In this Issue:

Jubilee! Don't miss the international 20th BOBCATSSS Symposium in Amsterdam, 23–25 January 2012, organised by students from the Hogeschool van Amsterdam (NL), Hanze University of Applied Sciences Groningen (NL), and Stuttgart Media University (GER)!

http://www.bobcatsss2012.org/

LIS Education & Training Worldwide

Message from the Editor

Dear colleagues,
We are looking forward to seeing you in Amsterdam, The Netherlands, for the 20th BOBCATSSS 2012 Symposium. The anniversary is organized by well-experienced BOBCATSSS organizers from The Netherlands and from Germany!

In this SET Bulletin issue you will find very interesting articles, e. g. on the "The ACE Scholars Program", the "TEMPUS" program, the "Development of a Blended Learning Model for an Online Degree Program in Library and Information Science", and "The Spectrum Doctoral Fellowship Program: Investigating the Present to Prepare for the Future". They were all presented at the IFLA 2011 conference Poster session in San Juan, Puerto Rico, and worthful for giving them a broader audience through the SET Bulletin.

A lot of news was collected to demonstrate LIS education and training activities worldwide. Please find them under "SET News" on p. 4, IFLA News on p. 17, and LIS News worldwide from p. 18 on.

A new feature is the presentation of a LIS related book by not only reviewing it but by interviewing the author of the book. Please find this article, submitted by Elena Corrodini, Italy, on p. 25.

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

Petra Hauke

Section on Education & Training Spotlight

Clara M. Chu

Letter from the Chair

Dear colleagues,

Warm Greetings for 2012, a leap year! We close the year 2011 with a heartfelt thank you to Anna Maria Tammaro for her leadership as Chair of the Section (2007-11) and to Secretary and Treasurer Petra Hauke (2007-2011), Information Officer Gillian Hallam and Web Manager Agnese Perrone for their contributions. Gratitude is also extended to all Standing Committee (SC) members for their ongoing work in realizing SET activities, projects and publications. Particular mention is made of Petra Hauke, Editor of the *SET Bulletin,* and Coordinator of *Adopt-a-Student*! and *IFLA LIS Student Paper Award* programmes, Graham Matthews, Chair of the 2011 Conference Programme Planning Committee, and Co-Chair Cristóbal Urbano, and outgoing SC members Mouna Benslimane, Jacqueline Dussolin-Faure, Charles B. Lowry, Patricia G. Oyler, Richard Papík, Anna Maria Tammaro, Cristóbal Urbano, Chihfeng Lin (Corresponding member) and Henri Sene (Corresponding member) for their service.

On 13th August 2011 at the San Juan conference new officers were elected for the 2011-13 term: Clara M. Chu as Co-Chair and Treasurer, Graham Matthews as Co-Chair, and Kerry Smith as Secretary, and continuing to serve are Gillian Hallam as Information Coordinator and Agnese Perrone as Web Editor. Petra Hauke has generously offered to continue her excellent work as SET Newsletter Editor, and Coordinator of the Adopt-a-Student! and IFLA LIS Student Paper Award programmes. We also welcomed new SET SC members: Najia Abdallaoui Maan, Chiara Consonni, Karen E. Downing, Dinesh K. Gupta, Dijana Machala, Mitsuhiro Oda, Jannicke Rogler, Michael Seadle, Joumana Boustany (Corresponding member), and Esin Sultan Oguz (Corresponding member). Along with these appointments, warm congratulations are extended to Anna Maria Tammaro who is now Chair of Division IV.

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Our continuing work builds on the successful activities of the Section which fall along the following themes:

Collaboration and Interchange

An element that is a thread throughout most of the Section's activities is collaboration with the aim of interchange amongst SET members internationally, with other IFLA sections, and with LIS organizations around the world. By tapping into diverse perspectives, skills and knowledge, we have held successful conference programmes in 2011 in San Juan:

- an Open Session on the theme "Education for digital curation," cosponsored by the ICA Section for Archival Education and Training (SAE) http://www.ica-sae.org/description.html and the IFLA Sections on Preservation and Conservation and Information Technology.

- Offsite Session hosted in the National Library and Archives of Puerto Rico, on the theme "Internships and placements for the new information society" to learn about best practices, and organisational and student issues.

… and plan to do the same in Helsinki in 2012 (see call for papers at *http://conference.ifla.org/ifla78/calls-for-papers*):

- an Open session on the theme "International and Comparative Librarianship: Valid, Relevant and Authentic Research and Education," cosponsored with the Section on Library Theory and Research (LTR), with collaboration from the LIS Education in Developing Countries SIG,

- an Open session on the theme "Influence of IT development on professional development in libraries," cosponsored by the Information Technology Section,

- an Open session of the E-Learning Special Interest Group (Convenor: Gillian Hallam) on the theme "Information literacy meets E-learning: Let's talk about interconnections and outcomes," cosponsored with the Information Literacy Section.

Connecting theory and practice

Past research projects carried out by the Section connect theory and practice, which is a vital thread in current and future projects. One that is ongoing and invites the contributions of SET members and others is the International and Comparative Librarianship Communitas (ICL) (http://www.lisuncg.net/icl/). Funded by IFLA in 2010, this web portal enables the sharing of resources and supporting a community interested in ICL. This topic is now the theme of one of our 2012 Open Sessions.

A second project, funded by IFLA in 2011 and conducted with the ICA-SAE, focuses on the role of LIS and archival education for professional identity and convergence of libraries / archives / museums (LAM). This project led by Anna Maria Tammaro, with team members Mai Põldaas, Agnese Perrone and myself, is an extension of the joint 2011 open session on Education for Digital Curation. The project achieves the following objectives:

- 1) develops requirements and expectations of the international associations involved in ICA and IFLA, explores the different theoretical approaches and agrees on definitions of key terms;

- 2) discusses a methodology draft which is reliable and gives consensus, putting together the already existing resources on education in ICA and IFLA.

"International Internship Survey, Resource and Marketplace" is a proposed new IFLA-funded project, starting in 2012, that has been developed by paper presenters Nora Bird, Fatih Oguz and myself as a result of the dialogue and interest generated by the 2011 Offsite Session on "Internships and placements for the new information society." The two-year project proposes to create a web-based data resource of internship guidelines and expectations of LIS programs around the world, and an international internship marketplace to facilitate matching of internship opportunities and interested students.

Finally, SET selected the paper "Education and training for digital repository manager," by Angela Repanovici (Library and Information Science Dept. Transilvania University of Brasov, Brasov, Romania) for consideration to be published by the *IFLA Journal*.

Outreach to students

Under Petra Hauke's leadership the Section continues our programmes to support student participation in IFLA, their scholarship, and international dialogue about LIS education:

- Adopt-a-Student! Programme (see http://www.ifla.org/en/set/adopt-a-student) promotes LIS professors, IFLA members, companies and others to adopt a student through sponsoring a 1-year free IFLA student membership, and therefore providing student mentorship in international librarianship through the opportunity to be involved in IFLA. This past year the Section itself sponsored two new SET members, Daniel Gordillo and Alejandro Tinoco, the third place winners of the 2011 IFLA LIS Student Paper Award.

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

The growing number of students engaged in IFLA is due to the success of these two projects, with positive results for the Section. Increases over the last few years in SET membership are a result of student memberships, which is approximately 10 %.

Strategic planning

To continue to guide the Section's work we have developed a Strategic Plan for 2011-13 which was informed by the IFLA Strategic Plan 2010-15 http://www.ifla.org/en/strategic-plan, IFLA Key Initiatives 2011-12 (Digital Libraries, Multilingualism, International Library Leadership,

Outreach and Disaster Recovery), and Ingrid Parent's Presidential Theme: *Libraries: A Force for Change, which emphasizes Inclusion, Transformation, Innovation and Convergence* http://www.ifla.org/en/president/theme. The 2011-13 strategic plan guides our ongoing work to develop excellence in LIS education and training with an ongoing focus on cooperation and interchange, up-to-date information on education and training programs and opportunities, multiculturalism, conference programming, curriculum development and pedagogy, research, student outreach, and membership.

An area that will receive special attention is review of the SET Guidelines for LIS programs toward updating them that takes into account: (1) the request received from the IFLA PC and New Zealand members to consider and incorporate indigenous knowledge (Task Force is led by Kerry Smith), and (2) the incorporation of new knowledge, skills and competencies in traditional and open and distance LIS education programs.

I close by paraphrasing from IFLA President Ingrid Parent's presidential theme. I look forward to working together to guide the education that prepares library and information professionals to work in libraries "that benefit individuals, communities and society in general. To realize their full potential, libraries must provide inclusive and transformative services, innovate and forge new collaborative alliances." http://www.ifla.org/en/president/theme

Submitted January 5, 2011
by Clara M. Chu, Greensboro, NC, USA.

SET News

Election of SET SC officers term 2011-2013

New appointments were made at the SET SC meeting in San Juan, with elections held for the various officer positions:

Chair/Treasurer: Clara M. Chu, US
Co Chair: Graham Matthews, UK
Secretary: Kerry Smith, Australia
Inform. Coordinator: Gillian Hallam, Australia
Web editor: Agnese Perrone, Italy
Newsletter Editor: Petra Hauke, Germany

For more information please visit the SET SC meeting minutes from August 2011 at http://www.ifla.org/files/set/minutes/2011MeetingMinutesSection23Draft.pdf

Outgoing and incoming SET Officers Aug. 2011.

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

IFLA Library Theory and Research Section (LTR) and Education and Training Section (SET) – Joint Open session

CALL FOR PAPERS

Theme: "International and Comparative Librarianship: Valid, Relevant and Authentic Research and Education"

Colleagues from around the world are invited to submit an abstract for consideration for a paper to be presented at the LTR-SET Open Session, in collaboration with the LIS Education in Developing Countries Special Interest Group (SIG).

The IFLA Section on Library Theory and Research (LTR) and Section for Education and Training (SET) seek papers for an Open Session on the topic *International and Comparative Librarianship: Valid, Relevant and Authentic Research and Education.* This topic has been chosen in accordance with the main theme of the conference*, "Libraries Now! – Inspiring, Surprising, Empowering."*

For more information please visit http://www.ifla.org/en/set/conferences

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E-Learning Special Interest Group
Call for papers

Theme: "Information literacy meets E-learning: Let's talk about interconnections and outcomes"

Papers are invited to be presented at the 78th IFLA General Conference and Assembly at Helsinki, Finland, 11-17 August 2012

For more information please visit
http://www.ifla.org/en/news/call-for-papers-information-literacy-meets-e-learning

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Proposal for a New SET Project 2012/13

Proposed by Clara M. Chu, Nora Bird and Fatih Oguz, submitted to IFLA PC 31 Oct., 2011

Brief Description: The 2011 IFLA Conference session on "Internships and placements for the new information society" ascertained the need for an International Internship Survey, Resource and Marketplace. The proposed two-year project will:

Year 1: Survey library and information science (LIS) programs around the world to learn of guidelines and policies for internships and create a multilingual website for information/data sharing.

Year 2: Create a web-based International Internship Marketplace.

The web portal will be accessible multilingually and sustainable beyond the period of the project under the aegis of the Education and Training Section.

SET Open Session, IFLA Conference 2011, San Juan, Puerto Rico – Report

Theme: "Education for digital curation"

The session was organised by the Education and Training Section with Preservation and Conservation, Information Technology; and co-sponsored by ICA Section for Archival Education and Training, World Library and Information Congress, 77th IFLA General Conference and Assembly, Thursday 18th August, 13.00-16.00, Room 209, Puerto Rico Convention Centre. Papers for this joint session were:

•   Puzzling over digital preservation – identifying traditional and new skills needed for digital preservation, Thomas Bahr, German National Library of Science and Technology, Michelle Lindlar, German National Library of Medicine, and Sven Vlaeminck, German National Library of Economics, Germany.

•   Opportunities for experiential learning and international collaboration in digital curation curricula, Patricia C. Franks, School of Library and Information Science, San Jose State University, San Jose, CA, USA, and Gillian C. Oliver, School of Information Management, Victoria University of Wellington, Wellington, New Zealand.

•   Out of the classroom and into the laboratory: teaching digital curation virtually and experientially, Ross Harvey and Jeanette Bastian, School of Library and Information Science, Simmons College, Boston, MA, USA

•   Training for digital preservation in the frame of the European project "Planets", Vittore Casarosa, ISTI-CNR-Institute for Information Science and Technology, Italian National Research Council, Pisa, Italy, Laura Molloy and Kellie Snow (Humanities Advanced Technology and Information Institute (HATII), University of Glasgow, Glasgow, Scotland, United Kingdom.

•   Education and training for digital repository managers, Angela Repanovici, Library and Information Science Dept. Transilvania University of Brasov, Brasov, Romania.

•   Interpares in Argentina: dissemination task report, Anna Szlejcher, Universidad Nacional de Córdoba, Cordoba, Argentina, and Section for Archival Education and Training Steering Committee, International Council on Archives.

The first paper was presented by Margaret Plank, a colleague of Michelle Lindlar's. This was followed by Pat Franks's and then Ross Harvey's papers. The development of virtual internships in the context of a growing virtual workforce was a feature of Pat's presentation that drew attention from those attending. There was considerable interest in the Digital Curriculum Laboratory, a virtual archives and preservation laboratory developed with grant funding, that Ross talked about and later in the session he showed live examples from this (see http://gslis.simmons.edu/dcl/lab). The last three speakers were not able to attend – their slides were presented with brief commentary by SET Committee members.

Full papers (except Szlejcher) are available at: http://conference.ifla.org/ifla77/programme-and-proceedings-day/2011-08-18.

There was time for questions after each speaker and at the end of the session. An audience of about 70 participated. Issues that were discussed included: the match between educator and host organisation requirements – is there a disconnect (students are ill-prepared, don't have the right skills, for example, project management)?; role of education and training in the process – there is an ongoing need for dialogue between educators and practitioners; virtual internships – how do they work, do they offer more opportunities than traditional ones, for example, do they offer broader geographical access?; the need for students to have an understanding of the culture of the organisation where they will undertake their internship; can internships be undertaken beyond the country where the student is studying?; the importance of training for academic and workplace supervisors. And, finally, is digital curation a new profession, or is it a convergence of the roles of archivist, curator and librarian? There was some discussion about this, with comments ranging from yes, there is much common ground, to no, the three groups have different approaches and work in different contexts. The role and attitude of the professional associations was also highlighted. It was agreed that the development of digital curation would offer an exciting and challenging future for all involved!

Submitted by
Graham Matthews, SET SC member

SET Offsite Session, IFLA Conference 2011, San Juan, Puerto Rico – Report

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

The IFLA Section on Education and Training and the Graduate School of Information Sciences and Technologies, University of Puerto Rico, San Juan, Off-site Session, 09.30-12.30, 16th August, National Library of Puerto Rico

Carlos Suarez Balseiro of the Graduate School introduced the session and presented a short welcome speech on behalf of Luisa Vigo-Cepeda, Chair of the 2011 WLIC National Committee, and Professor in the Graduate School. This was followed by a welcome to the National Library by Josefina Gómez de Hillyer, Director of the National Library of Puerto Rico. Prof Graham Matthews, Chair for the event, outlined the programme for the day.

Four presentations were delivered:

(1) Internships for the New Information Society, Intentional, Interconnected, Interdisciplinary and International, Nora J. Bird, Clara M. Chu and Fatih Oguz, Department of Library and Information Studies,The University of North Carolina at Greensboro.

(2) The added value of placements for students and host institutions, Constança Espelt and Teresa Mañà, Facultat de Biblioteconomia i Documentació, Universitat de Barcelona.

(3) The value of the practicum in library and information science education in Peru, Juanita Jara de Súmar, McGill University, Montreal and Ana María Talavera Ibarra, Pontificia Universidad Católica del Perú.

(4) Education and training for digital repository managers, Angela Repanovici, Transilvania University of Brașov, Romania.

Full papers for the first three papers above are available at (Session 120): http://conference.ifla.org/ifla77/programme-and-proceedings-day/2011-08-16, and, for the last one, at (Session 217): http://conference.ifla.org/ifla77/programme-and-proceedings-day/2011-08-18

After each speaker there was time for questions and comments from those attending (30). Following this there was a short break after which a round table open discussion took place.

Issues that came up during this included:

- How to build links with potential internship organisations.

- Persuading Faculty to take part, and provision of training for Faculty.

- How to monitor and assess student performance. Suggestions included: logs, reflective journals, blog, students sharing experience while out on placement using social software.

- Requirements of host institution – internship has to be sufficiently long, students need to be up and running quickly with up to date skills, for example, virtual reference.

- How to find new placements – keep in touch with alumni and help students find their own jobs.

- What about advice for developing countries – could IFLA provide guidelines? To include for example, the need for a dedicated administrator, induction for students before they go on placement.

- Also, did anyone have advice for those going over to a virtual curriculum? 'Bug in the ear' was suggested (see Marcia Rock, Associate Professor and Director of the SES Doctoral Program in the School of Education at the University of North

Carolina at Greensboro, and colleagues' work on this for further information). Video, too, was suggested – but is it appropriate for all activities?

SET will consider the above to see if they might be taken forward as a project.

SET is grateful to the Graduate School of Information Sciences and Technologies, University of Puerto Rico, San Juan for its collaboration in organising the session and providing refreshments that were enjoyed by all attending, to the National Library of Puerto Rico for its hospitality in hosting the event and to this who attended and participated in a lively discussion of the issues raised.

Submitted by
Graham Matthews, SET SC member

Who's Who: SET SC Member Profiles

Ms Mai Põldaas
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Mai Põldaas currently works at University of Tartu Viljandi Culture Academy as Program Manager on Librarianship and Information Environments and Lecturer of Information Science. She began full time teaching in 2004, before that she worked as Information Technology Coordinator for Tallinn Pedagogical University Library (1998-2004), Electronic Databases Coordinator and Reference Librarian for the National Library of Estonia (1994-1997).

Her teaching responsibilities include: introduction to information studies, information services, business and legal information, database design and creation.

She is a part-time PhD student of information studies at Tallinn University, topic of her planned dissertation is „Book publishing and distribution in Estonia in the first decade of 21st century". Her research interests also include impact of electronic environment on information, its carriers and people; information practice.

She writes a professional blog: Infohariduse blogi (blog on Information studies) http://infoharidus.blogspot.com which was the first and so far only professional blog on our field in Estonia.

Information studies at University of Tartu are taught in Viljandi Culture Academy at Department of Information Studies. There are 2 first degree programs on applied science level: Librarianship and Information Environments and Information and Records Management; and 2 Master of Arts degree programs: international MA program on Design and Development of Virtual Environments and Information Work in Organization MA program (begins 2012 and will replace Information Management MA program at the Institute of History and Archaelogy taught today).

There is a teaching staff of 10 full time teachers at the department of information studies teaching and there are 336 students studying in our programs.

Our main research and projects so far are done on applied science level. Our curricula are successfully evaluated both on national level and internationally as well. We are part of EUCLID, we are open for ERASMUS exchange, both for studies and practice placements. Our main partners so far are in Finland (universities of applied sciences in Oulu and Seinäjoki) and Germany (University of Applied Sciences in Köln).

For more information please visit our website at www.kultuur.edu.ee/infoharidus.

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Teaching and Research Interests

During last two decades, he has been involved in Design, Development and Delivery of Programmes in open and distance learning ranging from Diploma in Library and Information Sc. at the lowest level to the M.Phil Programme in Library and Information Sc. at the highest level.

He has specific interest in management and marketing of library and information services. He coordinates courses (papers) in various programmes of the University,

including the paper 'Library Routine and Reference Services' at the Diploma level; in Bachelor' degree programme paper named 'Library Management'; in Masters Degree Programme two separate courses, namely 'Library Management' and 'Information Products and Services: Design, development and Marketing' and in M.Phil Programme 'New Trends in Library Management' as a block in the course 'New Trends in Library and Information Science'.

In preparing the course curricula, traditional and newer areas of library management has been covered, e.g. in MLISc Programme, new topics like 'Change Management', 'Event Management, 'Time Management', 'Disaster Management', etc. have been included. Similarly in M.Phil Programme, topics like 'Self Management', 'Consultancy Management', 'Core Competencies and HR issues' etc. have been included.

He has completed a (joint) project on 'Database of LIS Marketing Literature in India' sponsored by Indian Institute of Management, Ahmedabad. In the year 2010, he has completed UGC (University Grants Commission) sponsored Major Research Project 'An Investigation into Education, Training and Research in Library Management in Indian Universities'. He has guided four doctoral students for the Ph.D. degree and supervised four M.Phil. Students.

He writes on a blog 'Marketing-Mantra-for-Librarians' at www.marketing-mantra-for-librarians.blogspot.com which is being viewed from more than 100 countries.

Professional Affiliations

He has been the Council Member of the Indian Library Association (ILA) for two terms, 1998-2000 and 2000-2002 and Council Member of the Indian Association of Special Libraries and Information Centers (IASLIC) for the two years term for 2002 and 2003. Before joining as Member of Standing Committee of IFLA Education & Training Section, 2011-2015, He has served as Member of the Standing Committee of IFLA Management and Marketing Section for the second terms 2003-2007 and 2007-2011. Presently, he is the Chair of the Jury of 'IFLA International Marketing Award' after serving as Jury Member from 2003-2008.

Publications

He has authored more than 40 papers/ reviews published in peer review journals and conference proceedings, edited volumes, both at national and international level. Some of his publications have appeared in: Information Outlook (SLA, USA), New Review of Life Long Learning (Graham Taylor, UK), Library Administration (Howarth, USA, now Taylor &

Francis), Science & Technology Libraries (Taylor & Francis), Information Service and Use (AOI Press), IFLA Journal, Marketing of Library Services (Info Today, USA), SRELS Journal of Information Studies (Sarda Ranganathan Endowment, Bangalore), Annals of Library Science (INSDOC, New Delhi), IASLIC Bulletin (Kolkata), Herald of Library Science, University News (AIU, New Delhi), etc. He is also a Member of the Editorial Advisory Board of the Emerald Group Journal "Library Management", published from U. K. He has also contributed a paper in the Encyclopedia of Library and Information Science, 3rd ed, of Taylor & Francis in 2009.

He has edited four books including IFLA books "Marketing Library and Information Services: International Perspectives" (Co-editors: Christie Koontz, USA, Angels Massisimo, Spain and Rejean Savard, Canada), K. G. Saur, Munich, 2006; and 'Marketing Libraries in a Web 2.0 world', De Gruyter Saur, Berlin/ Munich, 2011. Presently he is coordinating the IFLA publication 'Marketing Library and Information Services: Global Outlook' to be brought out in late 2012 in the 'Green-back series'.

Apart from professional writings, he also founded his University's Newsletter MEERA (www.vmou.ac.in/EMeera).

Participation in Professional Activities

He has attended many important international conferences of the organizations such as IFLA, FID, Asian Association of Open Universities, Global Knowledge Partnership Regional Meet, World Library Summit, SLA Asian Chapter, etc. He has visited Hong Kong, Thailand, Canada, USA, Singapore, UK, Bangladesh, Spain, Switzerland, Germany, Netherlands, Hungary, China, Korea, Italy, Sweden, Sri Lanka, etc. for professional / academic works. He acted as resource person, invited speaker, key note speaker, chair person in session, panelist in many international and national conferences/ seminars.

Recognition and Awards

- Satkal Young Librarian Award-2003
- Best Librarian Award of Rajasthan Patrika-2006
- Ranganathan-Kaula Award-2010
- Master Motilal Sanghi Best Librarian for 2011.

Next issue invited SET SC Members:
- Karen E. Downing, Ann Arbor, Michigan, US
- Jannicke Rogler, Drammen, Norway

Library & Information Science – Education & Training Worldwide

Recruiting Future Librarians from Diverse Backgrounds Through Collaboration and Learning: The ACE Scholars Program

By Sha Li Zhang, Ph. D., and Clara M. Chu, Ph. D., University of North Carolina at Greensboro, US

Introduction

The 2010 United States (U.S.) Census data show that the population in the U.S. is increasingly more diverse, with more than half of the growth in the total population between 2000 and 2010 due to the increase in the Hispanic population. Furthermore, the census data predict that 51 % of the U.S. population will consist of "minorities" in 2050 (U.S. Census data, 2010). Meanwhile the percentage of the professional library workforce from ethnic backgrounds, at 11%, has not kept pace (ALISE 2008). To address this professional need the U.S. Institute of Museum and Library Services (IMLS) Laura Bush 21st Century Librarian Program has funded since 2003 numerous programs to help increase the number of librarians with culturally diverse backgrounds (www.imls.gov).

The ACE Scholars Program

A commitment to diversity in library and information studies (LIS) education, and a close working relationship between the Libraries and the Library and Information Studies Department at The University of North Carolina at Greensboro (UNCG) led us in 2007 to develop an IMLS grant proposal for federal funding to support the Academic and Cultural Enrichment (ACE) Scholars Program http://lis.uncg.edu/people/ace/ to recruit and train students with culturally diverse backgrounds to become professional librarians. The Program, with the collaboration of ten universities in North Carolina, was successful in receiving its first grant in June 2008 and its second in June 2010. The grants provide the students with a scholarship comprising of tuition, fees, and a stipend, including the funds to attend a regional conference and a national one, and professional enrichment activities.

In fall 2009, the first cohort of 14 ACE Scholars started their Master of Library and Information Studies (MLIS) in the LIS Department at UNCG and graduated in May 2011. In fall 2011, the second cohort of 17 ACE Scholars started their MLIS degree pro-gram, and are expected to graduate by May 2013. The ACE Scholars not only increase the diversity of the LIS Department but more importantly, they are increasing the number of librarians with culturally diverse backgrounds in the United States. In order to ensure the success of the program and its participants, specific elements have been essential in its development and implementation.
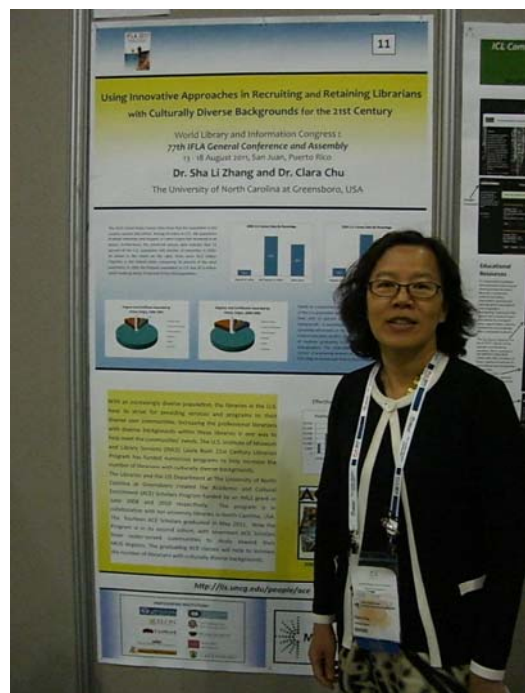
Clara M. Chu, Poster Presenter at IFLA 2011 in San Juan, Puerto Rico. © P. Hauke.

Key Program Elements

- Collaboration – The best education that a library and information professional can receive is one where theory and practice are connected. Furthermore, an LIS education diversity program is successful when it draws from the knowledge of diverse librarians and educators, and strong institutional support. This is the formula of the ACE Scholars Program, which brings together committed librarians

and educators from minority and non-minority backgrounds from the University Libraries and the LIS Department at UNCG for the first time to jointly apply for a major federal grant, with the collaboration of 10 academic libraries in the state of North Carolina. The ten libraries are at the Bennett College for Women, Elon University, Guilford College, High Point University, Johnson C. Smith University, Livingstone College, North Carolina Agricultural and Technical State University, Wake Forest University, Winston-Salem State University, and UNCG. The participating institutions help with recruitment, internships, and professional mentoring. Several participating institutions have also provided employment opportunities for graduating ACE Scholars.

- Learning from experience (academic advising and professional mentoring) – An LIS faculty, also Co-Principal Investigator of the Program, assumes the responsibility to advise all ACE Scholars to keep track of their academic progress and to assist them in handling unexpected situations, balancing full-time studies, personal life, and other responsibilities (some of them worked full-time). Academic advising is also provided by other faculty, which enables Scholars to learn about the many resources available at UNCG and beyond in order to be successful in their MLIS studies. In addition to academic advising, Scholars receive professional mentoring from a librarian, with whom s/he is paired, and who is selected from a group of experienced librarians recruited from the participating libraries and local libraries to serve as mentors for the ACE Scholars. Scholars are expected to meet/contact their mentors regularly and to discuss critical topics that may include, but are not limited to, preparing effective presentations, involvement in professional associations and other groups, networking, effective time management and academic success, resume preparation and job application.

- Learning through practice (internship and optional practicum) – All ACE Scholars participate in internship projects at the collaborating or other recommended libraries that correspond to their interests. The internship projects provide these students with exposure to and practice in library operations and services. Through these projects, the Scholars become familiar with a variety of library areas, which help them to choose their career

paths. The library directors at these libraries are responsible to set up the internship projects, which are often the priorities of the participating libraries. Therefore, the Scholars not only gain library experience, but also contribute to the goals of these libraries. Additionally, a Scholar may choose to do a practicum of his/her choosing to gain further professional practice.

- Learning through professional engagement (conferences and professional activities) – ACE Scholars are required to attend one regional and one national library conference selected by the Program and other professional meetings as directed by Program facilitators. Scholars are encouraged to present papers or poster sessions at conferences and may contact their mentor and advisors for assistance. Most, if not all, have done so. Additionally, to share what they are learning in class or through their professional activities, they maintain a blog (http://ace2011.wordpress.com/ and http://uncgacescholars.wordpress.com/).

- Learning through assessment – In order for Scholars to receive a meaningful academic experience their input is sought throughout the Program. This feedback and open communication have helped both Program facilitators and Scholars address areas of concern of the cohort as a whole or of individuals.

Program Outcomes

The collaborative program has been a successful one, with outcomes that can be modeled by other LIS educational and professional institutions:

- Academic excellence – The first cohort of the ACE Scholars attained a high level of academic excellence; all maintained a 3.00 or higher GPA (Grade Point Average) on a 4.00 scale and all graduated in the targeted time frame in May 2011.

- Employment – Four ACE Scholars were offered professional positions and one Scholar was offered a part-time professional position at the library, which hosted their internship projects. It is obvious that the relationship between these libraries and the Scholars facilitated the employment opportunities. Three Scholars from the first cohort are still looking for professional positions, while the other Scholars are employed in other libraries and one is in a PhD program.

- Professional contributions – The first cohort of ACE Scholars presented poster sessions and presentations at the 2010 American Library Association (ALA) Annual Conference and other national or regional conferences. The second cohort of Scholars presented a panel session at the North Carolina Library Association Conference in October 2011 and have proposed a panel session at the Joint Conference for Librarians of Color in September 2012. Through these opportunities, they share experiences and contribute to a better understanding on the issues and challenges in cultivating librarians with diverse backgrounds.

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Modernising library education: a new masters program in Library and Information Science funded by the European Union's TEMPUS Programme

By Alan Hopkinson, Middlesex University, London, UK

Introduction

The European Union's TEMPUS programme (Trans European Mobility Programme for University Staff) is over 20 years old. It forms part of the overall programme of the European Union (EU) for the economic and social restructuring of the western Balkans, Russia and the Commonwealth of Independent States and countries of the eastern and southern Mediterranean areas. The TEMPUS Programme was approved by the EU Council of Ministers in May 1990 and has been re-newed since. Funding comes from 'EuropeAid', the European Commission's Directorate General for Development and Cooperation, and is administered by the Directorate General for Education and Training.

The TEMPUS Programme has over the years been designed to develop human resources in higher education with the aim of strengthening the ability of the higher education sector to meet national policies and priorities.

In TEMPUS, individual universities in the qualifying regions formulate development projects in cooperation with consortia of institutions in EU countries. Many of these projects for academic curriculum development and administrative restructuring have had a large impact in the target countries.

Experiences at Middlesex University Library

Middlesex University Library (known as the Learning Resources service) has been involved in a number of projects which began when an academic staff member of Serbian origin in the School of Computing Science was asked by a former colleague in the department which teaches library science at the University of Belgrade to participate in a project to improve the provision of e-resources and library automation in a consortium of universities in Belgrade, Kragujevać and Niš. Middlesex University library was pleased to join this project which was led by the Library of Humboldt University in Berlin. As a result of a poster session which took place at IFLA in Berlin in 2003, an approach was made by Yerevan State University Library to do something similar to modernise the library by introducing a digital repository, a virtual learning environment, and bringing other faculty libraries into their pre-existing Aleph systems.

This was concluded in 2007, and one of the outcomes was that library training needed to be modernised alongside improvements to the library infrastructure. As a result colleagues in Armenia with the assistance of colleagues from Middlesex and Robert Gordon Universities planned a new project which

would develop a new masters in library and information science. Additionally, since it was the policy of the European Union TEMPUS programme to favour multi-country projects for the reason that such projects will have wider impact, the colleague from Armenia involved contacts he had through eIFL, the electronic Information for Libraries programme and so the team included two institutions from each of the three countries. Thus a consortium was established of the International Scientific Education Center (ISEC) and the Library of the National Academy of Science in Armenia, Ilia State University in Tbilisi, Georgia (in the Caucasus) and the Georgia Library Association and the Taskent State Institute of Culture and Tashkent University of Information Technology in Uzbekistan. Rezekne Institute of Higher Education in Latvia was included for their expertise in archives, and Parma and Barcelona Universities for their expertise in international work in library and information science particularly in digital libraries. Parma run an international masters in digital librarianship which is taught in English.

Alan Hopkinson, presenting the TEMPUS program at IFLA 2011 Poster Session in San Juan, Puerto Rico. © P. Hauke

The main plan of the project was for 15 staff from the three countries to participate as students in the librarianship courses at the European Universities for a period of 12 weeks (a time limit imposed by TEMPUS regulations). They would return to their institutions and develop for each institution their own curriculum and teach it as a pilot for a year. Finally the course would be evaluated and a new curriculum made publicly available. A workshop would be held towards the end of the third year to promote what was in place. Additionally, equipment was put in the bid so that classrooms could be set up for teaching LIS. A small amount was made available for books and e-resources to support the courses run.

Success Story

The bid was successful and the project was funded for three years from January 2009. However, cuts were made in the original application for funding for printing and the amount for the 15 'students' was reduced which meant only 11 students went to participate in the masters. Additionally it was agreed that all students should go to Robert Gordon University where they were given extra sessions on curriculum design for LIS. It is after almost three years reasonably on track. There have been two summer schools in successive years held in Georgia for a dozen or so participants from the staff of the partner countries. However, projects can be extended for up to 12 months for good reasons. The pilot for Georgia has been delayed because their masters courses begin in March and the masters will last for longer than a year. So a year's extension will enable the pilot in Ilia State University to be completed and analysed and the pilot will include placements of the kind common for students studying library science in the United Kingdom and archives in Latvia, which will also be evaluated. Five such placements in European countries are being funded by the project.

How to manage

Modules have been set up using the open source software Moodle on a server at Ilia State University which will be publicly available. Modules have been translated into local languages. Russian is a *lingua franca* in Uzbekistan but becoming equally less so in Armenia and Georgia where the national languages have their own alphabetic scripts.

A report has been produced on the situation in LIS teaching in the three countries and this will be offered for publication in a distilled form to an appropriate international library journal.

In October 2011, a conference was held in Tashkent organised by Tashkent State Institute of Culture and attended by 22 participants from the other countries involved in the project. Proceedings are available at: http://www.tsic.uz/files/Proceeding.pdf

It has been interesting to see so far the progress made in the different institutions involved. In ISEC in Armenia 9 students were

accepted for the pilot course in the Faculty of Library and Information Science. They have been revising the curriculum in line with feedback from the students. As mentioned above Ilia State University in Georgia only started in March 2011; they have nine students and no fees were being charged in 2011-2012. The Georgian Library Association are using the outcomes from the project in the development of their on-going lifelong learning programmes. In Uzbekistan, the project has fostered cooperation between the two institutions involved. The Tashkent Institute of Culture has

taught library science for many years but participating in the project has helped with the preparation of new courses on 'Automated Library Systems' and 'Electronic Libraries' which as of December 2011 were awaiting approval from the Ministry of Higher and Secondary Specialized Education.

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Developing a Blended Learning Model for an Online Degree Program in Library and Information Science

By Patricia C. Franks, PhD, CRM, San Jose State University, San Jose, CA, US

Abstract

Blended learning began as a combination of traditional and online learning strategies, methods, and delivery systems implemented to maximize the effectiveness of teaching and learning. Developers of distance education programs honor the time-bound tradition of mixing synchronous and asynchronous opportunities for students, but online degree programs offer unique opportunities and challenges. San Jose State University is the home of the World's largest online School of Library and Information Science. Students in the Master of Library and Information Science degree program benefit from a blend of technologies and activities designed to enhance learning and create a sense of community. This approach is built upon an effective blend of learning theories, including Bandura's Social Learning Theory and Bruner's Discovery Learning Theory.

Introduction

Online learning presents a number of benefits to the adult learner. Students can take their classroom anywhere they're online. Online learning is flexible—students can work on their courses at a time and place that fits their lives—but they expect to be engaged, inspired, and challenged. Unfortunately, online learning can foster learner isolation, difficulties bridging the gap between on and off-campus experiences, and a lack of a sense of immediacy, co-presence, and belonging to a community. A robust technology platform is necessary but not sufficient to engender collaboration and participation among students, faculty, and the larger community. *A blended learning approach is needed.*

Blend of Learning Theories

Constructivist Learning Theories meet the needs of adult learners pursuing education for professions on the master's level. Students in the School of Library and Information Science are encouraged to construct new learning based on their personal experiences. They have opportunities to work collaboratively with other students. Faculty serve as facilitators. Students interact with the world in a variety of ways including attending guest lectures, completing organizational consulting projects for outside clients, and participating in an internship program.

Patricia C. Franks, presenting the program at IFLA 2011. Poster Session in San Juan, Puerto Rico. © P. Hauke

True success comes from belonging to a community of practice. In the MLIS program, students have a number of opportunities to gather together based on their interests. For example, students pursuing studies in archives, records management, and special collections meet monthly in a Virtual Center for Archives and Records Administration (VCARA) to share experiences, tour other virtual environments, and participate in mini-conferences.

Students who already have management positions in Library and Information Science can enroll in an Executive MLIS program instead of the general MLIS program in order to pursue a blend of librarianship and management in each of their courses. These students enter in the fall as part of a cohort that stays together throughout their program of study for coursework and advisement. Strong bonds are formed that are supported through membership in an advising site in a Learning Management System (Desire2Learn) and scheduled meetings using a web conferencing platform (Elluminate).

A second degree is offered through SLIS, the Master of Archives and Records Administration. This degree program is also cohort based, with students starting each August and completing their program in less than three years. Students in this program stay together for coursework and advising. Steps are taken to encourage this community of practice by encouraging students to share their experiences through membership in a Learning Management System advising site and scheduled meetings with their advisor using web conferencing. Topics for these meetings reflect the needs of students who submitting agenda items.

Discovery Learning (Bruner): This inquiry-based method of instruction takes place in problem-solving situations where the learner draws on his/her own past experience and existing knowledge to discover facts and relationships to new truths to be learned.

Constructivism (Vygotsky, Piaget, Dewey): This paradigm or world view posits that learning is ***an*** active, constructive process with the learner as information constructor.

Social Development Theory (Bandura, Vygotsky): Bandura states that people learn from one another, via observation, imitation, and modeling. ***Vygotsky*** asserts that "All the higher functions originate as actual relationships between individuals."

Communities of Practice (Lave and Wenger): Communities of Practice (CoP) can be described as "groups of people who share a concern or a ***passion*** for something they do

and learn how to do it better as they interact regularly." The learning that takes place is not necessarily intentional. Three components are required in order to be a CoP: (1) the domain, (2) the community, and (3) the practice.

Constructivist Learning Theories
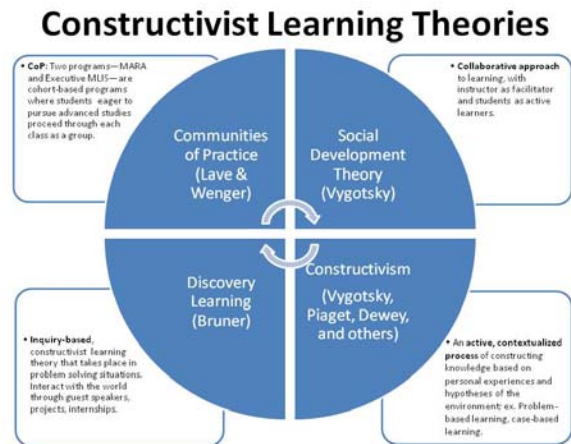
The 4 C's of the Blended Learning Model

SLIS provides experiences and activities facilitated by dedicated faculty and supported through a robust electronic information and communication infrastructure. The fundamental concepts of this model require that the instructor:

• Place *content* at the heart of the model, since the goal of a master's degree program is mastery of a domain.

• *Communicate* with students in a manner best suited to the situation, using both synchronous and asynchronous tools.

• Provide opportunities for *collaboration* through group work that is instructor approved but student driven.

Developing a Blended Learning Model for an Online Degree Program
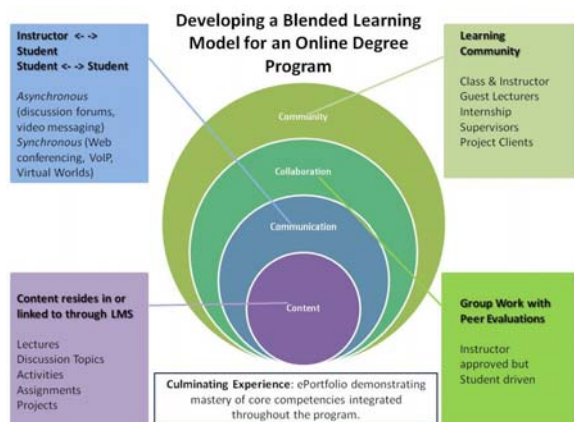
• Establish a sense of *community* by enhancing the classroom experience in a variety of ways, including guest lectures, internship opportunities, organizational

consulting projects, student groups, virtual worlds activities, and receptions and conferences.

Students must demonstrate their mastery of core competencies around which the curriculum was developed through completion of an e-portfolio. The e-portfolio is a culminating experience that requires students to explain each core competency and provide evidence of mastery in the form of artifacts from their coursework and practical experiences (e.g., internships and organizational consulting projects). The e-portfolio can be completed using e-portfolio software provided by the school or a website created by the student. Note the link to an artifact in the image of the e-portfolio at the right.

Elements of the Blended Learning Model

Faculty can interact with students using a variety of technology provided by SLIS and are also free to use popular social media technologies provided by third parties.

Virtual Classroom

The main course content, essential communications, and required group projects that foster collaboration are found within the learning management system, *Desire2Learn*. Students can access these materials 24/7, as the asynchronous experience is essential to ensure students reap the benefits of online learning that allow them to meet their professional and private obligations. ***A sense of community can be developed among those provided access to the LMS.***

Everywhere Else

Activities outside of the LMS facilitate interaction among students, with faculty, and with professionals outside of the University. They provide students with the opportunity to use additional information and communication tools and to interact in the physical world. Examples include internships at work sites, office hours using Skype, guest lecturers in Elluminate, Google Docs for group projects, mini-conferences and tours in Second Life, and receptions at professional conferences. ***Course content located outside the LMS is either duplicated within the LMS or linked to through the LMS.***

Traditionally, blended learning meant a blend of a physical classroom and online experiences. For the SJSU SLIS online learner, the physical classroom is replaced with course content and interactive experiences provided through a Learning Management System (LMS). The online classroom is supplemented with additional materials and experiences provided both synchronously and asynchronously, virtually and in the physical world. It is this unique blend of theory and practice, along with virtual and real-world experiences, that prepares SLIS students to take advantage of employment opportunities in this rapidly evolving global environment.

	Virtual Classroom Replaces Physical Classroom Learning Management System Desire2 Learn for Asynchronous Delivery	Everything Else Enhances the Virtual Classroom Enterprise and Third Party Solutions Both Asynchronous & Synchronous Activities
Content	Lectures, reading, activities, assignments (embedded and linked audio, video and text)	Limited: Content located outside the LMS is either duplicated within the LMS or linked to through the LMS. This most often occurs when students present the results of their group projects or faculty and guest lectures are recorded and stored on another server.
Communication	Video and audio in lessons, discussion forums related to content and for informal discussions around 'water coolers,' email	Private email, Instant and text messaging, video messaging, blogs, Skype, Google Talk, telephone calls.
Collaboration	Group folders containing wikis, discussions, and shared folders; email	Shared work spaces such as PB Works, Google Docs, and Microsoft Office Live
Community	Limited: Developed among those provided access to the LMS, and especially to those engaged in group assignments.	Web Conferencing (Elluminate) for orientation, guest lectures, office hours, student presentations Virtual Worlds (Second Life) Student group monthly meetings with guest speakers and tours of other virtual spaces. Annual mini-conference with keynotes and poster presentations.

Submitted by
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The Spectrum Doctoral Fellowship Program: Investigating the Present to Prepare for the Future

By Nicole A. Cooke, MLS, M.Ed, Rutgers University, Rutgers, New Jersey, US

"Overall, the involvement of people of all colors at the doctoral level can be fairly characterized as minimal. The need for immediate response is acute" (Turock, 2003, p. 493).

With this call to action, I embarked on doctoral study as a Spectrum Doctoral Fellow, with generous funding from the American Library Association (ALA) and the Institute of Museum and Library Studies. In hindsight, I entered my graduate program quite naively, and was quickly faced with the realities that come not only with being a doctoral student, but with being a doctoral student of color. With the support of two key mentors, and the Office for Diversity at ALA, I started investigating the students who have received funding from the ALA's Spectrum Initiative; my first study revolved around the scholars at the MLIS level, but I quickly refocused my efforts to the 12 scholars who received Spectrum funding to pursue PhD degrees. The numbers of PhDs of color in the LIS professoriate are few, and I am in the position to do research and assist professional organizations and doctoral programs recruit, retain, and mentor more students like myself. Hence the poster I presented at the 2011 IFLA World Congress in Puerto Rico.

Nicole A. Cooke, presenting the program at IFLA 2011 Poster Session in San Juan, Puerto Rico. © P. Hauke.

The Spectrum Doctoral Fellowship Program is well on its way to producing 12 potential faculty members of color, and will hopefully sponsor 7 more exceptional candidates beginning in 2013. This is an admirable start, but more needs to be done and more minority candidates need to be recruited, promoted, and funded through PhD programs. Similarly, there is little in the literature about minority PhD recruitment, retention and fellowship initiatives. In order to inspire future initiatives, it is essential to consult the current scholars to ascertain their experiences, both positive and negative, as no such information has been gathered from this cohort to date. Information from these scholars will inform future PhD recruiting, mentoring and retention initiatives from the ALA and other LIS related organizations and institutions.

In 2007 and 2008, the ALA's Office for Diversity provided full fellowships for 12 Spectrum Doctoral Fellows, who represent the four underrepresented ethnic populations, to pursue advanced LIS degrees at accredited institutions around the country. With this opportunity comes an exceptional amount and wealth of information from these scholars. The goal of this research is to tap this wealth of knowledge, and survey the scholars in an effort to ascertain the advantages and disadvantages experienced as Fellows and as minority students in LIS PhD programs.

This study, from which my IFLA poster was drawn, aims to build on the claims set forth from the virtuous circle model (Jaeger & Franklin, 2007), and hopes to extend the notion of recruitment theory (Turock, 2003; Winston, 2001; Winston, 1998). This research aims to uncover both the enablers and barriers encountered by the current Spectrum Doctoral Fellows. Perhaps the most interesting and telling results from the study are the barriers that these same students encounter. They include a lack of mentoring, lack of compatible faculty, loneliness and isolation, lack of support, and being perceived as a "token", "cash cow", or "show pony". As important as the successes of the students are (the freedom to learn and do research, having a cohort of fellow students, the ALA / IMLS stipend), the barriers contain the information that will enable current programs to grow and expand, and provide the impetus to begin and sustain new initiatives. It is also hoped that this study will inform LIS faculty and programs of the specific needs of students / beneficiaries of this fellowship, and will perhaps inspire other programs to actively seek and support minority PhD candidates in library and information science and inform LIS education, curriculum and pedagogy.

I was selected in inaugural round of Spectrum Doctoral Fellowships (2008), have had the wonderful opportunity to give back to the program by serving as mentor coordinator for the Masters level Spectrum Scholars, and I'm currently advising on the newly funded

Spectrum Doctoral Fellowship, which will fund brand new PhD students in 2013. Spectrum is a game changer and has 12 doctoral fellows and almost 700 masters level scholars to show for it! Kudos to Dr. Betty Turock, past president of ALA, and Gwendolyn Prellwitz and Miguel Figueroa, from ALA's Office for Diversity & Spectrum, for being such champions for diversifying the library profession.

More information about the ALA Spectrum Initiative can be found at:

- The Spectrum Doctoral Fellowship Program: http://jelis.org/featured/the-spectrum-doctoral-fellowship-program-the-future-is-overdue-by-nicole-a-cooke-and-sheri-edwards/
- Spectrum Presidential Initiative: http://spectrum.ala.org/
- Spectrum Scholarship Program: http://www.ala.org/ala/aboutala/offices/diversity/spectrum/index.cfm

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IFLA News

Call for Submissions

IFLA LIS Student Paper Award 2012

Sponsored by

International Federation of Library Associations and Institutions

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service

Important Deadlines!
Full paper submissions are due May 1, 2012.
Notifications will be made by May 15, 2012.

Please find information brochures in (more than) all official IFLA languages at

http://www.ifla.org/en/set/student-paper-award

Adopt a Student! Program – Update!

The Program, which was initiated by IFLA SET has been very successful. In 2010 79 % of new student members for IFLA came in through the Adopt a Student Program (58 on a total of 73 new subscriptions). At the same time some points of improvement have been identified:

- The list of registered sponsors is longer than the list of registered students.
- The regional coverage by sponsors and students can be improved.
- The connection between sponsor and student if they are not from the same country is difficult, especially since no money is available to cover travel costs for the students to attend the annual IFLA congress.
- Students have high expectations from the program and the sponsorship, but the sponsors are often too busy or too high level to concretely invest in the students. A balanced assignment program for the students is not available.

Some success stories from or through the program: Several students participate in the Students' Session at the IFLA Presidential Meeting 2011 and a student writes article on it in IFLA Journal no. 2-2011; Poster Presentation of the Adopt a Student Program at German Library Conference in 2011; Publicity for the Adopt a Student Program at the Blog of the New Professionals SIG; Promotion of the Adopt a Student Program at BOBCATSSS 2010 and 2011; At the 2010 IFLA Congress: Presentation at Newcomers Session; Poster Presentation; Students

involved as translators for IFLA Express; Adopt a Student Welcome Reception sponsored by Proquest; The creation of a Linkedin Group.

During the second SET SC meeting at the IFLA Conference 2011 in Puerto Rico it was noted that IFLA Secretary General, Jennifer Nicholson thanked the Section on the Adopt-a-Student program. SET SC is asked to keep supporting this initiative.

Currently the program is going to be updated, called "Adopt a Student! 2.0". The goal is to motify IFLA sections to adopt LIS students directly and to involve them in section issues. More information is coming soon. Please visit: www.ifla.org/en/set/adopt-a-student

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New Division IV Chair Anna Maria Tammaro, University of Parma, Italy

After two terms as elected SET Standing Committee member 2003–2007 and 2007–2011, serving firstly as Communication Coordinator, than as Chair (2007–2011), during the IFLA Conference 2011 in Puerto Rico Anna Maria Tammaro was elected for IFLA Division IV Chair and is now also member of IFLA's Governing Board (GB), which is responsible for the governance and financial and professional directions of IFLA, and represents the Federation in legal and other formal proceedings. Thank you for all you have done for SET, and congratulation for your new "job"!

German LIS Students won the

"IFLA Communicator of the Year 2011" Award

As a follow-up to the IFLA Newsletter of the Year award, the IFLA Communicator of the Year award was introduced at the IFLA

Conference 2011 in Puerto Rico. Winners are the New Professionals Special Interest Group with the German LIS students Sebastian Wilke (Convenor) from the Berlin School for Library and Information Science, and Dierk Eichel (Comunication Officer) from the University of Applied Sciences, Potsdam for their outstanding communication work for the New Professionals SIG. Congratulations! More information at http://express.ifla.org/node/5158.

IFLA New Professionals SIG

Back in August at the IFLA Congress in Puerto Rico, we recorded wide parts of the New Professionals SIG's off-site session "New Professionals beyond New Professionals -– skills, needs and strategies of a new generation of LIS professionals" (http://npsig.wordpress.com/beyond-new-professionals/). The program with its keynote by former IFLA President Claudia Lux, a speed networking session, 11 short presentations and a discussion part is now available on NPSIG's Youtube channel http://www.youtube.com/playlist?list=PLA4F04 2F4068B412C&feature=viewall for those of you who could not make it to the session or who participated and would like to take a look back! (Sebastian Wilke, convenor).

IFLA Webinar "New Librarians Global Connection: best practices, models and recommendations"

The webinar is a new series of free quarterly webinars on issues of interest to new librarians, models of library associations and library schools working with new professionals, and groups by and for librarians.

The free webinars are presented by IFLA Continuing Professional Development and Workplace Learning (http://www.ifla.org/en/about-cpdwl%20) and IFLA New Professionals Special Interest Group (http://www.ifla.org/en/new-professionals) in partnership with ALA (http://www.ala.org/index.cfm%20). Date and time of the first webinar: January 17, 2011 (http://www.timeanddate.com/worldclock/

LIS News worldwide

Norway: LATINA/lab at the University College of Oslo and Akershus

LATINA is a change-oriented digital training programme at Oslo and Akershus University College. LATINA stands for Learning and

teaching in a digital world. The goal is to provide teachers, students and professional people with the technical, social and conceptual tools they need to operate successfully in a web-based world.

Most of the training is conducted in the LATINA Lab, which is a dedicated seminar room equipped with a digital whiteboard (Smartboard) and portable computers for all participants. We also have low-cost facilities for video conferencing and on-line teaching (synchronous and asynchronous).

In organizational terms LATINA is a separate section within the Library and Learning Centre of the college. Professor Helge Høivik is the LATINA director. Lars Egeland, who heads the Centre, is his deputy. Associate professor TordHøivik is associated with the Lab as an instructor and senior consultant. Senior technician AslakOrmestad teaches photography (still and video) and manages much of our digital equipment.

Training courses: LATINA was established in 2008. Its first training event was a three week summer course at the new Summer School started by the college in 2008.

Planned: LATINA in Africa 2012. A two week training for librarians and teachers in Kampala, Uganda. See LATINA in Africa: http://latinafrica.wordpress.com/. LATINA Summer 2012: Three week course in Oslo.

Practice arena: The Lab is also a practice arena for university college lecturers and for librarians who are following the 1bib post-graduate qualification programme.

Norway: Article competition for library students

The Norwegian library journal "Bokogbibliotek" has had a successful collaboration with the LIS education at the University College of Oslo and Akershus. The autumn of 2010 College Lecturers Unni Knutsen and Tone Moseid selected five Bachelor's thesis by students in their third year. The student's thesis was the starting point for articles submitted to a jury in the spring of 2011. The winner of the competition was announced in May, and all articles were published in the summer edition of the library journal.

Norway: An alternative to the Ph.D.

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

Norway: New Professor in Library and Information Science at HiOA

The UniversityCollege of Osloand Akershus now has its first female professor in Library and Information Science, Svanhild Aabø. Aabø has been employed at the library education as a teacher and researcher since 1992, and her research focuses primarily on how the libraries add value and contribute to society and publiclibrary's role as ameeting place. For more information please visit http://www.hioa.no/.

Library Journal Teaching Award 2011

Martin B. Wolske won the Library Journal Teaching Award for 2011. LJ is one of the most prestigious library journals in the US. Wolske, research scientist and adjunct lecturer at the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign (GSLIS), teaches the introduction to Networked Information Systems class. Students in the course begin to understand how the use and application of technology reflect our society, and as Wolske puts it "what is encountered when you try to use that technology in communities already dismissed by that society." For more information please visit http://www.libraryjournal.com/lj/community/libraryeducation/892518-272/martin_b._wolske__lj.csp

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France: Enssib Jubilee

2012 is the 20th birthday of Enssib. There is a programm for the entire year with conferences, party, open school day, new books.... The first conference will be about the employment opportunities for the students in LIS. The conference will take place the 19th of January at Lyon: http://www.enssib.fr/JE-metiers-de-la-documentation

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France: Enssib New LIS Journal, CfP

The National Graduate School of Information Sciences and Libraries (École nationale supérieure des sciences de l'information et des bibliothèques – ENSSIB) located in Lyons, France is planning to create a new scholarly journal in its areas of expertise.

Each number of this new journal will include a thematic section. For the first issue the theme will be an investigation of the question: What is library and information science? – The editor for this theme will be Raphaële Mouren who serves as a professor (Maître de conférences) at the University de

Lyon-ENSSIB. – For the first number of the ENSSIB journal we are seeking proposals that attempt to define and document the history of library and information science. Authors should submit their proposals of no more than 1,000 words by January 15th. Authors whose proposals are accepted should plan to submit their completed manuscripts by June 1, 2012. E-Mail raphaele.mouren@enssib.fr, Fax: +33 (0) 472 44 43 44.

British Studies LIS Course in July 2012

In summer 2012, the University of Southern Mississippi (USA) British Studies Program, one of the oldest and largest study-abroad programs in the US, will offer a course in Library & Information Science. Students spend a month in the United Kingdom, June 28 – July 29, 2012, earning 6 hours of credit while learning about interesting, historic libraries, archives and special collections. Distinguished British librarians, archivists, and information specialists will provide lectures and behind-the-scenes tours in a variety of British libraries, museums, and archives. Students will have the opportunity to accompany faculty to sites around London and Edinburgh as well as day trips to Stratford-upon-Avon and Oxford. For more information please visit http://www.usm.edu/study-abroad/british-studies-program-0.

India: Tribute to SET SC member Prof. S B Ghosh
Call for Chapter Proposal for the book "Collaboration in International and Comparative Librarianship," IGI-Global, 2013

IGI-Global is going to publish a book entitled "Collaboration in International and Comparative Librarianship" in 2013. Besides documenting collaborations in the LIS field, this book is also for paying tribute to the lifelong contribution of Prof. S B Ghosh of India (ex Prof. and Head, Indira Gandhi National Open University and member of several IFLA

sections like SET and RSCAO). – Renowned LIS scholars of international acclaim form the International Advisory Board. Their valuable suggestions are going to enrich this volume to a great extent. The editors Dr. Susmita Chakraborty and Dr. Anup Kumar Das request to contribute a chapter to this book. – Proposal Submission Deadline is January 15, 2012.

San Jose State University, CA, US

The fully online Master of Library and Information Science (MLIS) program at San Jose State University is introducing innovative elective courses to reflect the newest trends in the LIS field and prepare students for the current job market. The SJSU School of Library and Information Science offers more electives, more internships, and more career pathways than most other ALA-accredited MLIS programs. – For more information please visit:

http://slisweb.sjsu.edu/classes/coursedesc.htm

http://slisapps.sjsu.edu/libr294/index.php

http://slisweb.sjsu.edu/classes/careerpathways/ (Submitted by SJSU.)

South Africa: University of Pretoria offers Master's program in IT for university librarians

The Department of Information Science at the University of Pretoria, South Africa, received a grant from the Carnegie Corporation of New York to establish a Master's program in IT for university librarians in Sub-Saharan Africa working in an IT environment and LIS faculty at LIS Schools in Sub-Saharan Africa. There are two types of intake, namely funded and non-funded. Prospective students can apply for either the funded or the non-funded intake, depending on their country of origin. For more information please visit http://web.up.ac.za/default.asp?ipkCategoryID=14080&sub=1&parentid=1066&sub

Who's Who: LIS' New Generation

Christopher Bonilla de la Plata
Enssib,
Villeurbanne, France
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School/Subject(s): Master of Library and Information Policy, National School for Library

and Information Science (enssib), Villeurbanne, France. B.A. in Applied Foreign Languages English/Japanese and in Information Communication, Stendhal University, Grenoble, France.

Main LIS interests: Multicultural services, cultural mediation, foreign languages studies, self-training and marketing.

Publication: Interculturality and living languages in libraries of Quebec: Multilingualism and cultural mediation. Stendhal University, Villeurbanne, France, 2011.

Memberships: Association for librarians and information professionals (ADBS); Libraries Without Borders (BSF)

Practical experience: 2010 – Internship in Self-training centre, Foreign Languages Faculty Stendhal University, Grenoble, France

Foreign studies/ International exchange: 2011 – Exchange program in School of Library and Information Sciences, Montreal University, Quebec, Canada; 2008–2009 KUINEP program in Kyoto University, Kyoto, Japan.

Career expectations: As a student – Get a Master of Library and Information Policy and get an internship in a multicultural or training service of a library; As a researcher – Make contribution to IFLA activities and projects and focus on intercultural aspects of librarianship; As a professional – Get hired in a French cultural centre in a foreign country or join a multicultural service in France.

Romain Vany
Enssib,
Villeurbanne, France
E-Mail:
romain.vany@enssib.fr

School/Subject(s): Licence degree in "Cultural Studies" obtained in 2009 at the Sorbonne-nouvelle University (Paris); Master 1 "Libraries and documentation's politics" at the ENSSIB (Villleurbanne)

Main LIS interests: Public Libraries, Managemenent of cultural events, International cooperation.

Practical experience: Placement in the French Cultural Centre of Iasi (Romania). I had the opportunity to observe how to manage an institution, and to take part of the organization of cultural events, the creations of partnership etc. Moreover, it has been the occasion to discover the operation of the library's centre and how to make the place efficient and attractive.

Foreign studies/ International exchange: One year spent in the United Kiingdom (Manchester) as a "foreign language assistant" through the program of the CIEP (Centre International d'Etudes Pédagogiques).

Career expectations: I would like to acquire the skills to manage a library in the purpose of working in a foreign country and continue my international experience. Being involved in IFLA in the "Library Theory and Research Section" is also a part of my interest for the other countries.

Cletus D. Kuunifaa
Long Island University,
Brookville, US
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dipnibe@yahoo.com

School/Subjects: Long Island University, CW Post, Brookville (Ongoing PhD in Information Studies); 2011, University of Wisconsin, Milwaukee (Masters in Library and Information Studies); 2009, University of Wisconsin, Milwaukee (Translation Studies); 2006, Purdue University, West Lafayette (M.A. French); 2000, University of Science and Technology, Kumasi, Ghana (B.A. French and Law)

Research Interest: Access to information, mobile libraries, copyright law, open access, and knowledge management

Awards / Grants: IFLA-LIS Student Paper Award 2011; Dean's MLIS scholarship, School of Information Studies, UW-Milwaukee; School of Information Studies Travel Grant Award; Graduate Student Travel Grant (UW-Milwaukee)

Publications: (2011). A case study of access to information perspectives: access to information legislation. Lap-Lambert, ISBN: 384650629X. – (2011). Access to information legislation as a means to achieving transparency in the Ghanaian governance: lessons from the Jamaican experience. (Upcoming in the December issue of IFLA Journal vol 37(4)).

Participation in conferences / proceedings: Access to information legislation as a means to achieving transparency in the Ghanaian governance: lessons from the Jamaican experience, *Proceedings of 78th IFLA Congress (August 12-19, 2011, San Juan, Puerto Rico)*, Best Paper Award. – Freedom of Information (FOI) legislation: impact on a country's Corruption Perception Index? *Proceedings of BOBCATSSS Conference (January 23-25, 2012, Amsterdam, The Netherland)*, Poster

Practical Experience: Research Assistant, CW Post, Long Island University (United States). – Research Assistant, UW-Milwaukee (United

States). – Teaching Assistant, Purdue University(United States)

Foreign Studies and International Exchange: 2005, Marc Bloch University, Strasbourg, France

Career Expectation: Be in the academia and conduct research

Conference Reports

IFLA World Library and Information Congress
13-18 August 2011, San Juan, Puerto Rico

My First Time at IFLA – Newcomer's Impressions

Alejandro Tinoco-Carrillo and Daniel Gordillo-Sánchez are the third-placed winners of the IFLA LIS Student Paper Award 2012.

A.: The IFLA World Library and Information Congress 2011, held in Puerto Rico, was a great opportunity that led me know an uncharted territory, exploring the diversity of contexts, ideas and issues of the libraries in the world. It was really exciting to listen to librarians from Africa, Asia, Europe, Oceania, Latin America, all of them with interests focused on unique contexts, speaking about important topics like the use of the Web 2.0 or the preservation of the identity and cultural traditions of indigenous communities of New Zealand.

In Colombia, the new generation of librarians is working to give assistance to local situations such as the habit of reading, cultural diversity, armed conflict, inequality, among others; and finding paths and options that provide abstract or concrete solutions from libraries. So, I could analyze other perspectives about these topics.

The Congress allowed me to reflect and reaffirm that the library is the key institution in the dynamics of the societies, regardless of whether they are urban, rural or ethnic, since they play a fundamental role which is to ensure access to information and knowledge, in order to imagine new solutions to problems and new and better worlds.

D.: This event was one of the best experiences I have ever had. I grew in spiritual and academics terms. First of all, I could discover the stunning Puerto Rican culture; I still remember the delicious dishes, the diversity of music, the amazing sea, and the generous native people.

On the other hand, the congress was a chance for Alejandro and me to show our research, and describe the complex Colombian context. We met people interested on our work, so we were motivated to share ideas with other librarians around the world. We also learned many things from the other lecturers; their conferences were very relevant and interesting.

Something very important is that I was involved in the IFLA dynamics. The organization of the event was perfect, the volunteers were friendly people and the schedules were precise. The Education and Training section and the New Professionals Group are examples of dedication and cooperation for me. Their staff encouraged me to develop my ideas, interact with other fields of knowledge, and work for the growth of IFLA in Latin America.

I am very happy and I am going to take advantage of my youth, to learn more and research in a depth way. My next step is to go to Finland next year because I want to live this dream again.

We are grateful for Petra Hauke's (SET) and Sebastian Wilke's (NPSIG) support.

Authors: Alejandro Tinoco-Carrillo and Daniel Gordillo-Sánchez, Carrera de Ciencia de la Información - Bibliotecología, Pontificia Universidad Javeriana. Bogotá, Colombia, E-Mail: danielgordillo65@gmail.com

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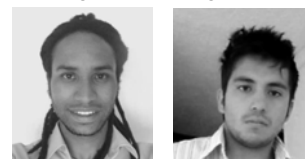
The 4th Asia-Pacific Conference on Library & Information Education and Practice: Issues, Challenges and Opportunities
Putrajaya, Malaysia, 22-24 June 2011

Since its inception in 2006, the A-LIEP 2011 has provided a platform for participants to discuss, share, and debate on several issues and challenges facing education and practice in the field of Library and Information Science,

with particular emphasis on the Asia-Pacific region. The first three conferences were held in Singapore, Taiwan and Japan in 2006, 2007 and 2009 respectively. This year, the conference was organised and co-hosted by the Faculty of Information Management and Tun Abdul Razak Library of Universiti Teknologi MARA, Malaysia, and was held successfully at Pullman Lakeside Resort, Putrajaya, Malaysia on 22-24 June 2011. More than 300 local and international participants from 27 countries across the globe were attracted to the pre-conference workshops and the main conference to engage in knowledge sharing, fruitful discussions and insightful discoveries on the many challenges and issues related to the profession.

On 21 June 2011, three pre-conference workshops were held with the following topics:

- Workshop 1: RSS Feeds and Web 2.0 for Librarians

- Workshop 2: Introduction to RDA

- Workshop 3: Preservation of Organizational Memories and Legacy

The response to the workshops was overwhelming with 119 participants, which are 19 more than the expected 100.

At the opening ceremony of the main conference, Dato' Saifuddin Abdullah, Honorable Deputy Minister of Higher Education Malaysia, welcomed presenters and participants coming from around the world. During the two and a half day conference, the following three keynote speeches were delivered:

- 'ICT and the Information Profession in the Digital Era: Issues and Challenges', by Dr Vinod Chachra, President and CEO of VTLS Inc. USA

- 'Education & Training for the Information Profession: Issues & Challenges', by Dr Christopher Khoo, Associate Professor and Head, Division of Information Studies, Wee Kim Wee School of Communication & Information, Nanyang Technological University, Singapore

- 'U-Library – The National Strategy Towards Knowledge Society', by Dato' Raslin Abu Bakar, Director General, National Library of Malaysia.

The conference was divided into three main tracks, i.e. LIS Education, LIS Practice and LIS Research, with 75 papers presented in five sessions, namely Information Professionals and Professional Development (9 papers), Information and Knowledge Management Practice (14 papers), LIS Curriculum and Education (18 papers), Application of ICT in LIS (22 papers) and Issues in LIS Education,

Practice and Research (12 papers). These papers were published in the *Proceedings of the A-LIEP 2011* and are now available on the conference web site http://fim.uitm.edu.my/a-liep2011.

A-LIEP 2011 Conference Hall

Organised by the CiSAP (Consortium of iSchools Asia-Pacific), Dr Christopher Khoo and Dr Sohaimi Zakaria co-chaired an I-school Deans Round Table on 23 June 2011. Twenty deans of library and information science schools from 10 countries shared the latest development of the education and research of library and information science in their own countries.

Apart from vendor exhibitions, the organizer also arranged Malaysian cultural performances on the first evening of the conference and a complimentary guided tour of Putrajaya on 24 June 2011 afternoon, which were both pleasurable and impressive.

At the closing ceremony of the conference, it was announced that the 5th A-LIEP will be held at Khon Kaen University in the northeast province of Thailand, and organized by the Faculty of Humanities and Social Sciences of the Khon Kaen University.

Submitted by
Leo F.H. Ma, Head of the New Asia College Ch'ien Mu Library in The Chinese University of Hong Kong, E-Mail: leo@lib.cuhk.edu.hk


XXVIII National Conference of IATLIS, 26-28 Nov 2011 Gujarat University, Ahmedabad (India)

Theme: LIS Education, Research and Training (LISERT): Vision 2020

Many issues and concerns have evolved during last few years in a rapidly changing scenario of LIS Education, Research and training (LISERT). Library Education is now more than 100 years old in India, and it was

time to take stock of the present situation to develop a vision for the near future. In order to discuss these issues and concerns, Indian Association of Teachers of Library and Information Science (IATLIS) organized the XVIII IATLIS National Conference. In the centenary year of the LIS education in India, this conference was organized jointly by the Department of Library and Information Science, Gujarat University, Ahmedabad and the Indian Association of Teachers of Library and Information Science (IATLIS) from 26-28 November 2011.

Smt. Geeta Gadhavi, Organising Secretary of the Conference, welcomed the dignitaries on the dais and the delegates and others present of the occasion. The Conference Director, Sri P.C. Shah gave presentations on the Conference theme and the procedural aspects of the conference such as presentation and discussion sessions.
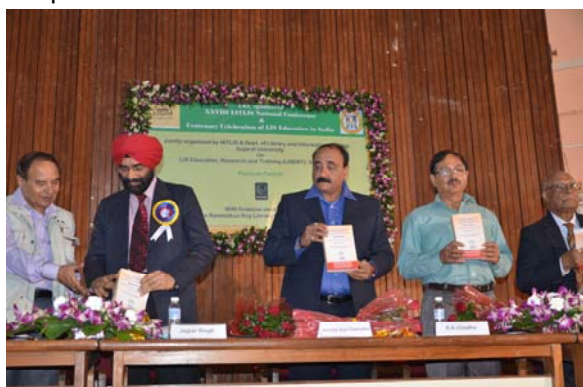
Left to Right: Prof. I.V. Malhan (Keynote Speaker), Prof. Jagtar Singh (President, IATLIS), Prof. Parimal Trivedi (Vice Chancellor, Gujarat University), Dr. R.K. Chadha (Guest of Honour), and Mr. P.C. Shah (Director of the Conference).

The Inaugural Programme commenced with Invocation by Sri Vansarajji followed by rendering the University Anthem. Professor I.V.Malhan, Dean, Mathematics, Computer Science and Information Sciences, Himachal Pradesh Central University, Dharmashala delivered the key note speech on "Library and Information Science Education in India: Vision 2020". Prof. Primal H. Trivedi, Vice Chancellor, Gujarat University, Ahmedabad, gave the Inaugural address. The conference volume consisting of 61 contributions coming from teachers and professionals from all over India was released by the Guest of Honour Dr. R.K. Chadha, Jt. Secretary, Parliament Library, New Delhi. President of IATLIS Dr. Jagtar Singh, presided over the function. General-Secretary of IATLIS Prof. Trishanjit Kaur proposed a vote of thanks.

Three Technical sessions on the sub-theme LIS Education: History and Future; Issues and Concerns and Curriculum Develop-

ment were organised. A panel discussion: Theme: "Issues and Challenges of LIS Education: Vision 2020" was also organised.

The IATLIS Awards were also conferred during the conference. Three Library and Information Science teachers 1) Prof. B. Ramesh Babu, University of Madras, 2) Prof. A.K.Baradol, Mangalore University, and 3) Prof. Shailender Kumar, University of Delhi were honoured with IATLIS-Motiwale Best LIS Teacher, IATLIS-Prof. S.P.Narang Research Promotion, and IATLIS-Mrs. Ratna Laxman Rao Best LIS Teacher/Professional Awards respectively.

The major recommendations of the conference include:

1. Stringent measures are to be initiated to impart quality education in LIS by the professional associations, the UGC and the universities.

2. One of the existing Departments of Library and Information Science be selected in each of the five regions for and the same have to be developed as centres of excellence for the promotion of research and other activities within the region.

3. The national level revision of LIS Curriculum should be taken up at the earliest.

4. Census of facilities available for education, training and research in library and information science should be taken.

5. The IATLIS should also make efforts to identify new areas of study in this regard to impart appropriate training in such emerging areas of study. In this regard it can establish communication with notable national institutes with relevant ICT infrastructure facilities.

6. The Association should take into consideration the trend of LIS Research and both its qualitative and quantitative aspects.

7. All Departments of LIS in the country should possess an excellent ICT laboratory with latest tools and accessories including the Internet connectivity extended even to the class rooms and seminar halls.

8. The creation of a system of code of practices for conducting CPD programmes in more systematic and collaborative manner with more and more on practical components with a slant to IT is the need of the hour.

Submitted by Dinesh K. Gupta, Ph.D.,
Dep. of Library & Information Sc., Vardhaman
Mahaveer Open University, Kota, India

New Books & Articles

Information Architecture: A field for future information professionals. An Interview with Mario Pérez-Montoro Gutiérrez, PhD, University of Barcelona, Spain

by Elena Corradini, MA/MSc IS, Italy

Biography

Mario Pérez-Montoro Gutiérrez has been awarded a PhD in *Philosophy and Education* from the University of Barcelona and Master in *Information Management and Systems* from the Polytechnic University of Catalonia.

He has been a researcher in the *Department of Logic, History and Philosophy of Science* at the University of Barcelona, he studied at the *Istituto di Discipline della Comunicazione* at the University of Bologna (Italy) and he has been visiting scholar at the *Center for the Study of Language and Information* (CSLI) at Stanford University (California, USA) and at the School of Information at UC Berkeley (California, US).

He has also carried out teaching and research work as professor in the *Department of Logic and the Philosophy of Science* at the Universidad Complutense de Madrid (Complutense University of Madrid), as professor in the *Department of Information and Communication Sciences* at the Universitat Oberta de Catalunya (Open University of Catalonia), as professor of the *Faculty of Communication Science* of the Autonomous University of Barcelona (Universitat Autònoma de Barcelona), and as research member of the *Observatory of Scientific Communication's Special Research Center* in the *Department of Journalism and Audiovisual Communication* at the Universitat Pompeu Fabra (Pompeu Fabra University) in Barcelona.

He is currently an Associate Professor in the *Department of Information Science* at the University of Barcelona.

His work has focussed on some of the diverse aspects (conceptual, semantic, epistemological, and pragmatic) related to the subject of Information Science and Knowledge Management. In these areas he has published approximately thirty works, the best known of which are *Arquitectura de la Información en entornos web* (Trea, 2010), *The Phenomenon of Information* (Scarecrow Press, 2007) and *Gestión del Conocimiento en las Organizaciones* (Trea, 2008).

In the last few years, we are witnessing the development and consolidation of information architecture as a new discipline that influences the way professionals work on the web. In this informative book, the author illustrates how Information Architecture has developed at the end of the 1990s out of the classical and sound principles of traditional Information Science branches, first of all Knowledge Organization and Representation. From a technical standpoint, we could say that this discipline, which some scholars would maybe prefer to name as the outcomes of a community of practice, centered on the design and organization of digital website, in such a way that both usability and information retrieval are satisfied. In fact, as Pérez-Montoro explains very clearly, this discipline aims at structuring, organizing and labelling all the elements that form the given information environments, as to facilitate information identification and retrieval, and thus to improve the users' experience.

Review: Pérez-Montoro Gutiérrez, Mario. *Arquitectura de la información en entornos Web.* Gijón: Trea 2010. 404 pp.

Chapter after chapter, the reader is lead into the discovery of Information Architecture as an emergent field of knowledge for information professionals. In the first chapter, an abundant variety of examples offer the possibility to clearly appreciate the basic concepts and structural features of this discipline. Next, the whole series of elements on which Information Architecture is based and which form web architecture are presented: information organization (chapter 2), tagging or labelling (chapter 3), navigation (chapter 4), searching or retrieval (chapter 5), and languages for documentation (chapter 6).

After this review, the last chapter (chapter 7) aims to be a methodological guide to the development and implementation of a good information architecture for a website, taking

into account the various contexts in which this project could be designed.

Throughout the book, and maybe especially in this last chapter, the author's professional experience and solid philosophical and educational background come to light.

For this reason, I have contacted him to know more about this discipline and also to share with all non-Spanish speaking professionals some key points I was aware about when reading his work, and which came out as insightful discoveries while interviewing the author.

Interview:

Q: *In your book, you refer to the term "information architecture" as having been created from discussions among architects, and only after that passed into other fields, like also in library and information science. So, we can say that information architecture is part of our professional world, but still, information professionals and librarians in particular are not everywhere considered as specialists in information architecture: mostly, information architects have a background in computer science. From your book, it is clear that also librarians should be knowledgeable in information architecture. Which will be the balance between the two curricula, and how do you think the future collaboration between computer scientists and information scientists will be?*

A: You are right. Unfortunately, information professionals are not directly and explicitly identified as information architects. But this has to do with the ignorance on the discipline from the side of non-specialists.

If we review the literature on this topic, we will soon discover that this discipline aims to develop the best strategies in order to organize and structure the contents on the web, as to ensure that information is identified and retrieved. And this is really the original mission of information professionals, not of computer scientists. In other words, information professionals are those in charge of designing the structure of information environments, while computer scientists are those who shall implement and make this structure work in practice.

I cannot conceive computer scientists designing controlled vocabularies to exploit all the architectural links inside an informational environment. Nonetheless, this is not to say that information architects are exempted from being knowledgeable in basic informatics. Having a background in informatics facilitates the development of an architectural design in digital environments, at least in two ways.

Firstly, it allows to devise more flexible, realistic, and viable proposals. Secondly, it simplifies the dialogue with computer scientists, who must implement the project.

Ideally, in a world where the best-ever information systems can be implemented, the information professional should be knowledgeable in informatics, and the computer scientist should be familiar with information representation and organization.

Q: *There is an inspiring passage in your book where you say that information professionals should avoid the trial-error technique to gain knowledge, because professionalism requires a rational and scientific attitude. This will certainly be a point you make to your students. How do they react to this important message?*

A: Yes, this is a crucial step in the design of an informational environment. In the book I developed this consideration also from the point of view of cost-effectiveness, because it is much more profitable to analyze and implement a website in an ongoing process, rather than all at a time. This strategy reduces the costs while ensuring problem solving and improvement of quality, especially for those solutions that in the end will be effectively implemented, not only from a theoretical perspective, but also because evaluation of results is in place.

Masters' students are usually accustomed to these issues, although some of them are pretty eager to go straightforward to the development of a prototype of the system. But in the end, when they examine how users interact with the system, they learn that data analysis and a scientific approach are the best allies to adequately design informational environments.

Q: *Turning back to information architecture, you give different definitions of information architecture, then choose one to clarify the perspective you use throughout the book for your readers' convenience. Among the various definitions you refer to, which one do you think has been the most influential?*

A: Undoubtedly, there are two salient definitions in the history and development of the discipline. The first attempt to define the discipline was made by Wurman (1997), who popularized the term "Information Architecture". Then, an outstanding one is the one by Peter Morville and Louis Rosenfeld (1998), who with their book (titled *Information Architecture for the World Wide Web*) endorse the existence of the discipline and introduce the basic concepts to describe it, which have become the background for the following literature on the topic.

Q: *Social bookmarking is changing the way librarians are looking at their online catalogs and at creation of bibliographies. Which kind of evolution do you think that bibliography will have in a digital world?*

A: It is still unclear what will happen in future. Personally, I doubt that catalogs will really disappear. But if we consider a short timespan before us, then some trends are recognizable. There will be a coexistence and co-construction of social networks and traditional catalogs. Thus, the issue is to design new OPACs that can integrate the social representation of information (re)sources. For instance, an interesting example in this direction is "Penn Tags", the project of the University of Pennsylvania Library. The important thing is to be aware of the intrinsic limitations of the social models of information representation. They cannot solve all our problems. They introduce much noise and silence into navigation and information retrieval systems, and are imbued with all the issues coming from different perspectives and usage of (uncontrolled) natural language as a strategy for information representation.

Lately, there is a surge of new comparative research about the efficiency of traditional catalogues in comparison with systems based on social representation. It will be interesting to discuss the results.

Q: *If a young information professional would like to be an information architect... Who do you think will be the information architect of the future? A librarian, an information professional of any sector, or a computer scientist? Which kind of education and training should this professional have?*

A: Well, I haven't got a unique answer. I can only tell you what I recommend to my students. They must have a degree as a background. Information Science or Computer Science could be the majors. They should make out the most from this first degree, and then choose a Master's degree in Users' Experience. Some examples of this Higher Education courses could be found in some faculties of the iSchools in the USA, or in some Spanish universities.

After that, there is the professional practice, where the information architect must accomodate and expand his knowledge in relation to practical situations and clients' requirements. Even at this stage, there are more informal training projects for information architects. Among these training courses, I would like to mention the two programs for voluntary professional patronage organized by the Information Architecture Institute and Interaction Design Association (IxDA). During these programs, a novice in the discipline is assisted by a very skilled professional in information architecture and related fields, who becomes his advisor, mentor, or tutor, and will be his guide during his training and professional development.

The author:
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Conference Calendar

	Please visit also: IFLA Calandar of Events: http://www.ifla.org/en/events/calendar Library Related Conferences = http://lcp.douglashasty.com/
alise	January 17 – 20, 2012, Dallas, Texas, United States ALISE 2012 Annual Conference *Extending our Reach: Expanding Horizons, Creating Opportunities* www.alise.org
BOBCATSSS AMSTERDAM2012	January 23 – 25, 2012, Amsterdam, The Netherlands BOBCATSSS 2012 Symposium *information in e-motion* http://bobcatsss2012.org/

	February 7 – 12, 2012, Toronto, Canada iConference 2012 *Culture – Design – Society* www.ischools.org/iConference12/2012index/
	March 16 – 17, 2012, Delhi, India LIPS 2012 – Library and Information Professionals Summit *Leadership, Ethics, Accountability and Professionalism in Library Service* http://www.slp.org.in/LIPS/Lips2012.html
	April 16 – 17, 2012, Kuala Lumpur, Malaysia ICEKMT'12 International Conference on e-Learning and Knowledge Management Technology http://www.icekm.com/
	May 22 – 25, 2012, Limerick, Ireland QQML2012 4th International Conference on Qualitative and Quantitative Methods in Libraries http://www.isast.org/
	Juy 10 – 13, 2012, Sydney, Australia ALIA Biennial 2012 Conference Theme: *DISCOVERY* 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
	July 10 –13, 2012, Bangalore, Karnataka, India ICTK2012 International Conference on *Trends in Knowledge and Information Dynamics* http://drtc.isibang.ac.in/ictk
	August 8 – 10, 2012, Madison, Wisconsin, United States 28th Annual Conference on Distance Teaching & Learning www.uwex.edu/disted/conference/
	August 9 – 10, 2012, Helsinki, Finland IFLA New Professionals Special Interest Group IFLAcamp http://npsig.wordpress.com/iflacamp/
	August 11 – 16, 2012, Helsinki, Finland 77th IFLA – World Library and Information Congress *Libraries Now! – Inspiring, Surprising, Empowering* http://www.ifla.org/en/annual-conference/future

HACETTEPE UNIVERSITY BY2012	September 19 – 21, 2012, Ankara, Turkey 3rd International Symposium on Information Management in a Changing World *E-Science and Information Management* http://by2012.bilgiyonetimi.net/en/
AACE	October 9 – 12, 2012, Montréal, Québec, Canada E-LEARN 2012 - World Conference on E-Learning in Corporate, Government, Healthcare & Higher Education http://www.aace.org/conf/eLearn/
EDUCAUSE2012 ANNUAL CONFERENCE	November 6 – 9, 2012, Denver, Colorado, United States EDUCAUSE 2012 Annual Conference *The Best Thinking in higher Ed IT* http://www.educause.edu/E2012
IFLA SINGAPORE 2013	August 17 – 23, 2013, Singapore 79th IFLA World Library and Information Congress *Future Libraries: Infinite Possibilities* http://conference.ifla.org/ifla79

News ticker …

The Department of Information Management of Hacettepe University will be the co-organizer of the **BOBCATSSS Conference in 2013** with Royal School of Library and Information Science in Denmark. BOBCATSSS 2013 will take place in Ankara, Turkey. For more information please visit http://www.bby.hacettepe.edu.tr/eng/duy3.asp.

The new SET SC officers crew in front (from left to right): Gillian Hallam, Graham Matthews, Clara Chu, Kerry Smith, with incoming, outgiong and still staying SET SC members Dijana Machala, Anna Maria Tammaro, Mai Põldaas, Petra Hauke, and Patricia G. Oyler,

wishing all Members of the IFLA Education & Training Section

A Happy, Prosperous New Year 2012!