PUTTING EMERGING LIS COMPETENCIES INTO EDUCATION AND PRACTICE: CHALLENGES AND OPPORTUNITIES

19–20 November 2020

Webinar Program

https://www.ifla.org/set

Welcome

As Chair of the Standing Committee for the IFLA Section on Education and Training (SET), it is my pleasure to welcome you to the SET webinar on "Putting Emerging LIS Competencies into Education and Practice: Challenges and Opportunities."
We are excited to have 3 presentations each day addressing projects and programs with innovative LIS competencies in education and practice. We look forward to your participation, questions and answers for our presenters, and two days of interesting discussion!

Kind regards,

Kendra S. Albright
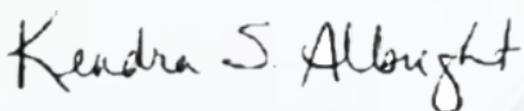
Chair, IFLA Standing Committee,
Section on Education and Training (SET)

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Day 1 – 19 November
Registration link:
https://bit.ly/38LeXRB

Day 2 – 20 November
Registration link:
https://bit.ly/36ynogo

SCHEDULE-AT-A-GLANCE
(times shown in CEST)

19 NOVEMBER, THURSDAY

	Welcome Kendra Albright, Kent State University, USA
15.00-15.30	Youth access to social media in Library and Information Science in Kuwait and Taiwan Hanadi Buarki, College of Basic Education, Public Authority for applied education and training, Kuwait; Hui-Yun Sung, National Chung Hsing University, Taiwan
15:30-16:00	All Work and All Play. Sustainable Development Awareness Tools for Librarians Raphaëlle Bats, Ecole Nationale Superieure des Sciences de l'information et des Bibliotheques (Enssib), France; Camille Delaune, Alliance Française de Lima, Peru; Mathilde Gaffet, Brest Public Library, France; Laure Papon-Vidal, Aix-Marseille University, France
16.00-16:30	From checklists to critical thinking: Updating information analysis in the age of fake news Julie Biando Edwards, Niche Academy, USA
	Closing remarks Kendra Albright

20 NOVEMBER, FRIDAY

	Welcome Kendra Albright, Kent State University, USA
15.00-15.30	Light the hope with information service: How Chinese librarians embed their professions into the battle against COVID-19 Miao Meijuan, Liu Xiaodong, Peking University, China
15:30-16:00	Global internships for Digital Libraries Masters' students: mentors' and students' perspectives on challenges and success factors Anna Maria Tammaro, Parma University, Italy; Graham Walton, JGW Consulting Ltd; Beth Filar Williams, Oregon State University Libraries, USA
16.00-16:30	Climbing the Mountain: Competency Development for CARL Libraries Kathleen De Long, University of Alberta, Canada; Vivian Lewis, Canadian Association of Research Libraries, Canada
	Closing remarks Kendra Albright

YOUTH ACCESS TO SOCIAL MEDIA IN LIBRARY AND INFORMATION SCIENCE IN KUWAIT AND TAIWAN

Hanadi Buarki, Hui-Yun Sung

This study explores youth's use of social media concerning Library and Information Science (LIS) education, with a particular focus on the comparison of LIS students' use of social media in Kuwait and Taiwan. Specifically, this study aims to identify the students' possible use of social media to enhance their education and training per their societal changes and needs. Understanding the potential use of social media tools for improving networking opportunities among LIS students helps strengthen their learning and implement their skills. To this end, this study investigates youth usage patterns of using social media platforms and the reasons for use through their LIS education. An online survey was distributed to collect data from LIS undergraduates and postgraduates in Kuwait and Taiwan. Preliminary findings identify youth's use of social media platforms in general and for educational purposes. Results also reveal the students' patterns of use regarding their GPA, academic year, time spent and social media tools used mostly. Recommendations are provided for LIS educators regarding potentials of skills training, communication and collaboration opportunities through the use of social media.

ALL WORK AND ALL PLAY. SUSTAINABLE DEVELOPMENT AWARENESS TOOLS FOR LIBRARIANS

Raphaëlle Bats, Camille Delaune, Mathilde Gaffet, and Laure Papon-Vidal

In France, 1600 libraries (ABF) give free access to their public space and to their information, which is an important concern, nowadays, more than ever, and one of the key roles of librarians is to facilitate access to this free information. In this context, the IFLA was an advocate for the inscription of access to information during the planning and development stages of the 2030 Agenda and its 17 goals (UN). For this reason, French librarians have decided to organize themselves to promote these SDGs. Aiming to raise awareness among LIS professionals, we created a serious game, a learning tool (Iza Marfisi-Schottman), to demonstrate concrete examples of what can be done in libraries through the SDGs and the attached importance of information access.

Methodology

In 2016, several stakeholders from French libraries (i.e. the National School of Library and Information Sciences (ENSSIB), the Association of French Librarians (ABF), the Public Library of Information (BPI) and the CFIBD)

started collecting testimony about the practical applications of the SDGs in French libraries. The purpose behind this was to help them organise and become a path to local and global change. Using these testimonies, the ENSSIB (one of the partners) has worked on the creation of a board game, which aims to train librarians on the 2030 Agenda, and to remind them of their position as the mediator with the public for sustainable development engagement. Therefore, we will present a 4 to 5 player game where participants join together as one team, and not against each other. The aim of this serious game is to meet four of the 2030 Agenda goals, achievements that will demonstrate the ways in which libraries are stakeholders of sustainable development.

Learning objectives to the game

This workshop will start with a presentation of the 17 goals of the 2030 Agenda and the role of libraries in their application. This will be an opportunity for the participants to exchange on actions being led in other countries, on the understanding of the role of libraries, the limits of this role and where it can lead (about 15 min). The players will then test the board game itself, in order to better understand the role of libraries (35 min). The second part will be an occasion to approach this complicated subject, in an entertaining way, mixing thoughtfulness and enjoyment (Pomiam, 2012), leading to greater motivation for the players (Kasbi, 2012). Finally, a period of exchange will finish the workshop to allow the participants to question different ways of learning, to improve the gamification of this game and to aid its development via new technologies. (10 mins)

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FROM CHECKLISTS TO CRITICAL THINKING: UPDATING INFORMATION ANALYSIS IN THE AGE OF FAKE NEWS

Julie Biando Edwards

In the age of fake news and post truth we need a new way of teaching information literacy. Old models of website evaluation are woefully out of date as the business of mis- and disinformation flourishes. Librarians at all levels need new ways of approaching information literacy to match the sophistication of the online environment.

Recent studies by researchers at Stanford University (USA) have shown that new information environments require new competencies. The traditional methods of "checklist" style website analysis tools are not only not effective but are in fact a "colossal waste of time" according to the study authors. The simple tools that teachers — and librarians — have shared with learners to help them discern and evaluate quality web content have the potential to cause more harm than good. Over-reliance on simplified tools may actually make learners more susceptible to falling for fake news.

This presentation will focus on lateral reading as a tool for librarians and provide suggestions for how to approach new ways of information analysis with our patrons. Though the Stanford study looked at students and professors, the implications are clear for anyone involved in information analysis — librarians included. We must develop and teach new competencies that embrace the increasing complexity of the online information environment. The presentation will define and explain lateral reading – drawing on the work of the Stanford History Education Group and Mike Caulfield, highlight important resources for learning and training, propose suggestions for incorporating lateral reading into LIS competencies at all levels, and encourage librarians to step away from checklist style, mnemonic evaluation tools and towards new competencies that come closer to meeting the needs of 21st century learners.

15:00–16:30 CEST

LIGHT THE HOPE WITH INFORMATION SERVICE: HOW CHINESE LIBRARIANS EMBED THEIR PROFESSIONS INTO THE BATTLE AGAINST COVID-19

Miao Meijuan, Liu Xiaodong

The outbreak of COVID-19 is a challenge, not only for the medical field, but also the public service facilities. China has closed the gates of public libraries for over one month, but the librarians did more than just open the public access to online resources. Though without tangible working desks, they launched professional information service to people quarantined at home, and soothe people's panic with knowledge and online service. Chinese librarians have shown their competencies in this silent battle. Where there are books, there are hopes.

This paper focus mainly on the innovative and online information service librarians applied in public libraries to educate and serve the public. All the cases are selected from the official websites, social network applications such as WeChat and Sina Microblog. The innovative and professional service the librarians provided during the battle are: (1) Launching online reading services such as online reading promotion activities for both kids and adults, online celebrations of traditional festivals. (2) Information screening service, which serve to break the rumors of made-up researches by tracing back the real source of published papers. (3) Informing the public by updating latest policies, designing scientific knowledge propagation with traditional Chinese cultural characters, organizing online speeches on epidemic prevention. (4) Collecting and organizing material evidence, such as the governmental documents, the safe-conduct passport, donation certificate, literary and artistic work, and digital resources specially made during this period. (5) Promoting offline services, such as book delivery and voluntary work, to comfort people in quarantine. Though not working in the frontier of this battle, librarians are using their competencies to light the hope with knowledge and services.

The quality and competence of librarians showed during the battle against COVID-19 are: (1) Information searching ability. (2) Information screening ability. (3) Information organization and recombination ability. (4) Information literacy. (5) Emergency capacity. The COVID-19 sets challenges for the traditional working model of libraries and desk work of librarians, and also makes it clear that abilities, instead of the working length, are playing a critical role in the librarians' duty in the information age.

Conclusion: The importance of librarians in such international emergencies should be emphasized. Chinese librarians have shown that together and with our professions, we could make a difference.

GLOBAL INTERNSHIPS FOR DIGITAL LIBRARIES MASTERS' STUDENTS: MENTORS' AND STUDENTS' PERSPECTIVES ON CHALLENGES AND SUCCESS FACTORS

Anna Maria Tammaro, Graham Walton, and Beth Filar Williams

The importance of internship in Library and information (LIS) studies is confirmed by the literature and investigations of the labour market (Van Der Molen, 2007) (Lorring & Kajberg, 2005). In addition to these benefits, there are however difficulties in designing and managing experiential learning. The internship process involves many stakeholders (students, education institutions, receiving organizations) <and is the capstone of the program. The paper focuses on the internship part of the curriculum of the Master's programme DILL (Digital Library Learning). The DILL Master is a joint course on the Digital Library coordinated by the University of Oslo with the Tallinn University and the University of Parma.

The internship of four weeks (125 hours) at the end of the third semester aims to give international students the opportunity to achieve learning outcomes related to digital library competencies together with soft skills. Two types of internship were provided: in person and virtual. Studies on student perception of the DILL internship program have been already published (Valla 2014; Corradini et al. 2013; Filar-Williams & Koester 2013). The authors who are teachers and mentors of DILL conducted this study to reflect on the usefulness of the DILL internship. The objectives seek to highlight the skills that we wanted to be acquired in the internships and compare them with those identified by the students. Another objective is to make a comparison of the virtual internship vs in person internship. The study aims to answer the following questions: 1) what are the mentors reflections on expectations of interning students? 2) what are the reflections and the challenges mentors and students face during the internship? 3) What do mentors and students consider to be the internship elements effective for learning? The methodology includes a questionnaire that will be distributed to students and a reflection by teachers and mentors. The final results will highlight the skills acquired in the internship that have been useful to students in their career together with reflections on what mentors and teachers would do differently.

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CLIMBING THE MOUNTAIN: COMPETENCY DEVELOPMENT FOR CARL LIBRARIES

Kathleen De Long, Vivian Lewis

Our session will focus on the development of competency profiles, specifically a competency profile for research librarians in Canada. While competency profiles are becoming more common, there is a dearth of information on competency development and this proposal will help to fill that gap. This is in keeping with the SET focus on projects in education and practice and the challenges faced in developing competencies, as well as the new opportunities they present in implementation.

In 2010, the Canadian Association of Research Libraries - Association des bibliothèques de recherche du Canada (CARL/ABRC) published the first edition of the Core Competencies for 21st Century CARL Librarians. In 2017 a working group was formed to update the publication for professional librarians working in Canada's research libraries and adopted an iterative, mixed-method approach including literature reviews, focus groups and surveying. Reviews of the literature were used to identify current trends in academic libraries in Canada, and internationally. The working group revised the original 2010 Core competencies based on wide consultation within the research library community and the renewed Competencies for CARL/ABRC represent a range of knowledge, skills, and mindsets for librarians in research environments within an aspirational framework and with firm grounding in the fundamental principles of the profession. Overall, the goal of the Competencies for CARL/ABRC is to better serve academic and research communities and user groups, and to thrive in a dynamic, constantly evolving research and information landscape.

The application in CARL/ABRC libraries may be for strategic planning or restructuring purposes, or in the development of mission and vision statements. Library schools may consult them for curriculum development purposes or to prepare graduates for job interviews. Employers may find them useful for recruitment of new librarians, in training and development, and to assist those transitioning into new roles within the research library. Competencies for CARL/ABRC was designed specifically for use in Canadian research libraries, but is probably equally applicable in similar contexts and jurisdictions.

This session will focus on the process of competency development at a national level, as well as the challenges inherent in the process and the opportunities now presented.

EDUCATION AND TRAINING SECTION
DIVISION: SUPPORT OF THE PROFESSION

The Section on Education and Training focuses on education and training for library and information science professionals based on research and professional practice. It serves library and information science educators, practitioners and managers with training responsibilities. Appropriately educated, adequately trained, continually learning professionals are a requirement for effective and efficient information services. Education and training for library and information services concerns all IFLA's Divisions and requires cooperation with them and other international and inter-regional associations which have a related mission. Of special interest to the Section is the state of library and information science education and training in developing countries.

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