changed over twenty years. While earlier issues did

not include any illustrations, later issues featured tables, graphs, charts, and especially photographs.

In sum, over its twenty-year history, the IFLA SET newsletter has become a significant source for information about LIS education and for finding partners to develop joint educational projects.

Table 1.
Geography of Authors in the SET Bulletin (2000-2019)

Country	Number of publications
USA	47
Germany	20
Russian Federation	18
Italy	8
India	7
United Kingdom	6
Canada	4
Croatia	3
Portugal	3
Republic of Korea	3
South Africa	3
Spain	3
Australia	2
Czech Republic	2
Denmark	2
Egypt	2
France	2
Nigeria	2
Norway	2
Pakistan	2
Philippines	2
China	1
Dominican Republic	1
Iceland	1
Ireland	1
Japan	1
Latvia	1
Mexico	1
Scotland	1
Singapore	1
Sri Lanka	1
Switzerland	1
Turkey	1

Forthcoming Events

American Library Association's 2020 Annual Conference, Chicago, USA, June 25–30, 2020

ALISE 2020 Annual Conference, Pittsburgh, Pennsylvania, USA, October 20–23, 2020

83rd Annual Meeting of the Association for Information Science and Technology (ASIS&T), Pittsburgh, Pennsylvania, USA, October 23–28, 2020

BOBCATSSS 2021, Theme: Digital Transformation, Porto, Portugal January 20–22, 2021

To contribute to the SET Bulletin just send your short report or article about the LIS education to krymskayaalbina@gmail.com