# SETBulletin

## IFLA Section on Education & Training

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### See you in Milan!
**World Library and Information Congress
23-27 August 2009**

## Message from the Editor

Dear colleagues,

We are looking forward to seeing you in Milan, Italy, for the World Library and Information Congress. To prepare your visit in Italy I like to draw your attention to Fabian Venuto's article on "LIS Education in Italy" (p. 6).

Beside the report on the BOBCATSSS 2009 Symposium in Porto, Portugal (pp. 22 ff.) you will find two very interesting conference contributions: "What am I? A journey into an Information Science professional's head" by our young colleague Sofia Carvalho Neto, Coimbra, Portugal.

Last but not least please play attention to our IFLA LIS Student Paper Award (p. 5, 15). The Award 2009 is sponsored by IFLA HQ and the German company ekz.bibliotheksservice GmbH. We are still looking for new sponsors for the award 2010! Please help us to find one or more sponsors!

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

Petra Hauke

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**IFLA SET proudly presents**

**IFLA LIS Student Paper Award 2009**

**Sponsored by IFLA &**

Service for libraries    ekz

www.ifla.org/VII/s23/student-paper-award-2009-en.pdf

The winner 2009 will be presented at the sponsor ekz.bibliotheksservice's exhibition stand at the Milan Conference. A cocktail reception will be offered 25 August, 11.30 h

IFLA President Claudia Lux will hand over the Award certificate.

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# Section on Education & Training Spotlight


Anna Maria Tammaro

## Letter from the Chair

Dear colleagues and friends,

As we prepare for our meetings in Milan in August 2009, I am pleased to report on the results of the election for membership on the Education and Training Standing Committee. There were 15 candidates for the 12 vacant positions on the Standing Committee. 12 candidates received sufficient votes to be elected. Please find the current members of the Standing Committee elected for 2009-2013 on pp. 5ff. in this Bulletin issue.

Many thanks to those members of the Standing Committee who will be completing their terms at the end of the conference in Milan for their valuable contributions to the Education and Training Section and to the Standing Committee. We look forward to their continued contributions during the Milan meetings and we hope they will continue as personal members of the Section and contribute to Education and Training activities in the future.

During the first meeting on Saturday 22 August 2009, from 8:30 to 10:20 in Milan the SET Standing Committee will have to elect new Officers (Chair, Secretary, Information Coordinator) for the term 2009-2011. The second Section meeting is scheduled on Wednesday 26th August 2009, from 14:30 to 16:00.

## Milan programs related to Education and Training Section

We hope many of you can attend the programs our Section is participating in at the Milan Conference. The Education and Training Section is hosting a session on Monday, 24 August, 9:00-18:00 off site at Milan University, on "*Recognition of qualifications and quality of LIS education: the Bologna process challenges in a changing world".* Instructions for locating the off-site session will be provided at the

Section's 22 August Standing Committee meeting. Directions will also be posted at the conference. The Education and Training open session is scheduled on Thursday 27 August, 8:30-10.30, discussing the impact of convergence in education "The role of library and cultural institutions professionals in cultural heritage: education for the convergence of Libraries, Archives and Museums (LAM)".

## Contact the Section

www.ifla.org/en/set

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Also of interest to many in our Section is the E-Learning Special Interest Group and the LIS education in developing countries Special Interest Group. On Thursday, 27 August, the E-Learning SIG will meet, from 13:15-14.45, on the topic of "*Lifelong e-learning and libraries"* – This will be a discussion around the themes of libraries supporting learning. Gillian Hallam is the convenor. The location will be in the final program.

On Tuesday, 25 August, the LIS education in developing countries SIG will meet at 11:45-12:45, for discussing "*Preparing future*

*librarians in developing countries: a vision for LIS education in the 21st century*".

### LIS Student Award

This SET project is sponsored by IFLA and EKZ Services for libraries. The first process for the selection of best student paper submitted to the IFLA Conference has been completed and the LIS Award Committee has decided to award the paper of Agnese Perrone with the title *"Electronic book collections development in Italy: a case study".*

### SET Bulletin

As always, many thanks to Petra Hauke, our dedicated editor of the SET (Section on Education and Training) Bulletin. Her work make these communications possible.

I hope to see all of you in Milan in August of 2009.

Submitted June 30, 2009.

# Who's Who: SET SC Member Profiles

### Henri Sène

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### Professional and international activities

- Director of the Dakar Library School, 1981-1987
- University librarian, University of Dakar, 1987-2006
- Vice-President of the French-speaking Association of University librarians, 1987-1989
- Regional Manager of IFLA Regional Office for Africa, 1988-2006
- Member of the IFLA Africa Section (ex-officio) 1988-2006
- President of the Standing Conference of African University Libraries-Western Area (SCAULWA), 2004-2006
- Corresponding member of the IFLA SET, 2007.

### Publications

Since 1976, I have published about 30 articles and conference papers, mainly on the topics on: history of books in Senegal, and on Legislation for Library and Information services in Africa.

Articles published in professional and international periodicals like "Libri", "Bulletin de l'ABF", "Revue tunisienne de communication"; "La Documentation Française"; "International Lending and Document Supply"; "The International Information and Library Review";

"The Journal of Appropriate Librarianship and Information work in southern Africa", e.g.:

- Bibliothèques en mutation et circulation de l'information. *International Lending and Document Supply*. Janvier 2002.
- Legislation for library and information services in French speaking Africa revisited. *The International Information and Library review* No 36, 2004, pp. 367-380.
- National library associations in French-speaking Africa: challenges and concerns. *Innovation: Journal of appropriate librarianship and information work in southern Africa* No 31 décembre 2005.

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### Shunsaku Tamura

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### Personal profile

Activities in Japan

- Member, Board of Trustees, Japan Society of Library and Information Science
- Member, Steering Committee, Mita Society for Library and Information Science
- Chairman, Advisory Board, Niigata Prefectural Library

International Activities and Presentations (Other Than SET Standing Committee Member)

- Member, Editorial Board, Information Research
- Tamura, S. et al. (2006) Information sharing between different groups: a qualitative study of information service to business in Japanese public libraries. ISIC2006, Sydney, Australia.
- Tamura, S. et al. (2008) Satisfaction and perception of usefulness among users of business information services in Japan. ISIC2008, Vilnius, Lithuania.
- Tamura, S. et al. (2009) The role of the Business Librarian Training Program in the business support services provided by public libraries. A-LIEP2009, Tsukuba, Japan.

*Higher education and degrees*

1982 Master of Arts in Library and Information Science, Keio University

1974 Bachelor of Liberal Arts, Major in Cultural Anthropology, University of Tokyo

*Research and teaching interests*

Information behavior research, especially everyday life information seeking; literacy and reading research; management and evaluation of information and reference services, especially in public libraries; Currently working on a funded research project on the effects of information service to business in public libraries.

**LIS school profile:**

School of Library and Information Science, Keio University, Japan, www.slis.keio.ac.jp/index_e.html

*Brief outline of the school*

The School of Library and Information Science was opened in the spring of 1951 as a first formal college-level school for librarianship in Japan. It was assisted by the American Library Association and staffed by well qualified American instructors at the time of establishment. Dr. Robert L. Gitler was invited as the first director of the School.

Now it is a part of the Faculty of Letters of Keio University, one of the oldest private universities in Japan founded in 1858, and offers an undergraduate program (BA in library and information science), an MA program in library and information science, an MA program for mature students (MA in information resource management), and a PhD program.

Number of staff: Full-time 8; Part-time 13

Number of students: Undergraduate (BA (LIS)) 120; MA (LIS) 8; MA (IRM) 26; PhD 11

*Main research issues, special projects*

Academic communication; Information management; Management of libraries; Information behavior; Information retrieval; Information architecture; Bibliography

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**Next issue invited SET SC Members:**

- Chihfeng Lin, Taiwan, China
- Pat Oyler, Boston, MA

# SET News

## SET Programme for Milan

Now published at: www.ifla.org/annual-conference/ifla75/programme2009-en.php

The SET has a full day off site session planned for Milan, Theme: "Recognition of qualifications and quality of LIS education: the Bologna process challenges in a changing world": www.ifla.org/IV/ifla75/call-education-en.htm

There is also a 2-hour open session, Theme: "The role of library and cultural institution professionals in cultural heritage: education for the convergence of Libraries, Archives, and Museums (LAM)": www.ifla.org/IV/ifla75/call-education2-en.htm

Please find on the WEB
**New SET Website**
www.ifla.org/en/set

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Please visit also

**IFLA E-learning SIG**

www.ifla.org/VII/sig/el/index.htm

There is a 2-hour open session at the Milan Conference, Theme: "Lifelong E-Learning and Libraries": www.ifla.org/IV/ifla75/call-elearning-en.htm

## SET Standing Committee

A warm Welcome to both our
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Second term: 2007-2011

A warm Thank-you and Goodbye to our
**Outgoing**
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Ismail Abdullahi, Durham, North Carolina,
USA, SET SC member 2001-2009

Aira Lepik, Tallin, Estonia, SET SC member
2001-2009

Marielle de Miribel, Saint-Cloud, France, SET
SC member 2005-2009

Kornelija Petr, Osijek, Croatia, SET SC
member 2005-2009

Niels Ole Pors, Copenhagen, Denmark, SET
SC member 2001-2009

Shunsaku Tamura, Tokyo, Japan, SET SC
member 2005-2009

# Library & Information Science – Education & Training Worldwide

## LIS Education in Italy

By Fabio Venuda, Milan, Italy

LIS teaching in Italy follows the history, characteristics and evolution of Italian libraries. In other words, it has adapted to their holdings, users and consequent management needs.

In Italy librarians were scholars and men of letters in the same way as users themselves. Librarians – being scholars – were able to understand the meaning and value of legacy, of the heritage they had to preserve and safeguard, they had to know the languages and writing of such documents, be proficient in history, literature, palaeography and diplomatics, Latin and Greek. Thanks to their erudition and highly cultural profile many librarians were able to study and acquire the current international library management techniques. These librarians were the first library science professors, they managed to add technique to knowledge and to write handbooks for vocational courses and for

training, as well as high level textbooks for university programmes.

## The first schools

In Italy university courses in Library science – which some universities had been providing since the nineteenth and twentieth centuries – started when the Special School for Archivists and Librarians was set up in 1927 at Rome University "La Sapienza"; the school became a landmark, as it offered certain public and high level university education to those who wanted and could afford to study to become librarians. In 1927 the school was established as a "Special branch for librarians and palaeographers archivists" within the Specialization School in Medieval and Modern History and provided librarians with two specific curricula, i.e. – palaeographer-librarian and and palaeographer-archivist. In 1952 it became a real university faculty and took up its present name. Nowadays all three levels of higher education are catered for by the school, namely a first three-year degree in Library and Archive Sciences, a post-graduate two-year degree in Archive and Library Studies and a further post-graduate specialization in Archive and Library Heritage.[1]

In 1934 another school was established, the Vatican Library School; it was not strictly speaking in Italy, however it became a centre for Library Science education which could be attended by whoever in Italy wanted to start a career as a librarian. Even though the school mission was to educate mainly clerical and seminary librarians, it kept accepting more and more lay applicants.[2]

In the thirties the competences required for the two existing kinds of librarians - i.e. historic librarians as gatekeepers of great libraries and librarians working in public libraries stemming from popular and school libraries whose mission was to spread literacy and culture – began to converge gradually. This convergence was also due to the increasing professional features in library work, the growing attention for readers and for the necessity to mediate between the knowledge stored in books and the needs for knowledge. This called for devising and implementing

procedures and services that catered for the specific needs of retrieval and use of library holdings. The courses taught in the bibliographic sciences field, which supported the research work in historical and philological disciplines in the faculty of arts, accordingly focussed more on the profession of librarian. Actually university courses offered much culture and less professional competences. Prospective librarians were taught the basics of the technique and given a few initial tools, thanks to the few professional handbooks available at the time.[3] However the professional skills had to be acquired mainly by practising in libraries, either on a voluntary basis or as apprentices.

## More attention to readers and the beginning of automation

The seventies marked a turning point for Italian libraries and consequently for library education and training. Much had been going on in the previous decade in the international library milieu: the Conference on Cataloguing Principles in Paris in 1961 and - a few years later - the International Meeting of Cataloguing Experts in Copenhagen in 1969. Both events drew to the foreground the role of the library as mediator between readers and knowledge, hence the function and structure of the tools needed to carry out this role in a useful and consistent way. Readers took up a central role as the focus of the services and tools that libraries had to implement. In Italy the attention to the functions of libraries and the enhancement of cultural heritage rose, and more professional skills were required. The need to coordinate activities, promote services, regulate the provision of tools grew higher and higher.

In 1973 the first edition of the ISBD standard was published; it was translated into Italian and published in 1976. In 1979 the Principles of Paris were put in practice by publishing the Italian Rules for Cataloguing by Authors (RICA).

In the second half of the seventies the new Ministry of Cultural and Environmental Heritage was set up. It had the task of

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[1] Università degli studi di Roma "La Sapienza", SSAB. Scuola Speciale per Archivisti e Bibliotecari. Storia della Scuola, <http://w3.uniroma1.it/ssab/old/storia.htm>, (Last access: May 2009)

[22] Biblioteca Apostolica Vaticana, La Scuola Vaticana di Biblioteconomia. Origini, sviluppo, finalità, 2009, <//www.vaticanlibrary.va/home.php?pag=sc_storia>, (Last access: June 2009)

[3] The first handbooks to be published were Guerriera Guerrieri's (1942) and Emma Coen Pirani's (1951). Guerriera Guerrieri, Costituzione e vita di una biblioteca. Corso di preparazione all'ufficio di bibliotecario con speciale riguardo alle biblioteche popolari e scolastiche. Napoli, GUF "Mussolini", Sezione editoriale, 1942; Emma Coen Pirani, Manuale del bibliotecario. Corso di preparazione per il personale delle biblioteche popolari e scolastiche. Modena, Società tipografica modenese, 1951.

supervising all state public libraries, of setting up the central institutes and of making them operative and of starting up the national library system.

In 1975 the new ministry set up the Central Institute for the Union Catalogue of Italian Libraries and for Bibliographic Information (ICCU) which took the place of the former National Centre for the Union Catalogue, which had been established in 1951 with the aim of implementing the Union National Catalogue, which according to current practices, was supposed to be a card catalogue. The new institute maintained – in its denomination – the original purpose of the Union National Catalogue. However, it would be pursued with the aid of the new automation technologies, which timidly started to step into libraries, and attained through the National Library Service (SBN). It became the hub and guide of Italian Library Science in setting standards and ruling cataloguing activities and bibliographic initiatives consistently in a centralized manner; among other achievements, the General Index of Incunabula (IGI) and the start of the subsequent National Census of 16th Century Editions.

At the same time, between 1975 and 1977, it was decreed[4] that regional administrations would take from the state a whole range of administrative tasks and duties; among others, organizing libraries and local public library services, as well as safeguarding and enhancing cultural heritage. Regions also had to promote refresher courses for the staff working in all kinds of libraries.

On the contrary basic and advanced education in library science was a prerogative of universities, the only institutions entitled to award academic qualifications, recognized by the state, and therefore with a legal value, valid for the public competitions which librarians had to pass in order to be employed in all kinds of library institutions (state, local or university libraries). At that time a few two-year post-graduate specialization courses in library studies were started – among others a course at Parma University in the seventies and early eighties.

Up to 1999, when the Italian reform of Higher Education was passed, the education system was roughly the same as before: regions provided refresher courses for working

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[4] Legge 22 luglio 1975 n. 382 "Norme sull'ordinamento regionale e sulla organizzazione della pubblica amministrazione", e il decreto presidenziale del 24 luglio 1977, n. 616. "Attuazione della delega di cui all'art. 1 della L. 22 luglio 1975, n. 382".

librarians, whereas universities had the task of educating prospective librarians. The first automation projects and the National Library Service (SBN) were started in the second half of the eighties, ICCU and the regions involved in the project accordingly organized numerous high quality courses to enable all the librarians involved in the project to acquire the knowledge needed to apply rules, standards and operational procedures related to SBN. Besides the national libraries, the central libraries of Florence and Rome and the Italian Association of Libraries also provided vocational and refresher courses for librarians.

Universities had the task of training new librarians, sometimes lacking the necessary tools; in fact the Special School for Archivists and Librarians in Rome and some specialization courses, such as the one in Parma University mentioned above, are exception to the rule. Italian universities usually offer only single taught programmes in Library Science, which often are paired with Information Science within the faculty of arts, philosophy or modern languages. They are considered as tools for the study of history, literature and foreign languages, together with archival, palaegraphic and diplomatics studies, needed for using and managing historic documents. LIS was not considered as an autonomous discipline; therefore there was no specific programme that awarded the right qualification or even provided adequate training to start a career as a librarian.

Students could only choose to take twice or three times the exams related to Library Science to gain deeper knowledge and better training. They could graduate in arts, philosophy, modern languages and write and defend a dissertation in library, bibliographic, archival studies or palaeography. They would then be awarded a "generic" degree in arts, philosophy or languages, which could be useful when public competitions required a degree title, not specifically relevant for public competitions for librarians. They only acquired deeper LIS expertise, therefore more tools, which turned out to be useful to obtain better grades in the theoretical and practical tests for librarians.

The training made possible by a careful selection and attendance to courses in LIS available at universities provided prospective librarians the basics and some in-depth knowledge, even though the curriculum was not homogeneous.

The initial skills acquired through these university programmes would often go with volunteer training and apprenticeship in libraries. Graduates would choose autonomously the libraries, mainly in the

neighbourhood, in order to learn the profession by practising and to be able to have better results in public competitions or interviews.

Regions, provinces and municipalities or else private institutions accredited by the regions, such as the School Labour Consortium (CSL) in Milan, the Institute for the Vocational Training of Workers (IAL CISL) – a trade union body that was set up in 1955, the ENAIP - ACLI National Agency of Vocational Training, or else totally private institutions, such as IFNIA in Florence, organized specific vocational training for librarians – both postgraduate and para-university – sometimes free of charge, sometimes charging a fee – who wanted to deepen and improve their knowledge.

They were pretty numerous at the time, some of them still existing. Another way for prospective librarians – who had graduated in classical studies - to improve and deepen their knowledge and start working was to join a cooperative. Cooperatives were often used by libraries that were understaffed and lacked resources, even though their comparative inexpensiveness is now considered rather disputable. Libraries outsourced routine jobs such as lending or cataloguing, or else particular projects such as retrospective conversion of card catalogues.

These cooperatives employed young graduates in classical studies in search of their first employment and offered them LIS training (high-quality training at times), so that they could work in the projects and activities required by libraries. Their salaries are usually rather low.

It is interesting to notice that these bodies or institutions for professional start up and cooperatives have always required LIS university professors to teach their courses – whose university specialization was restrained by the ministry provisions – and the managers of important and authoritative libraries.

**Changes and reform in Higher Education**

At the end of the seventies (more precisely in 1978-1979), the degree course in Cultural Heritage Preservation was started at Udine University. The programme included a specialization in archival and library studies. It was the first specific degree for students who wanted to be trained as librarians. Apart from the traditional and rather generic "Library and Information Studies", there were specific courses such as "Theory and technique of cataloguing and classification", "Preservation of library material ", or else "Automated management of libraries". After 1987 the same degree course was started in many other

Italian universities, such as Viterbo, Pisa, Parma, Bologna-Ravenna, and Venice. At last there was a consistent university curriculum for librarians, albeit not in all universities, notwithstanding the shortage of funding and staff[5].

A significant reform in Higher Education started in Italy in November 1999[6], as a consequence of the commitment to the Bologna Declaration, signed on June 19th by the Ministers of Education of 29 European countries. This reform, and the subsequent further changes decreed in 2004[7], transformed of Higher Education in Italy, by introducing a three-tier structure: a three-year study course awarding a first level degree ("Laurea Triennale"; first level graduates can then attend a two-year course awarding a "Laurea Magistrale" (called "Laurea Specialistica" before 2004)[8]; graduates (holding a "Laurea Magistrale") who pass an entrance test (e.g. assessment of qualifications, plus a written exam and an interview), enter the third cycle of university education, which is the doctorate, and which usually lasts three years. The reform of Higher Education envisaged also the possibility of starting specialization courses and master courses on specific topics. According to the subject, length and qualifications required, either a "Laurea Triennale" or a "Laurea Magistrale" would be necessary to apply.

The three-tier education provided for by the reforms, i.e.Laurea Triennale, Laurea Magistrale and Research Doctorate, were comparable to the structure envisaged by the Bologna Declaration, i.e. Bachelor, Master and Doctoral degrees. In accordance with the commitment undersigned in the Bologna Declaration, the reform introduced the European Credit Transfer and Accumulation System, whereby 180 ECTS were needed for "Laurea Triennale" and further 120 ECTS were needed for "Laurea magistrale". Thanks to

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[5] Alberto Petrucciani, "La laurea in biblioteconomia: finalità e prospettive dei nuovi ordinamenti universitari", Bollettino AIB. Rivista italiana di biblioteconomia e scienze dell'informazione, vol. 41, n. 2 (giugno 2001), p. 146.
[6] Decreto Ministeriale del 3 novembre 1999, n. 509 "Regolamento in materia didattica degli Atenei" .
[7] Decreto Ministeriale del 22 ottobre 2004, n. 270 "Modifiche al regolamento recante norme concernenti l'autonomia didattica degli atenei, approvato con decreto del Ministro dell'università e della ricerca scientifica e tecnologica 3 novembre 1999, n. 509".
[8] Il DM del 3 novembre 1999, n. 509 definisce le lauree di secondo livello come "Lauree Specialistiche", mentre nel DM del 22 ottobre 2004, n. 270, le lauree di secondo livello sono indicate come "Lauree Magistrali".

these reforms first level graduates were given a good knowledge of the scientific methods and contents, with the aim of enabling them to find a job and to carry out professional activities. "Laurea Magistrale" graduates were offered an advanced training for highly qualified activities in specific domains.[9] Research Doctorate instead provided the competences needed to carry out highly qualified research at universities, public institutions or private bodies[10] and it was considered as an academic qualification to be assessed only for scientific research.[11] Specialization courses (also considered as third cycle courses) had the purpose of providing students with the knowledge and abilities needed for certain professional activities, they were established by law, the study period could vary (no less than two years, though); some specialization courses in Medicine or Surgery could be five or six year courses. (300-360 ECTS). Universities can independently start first and second level Master classes and lifelong learning education (after a Laurea Triennale or Laurea Magistrale), also in cooperation with other Italian or foreign institutions.

As for Library and Information Studies, the reform has envisaged for Italian universities the possibility to award a Laurea Triennale in Cultural Heritage Sciences (a wide range of curricula ranging from arts and archaeological to environmental heritage, music, cinema, recreation etc). There is however also a curriculum in Archival and Library Studies, targeted for librarians and archivists. Students who hold a Laurea Triennale can instead enrol to a specific Laurea Magistrale in Archival and Library Studies. In both curricula, students can, nay are encouraged to take a stage at institutions or enterprises under an agreement with the University in order to have a working experience and to acquire professional expertise.

As for the third cycle, the Research Doctorate, students who hold a Laurea Magistrale can take the entrance exam to the "Research Course in Bibliographic, Archival, Documentary Sciences and the Preservation and Restoration of Archival and Book Heritage", one of the first Doctoral programmes in Italy, which started in 1998/1999 thanks to a joint initial collaboration of the universities of Udine, Rome and Milan and then to the cooperation with the universities of Calabria, Tuscia, Florence, Cattolica del Sacro Cuore in Milan and Tor Vergata in Rome.

Other Doctoral programmes dealing with books and librarians are implemented by universities interested in offering a wider range of educational opportunities, such as, for instance, the "Doctorate in humanistic studies: philosophical, historical and cultural heritage disciplines" (Trento University), and the "Doctorate in Library and Documentary sciences" ("La Sapienza" University, Rome).

As for specialization courses, a second level programme in Archival and Library Heritage has been implemented at the Special School in Rome; there are seven different specializations ranging from librarian to palaeographer archivist.

Master courses are quite numerous; they focus on investigating different topics of librarianship, they start if universities have the necessary funding and if a minimum number of students apply. Just to mention a few, there is the second-level International Master in "Digital Libraries Learning", which is a joint venture between Parma University, Oslo University College (Norway) and Tallinn University (Estonia), and the first level Master "Archiving the future: organization and management of paper and digital documents in public administrations" (Verona University).

**Weaknesses**

Nowadays Italian students can rely on a specific professional programme aimed at training librarians, i.e. a two-tier university course in Library Science, comparable to other university courses aimed at training other intellectual professionals.[12] However, the innovation process is slackened by a few weaknesses. For instance, the Italian Ministry for Education and Research has classified the disciplines taught at universities in such a way that Library and Archival Studies are included in Historical Sciences, as if they were only aimed at managing and preserving historical documentation and sources. In fact they have traditionally been considered as functional to and dependent on historical studies and not as independent studies, as they truly are and as they are considered abroad. This implies that – according to the ministry - Library Science is separated from Information Science, which is included in Engineering Studies. Library Science is included instead in a wider range of

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[9] Decreto Ministeriale del 22 ottobre 2004, n. 270 "Modifiche al regolamento …", art. 3.

[10] Legge 3 luglio 1998, n. 210 "Norme per il reclutamento dei ricercatori e dei professori universitari di ruolo"

[11] DPR 11 luglio 1980, n. 382 "Riordinamento della docenza universitaria, relativa fascia di formazione nonché sperimentazione organizzativa e didattica", Titolo III, capo II "Dottorato di ricerca".

[12] Petrucciani, "La Laurea in biblioteconomia ...", p. 145.

topics related to Cultural Heritage Preservation, among which studies on the preservation and management of any expression of the arts and recreation, ranging from museums to archaeological sites, sculptures, paintings and photographs. Many topics that would be useful to the teaching of Library and Information Science are not included instead in other disciplinary fields such as Sciences, Law, Communication Studies, Economics and so on and so forth.[13]

The reform triggered by the Bologna process has surely better defined the course study that enables Italian students to acquire a specific training as librarians. These courses are consistent with the three-tier model based on the credits system. Students can then move to other European universities and integrate these experiences in their study course. Sometimes however Italian students find it difficult even to move from one Italian institution to another and to integrate their study course with other programmes in other Italian universities. The reform has provided for specific degree courses in the three-tier structure that did not exist before. Curricula are more specialized and more profession-oriented (also through stage periods, whose value is often underrated), even though students come from different classical studies backgrounds.

Actually the three-cycle programmes in Library Science would include many useful and advanced profession-oriented courses, but they do not always start, mainly on economic grounds. The different governments that have been ruling the country keep cutting the budgets for research and higher education. Consequently the courses taught in different degree programmes have to be cut too. The courses actually taught therefore depend on economic and political circumstances. The most common are basic and general programmes, such as Archival, library and information studies, library management, history of printed material and press, Diplomatics, Palaeography, Informatics in Human Studies. All the advanced and specific features of this discipline and profession have to be dealt with in such basic and general programmes, whereas more specific topics, such as theory and technique of cataloguing and classification, digital library, automated management of libraries and the like should be distinctively taught. The path has been sketched, but there needs to be follow up in

order to increase the number of these programmes beside the basic courses and to substitute some of the non specific topics.

Moreover there is still no possibility to compare, assess and accredit regularly the quality of courses, even though the implementation of "Lauree Magistrali" is a step in the right direction and, at least as far as the structure of library science specific courses is concerned, LIS courses can be now recognizable and in future measurable. A nation wide university strategy for the teaching of Library Sciences would be needed, however, in order to specify the minimum requirements for a university degree course to train all levels of librarians.

**Courses, enrollment, graduates and employment**

In conclusion, an overview of the courses implemented with the three-tier model and some data that show the growing interest in study programmes for librarians may be useful. According to the data of the Ministry of Education, University and Research, there are presently 41 three-year degree courses ("Laurea Triennale" in "Cultural heritage science"), plus 20 more concerning more generally speaking archaeological, artistic, museum and environmental heritage.

As far as the second level is concerned, Italian students interested in Library and Archival Studies – as in Italy the two disciplines are mingled – can choose among 19 courses ("Lauree specialistiche" and "Lauree magistrali) at the following universities: Catania, Milan, Pavia, Pisa, Rome "La Sapienza", Siena, Viterbo, Udine, Bari, Bologna, Florence, Genoa, Lecce, Perugia, Rome "Tor Vergata", Salerno, Sassari and Venice in collaboration with Padua.[14]

According to the data collected by the Ministry of Education, University and Research starting from the academic year 2003/2004, the number of students who have enrolled and graduated is constantly increasing; in the last year the total number of students enrolled to the first and second level degree courses has more than doubled, while there has been a steep rise in the number of graduates: for Laurea Triennale from 83 in 2003/2004 to 2,717 in 2007/2008, while for Laurea Magistrale from just 22 in 2004/2005 to 95 in 2007/2008. As far as registrations are concerned, the only data available are for

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[13] Anna Maria Tammaro, Internationalisation and quality indicators in Library and Information Science Education, (Ph.D. dissertation on discussion), Newcastle (UK), Northumbria University, a.a. 2009. § 4.2.

[14] Data available on the MIUR website, Ministero dell'Istruzione dell'Università e della Ricerca, Cerca Università. Offerta formativa, Cineca, <http://cercauniversita.cineca.it/corsi/ricerca.html>, (Last access: May 2009)

Laurea Triennale and not for Laurea Magistrale; after an initial high interest when the first degree courses started, a balance in registrations has been reached, ranging from 5,000 to 6,000 new students, i.e. students who enrol for the first time, excluding students who have moved from other institutions and students who have already enrolled.

*Tab. 1: First level degree: Laurea triennale on "Cultural heritage science" (classe 13 e L-1)*

| Degree | Time period | Students enrolled | Students registered | Graduates |
|--------|-------------|-------------------|---------------------|-----------|
| C 13 | 2003/2004 | 11.166 | 9.596 | 83 |
| C 13 | 2004/2005 | 18.470 | 8.391 | 103 |
| C 13 | 2005/2006 | 23.600 | 6.872 | 1.115 |
| C 13 | 2006/2007 | 26.694 | 6.323 | 2.315 |
| C 13 | 2007/2008 | 27.802 | 5.901 | 2.717 |
| C 13+ L-1 (post reform) | 2008/2009 | 27.084 | 5.395 | attending |

*Tab. 2: Second level degree: Laurea Specialistica / Magistrale (5/S e LM5)*

| Degree | Time period | Totale Iscritti | Students registered | Graduates |
|--------|-------------|-----------------|---------------------|-----------|
| 5/S | 2003/2004 | na | na | |
| 5/S | 2004/2005 | 229 | na | 22 |
| 5/S | 2005/2006 | 365 | na | 50 |
| 5/S | 2006/2007 | 454 | na | 64 |
| 5/S | 2007/2008 | 522 | na | 95 |
| 5/S+ LM 5 (post reform) | 2008/2009 | 600 | na | attending |

A survey carried out by the Ministry of Education, University and Research and Cineca[15] in 2008 on a sample of roughly 2,500 students one year after having been awarded the three-year degree Cultural Heritage Sciences highlights that 68.2 % have decided to enroll to a Laurea Magistrale in the same discipline, while 40 % of the graduates have either found a job or have kept the job they had already before graduating. 30 % of them have found a permanent job, while 50 % has found a temporary job. Almost all of the jobs are in services, i.e. in education and research, cultural and sports services and public business. Only 50 % of the students who have found a job after Laurea Triennale state that the competences acquired have been useful and that the degree course has been effective.

In the 2008 survey the sample of the graduates (Laurea Magistrale) in Archival and Library Science was extremely small (50 graduates, a tenth of the students who graduated in that year). The ministry survey however highlighted that roughly 80 % of the graduates were working one year after being awarded their degree, 46 % of them had found a permanent job, while 46 % had found a temporary job (while the others were working without having a contract). 60 % of those who were working had actually kept the job they had before graduating. 40 % had started working or had found a new job.

It may be interesting to notice that 80 % of the sample found the competences acquired with Laurea Magistrale useful in various ways and that the degree had been helpful for their jobs.[16]

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**Found @
http://iswc2009.semanticweb.org/wiki**

## ISWC 2009 Student Fellowships

Both the U.S. National Science Foundation (NSF), and the Semantic Web Science Association (SWSA) plan to contribute funds to support participation by full-time students in ISWC 2009. (Official announcements are expected shortly.) SWSA and NSF anticpate providing 10,000 € and $20,000 respectively, with NSF funds being earmarked to support students attending U.S. Universities. We anticipate that the SWSA funds will support 15 awards between 600-800 €, and that the NSF funds will support 13 awards of approximately $1500.

Our goal is to encourage students who want to become part of the Semantic Web research community, and we hope that participation in ISWC 2009 will be a significant event in the graduate careers of the selected students. In selecting applications for travel support, preference will be given to students selected to participate in the doctoral consortium, followed by students who are first author on a paper accepted at the conference, followed by students who have other authorship on a conference or related workshop paper.

Successful applicants will be notified by September 7. Please email questions to iswc09_fellowships@cs.umbc.edu

Deadline for applications: August 21, 2009.

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[15] Ibidem.

[16] Ibidem.

# What am I? A journey into an Information Science professional's head

By Sofia Carvalho Neto, Coimbra, Portugal

## Abstract

This article intends to explore the role of the Information Science graduate. It starts with a brief exposition about the Information Science curriculum in Oporto University (Portugal) and its impact in the information professional's new skills. Then it goes through a major question proposed by all the information science students – what am I as a professional?

Considering the lessons learned by an information graduate within his first career years, we will approach an overview of information science's core skills and the professional role that an information professional should stand for.

## General context

Market demands bring Universities in the persuit for new curricula to librarian and archival studies with approaches to information technologies and management. Universities invite teachers from Engineer Schools or even from Management schools aiming to cook open-minded information professionals with technological skills, such as XML for better information interoperability's understanding and UML to improve information system's design.

These new subject fields, together with traditional subjects from librarian and archival studies, help the birth of skills that should be considered by new librarians. But does an information science student feel like a librarian or an archivist?

Since 2001, Oporto University is promoting a degree in Information Science. From 2004 to 2008, it has graduated 100 IS professionals working now in the Portuguese market. The new paradigm, which this degree is standing for, centers information in the IS studies, instead of the document by itself. This paradigm can justify the aggregation of two traditionally separate areas – archives and libraries. Additionally, it can also justify the need for new skills that were neglected in the traditional librarian and archival degrees.

Students from Oporto's Information Science course have simultaneous acquired skills in librarian and archival fields and also know-how in management and information technologies. This heterogeneous knowledge is possible due to the Engineer and Humanities Protocol that brings the possibility to learn with teachers from engineering, from management and from librarian and archival studies.

Information Science's curriculum offers full understanding of information as social information (as distinct from genetic or biological information and physical or thermodynamic information), thus understood as a set of mental, coded and socially contextualized representations (significant symbols) passible of being recorded on any medium (paper, film, magnetic tape, etc.) and, therefore, permanently communicated. Furthermore, the fact that this information has a psycho-social character and that its genetic process makes it an entity in itself gives it an originality prior to its materialization (record). Information Science´s curriculum is even promoting a more efficient activity next to information producers in all sets of organizations, both private and public.

However, this can be installed in information students' heads, as in the market itself. Questions about the professional role in an organization or the limits between IS´s and pure technologies' skills, can cause constrains and put in doubt the real value of the IS professional.

This article intends to explore the role of the information science professional, and uses a case study in persuit for answers to the question: what is a graduate in IS as a professional?

### 1 What Is a graduate in Information Science as a professional?

This is the question that many Information Science students ask during their graduation. Many don´t know what Information Science really is before attending the course, a few more do think that it is probably a Librarian course. But is it really?

If you studied Medicine, you are a Doctor, if you studied Law, you are a Lawyer, but, you are studying Information Science, what are you then? The answer is… You are an Information Scientist. Even if it is a logical answer, it is not a satisfactory one. Many questions pop up in your heads: Do you do science? Are you feeling like a scientist? Many of Information Science students don´t, or, to be more precise, none of them do. No one feels like doing experiences with information, none of them

feels like a laboratory scientist. The word "scientist" is extremely related with biological, physics or even chemical professionals.

So another answer to your question is: "You are a Librarian". Despite being definitely an easy answer, it is not a complete one. Some of us may think they are also Archivists. So what to call someone that is simultaneous a Librarian and an Archivist? Maybe, let´s call him a Document Manager. We could be happy with the Document Manager designation, if no information science student worked with digital information in websites. Could we call someone that is responsible for designing a website content structure a Document Manager? Not really. The most accurate designation should be Information Architect.

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Found @ www.study-in-europe.org

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When, in an Information Science course, you began to discover the information technology and management role, you can now have another set of professional designations: Enterprise Content Manager, Knowledge Manager, Business Analyst, or even Business Intelligence Manager. All these designations are valid for some Information Science students, but none of these can embrace all the core areas of Information Science. If you call someone who is working in a Library a Business Intelligence Manager, no one will understand you. In the same way, if you call someone who is responsible for designing

business intelligence models a librarian, no one will understand either.

To fully understand this problem we will now expose the professional experience of an Information Science graduate.

## 2 From education to professional experience: lessons learned

In order to understand what an Information student is, we will expose an Information Science graduate's professional experience. This case study concerns an Information graduate who has finished his graduation in 2006.

His first professional experience was as a trainee in an Information Technology Organization. This student was hired to organize documents; his fundamental job was to set up a solution in order to end up with information retrieval problems. If you ask the Information Technology Organization about what professional they have hired, they will probably answer you, that they have hired a Document Manager.

As the solution was being set up, this trainee started to help people creating and retrieving information. This trainee also established an Enterprise Document Management System and an ensemble of Information Management Policies. By the end of the training programme, this Information Science graduate was seen in the organization not as Document Manager, but instead as an Information Manager. This Information Science graduate was establishing policies, setting up technological solutions to solve, not only information problems with documents, but also with websites, intranets, videos, and all kind of formats where you can find information. He has quickly moved from the document centered problem to the information centered problem. Information is in the business processes as output and as input, so this Information Science professional had to study and to understand business processes, and therefore step away from the traditional work of a Document Manager.

The benefits that this graduate in Information Science achieved for the organization, made it realize the potential of exporting this value in to other companies. By the end of the year 2007, this graduate in Information Science has became a consultant, and he has been working since then in information management projects in other organizations.

As you can understand, since the beginning of his traineeship, this graduate has been: document manager, information manager and at last consultant. This brings us

to our conclusion: the question is not what you are, but what you can do. There is no point in identifying a name for the job, what the Information Science graduate must do is to emphasize and promote his skills in order to assume a valuable position in the market.

### 3 What can an Information Science graduate do?

Analyzing the professional experiences of Information Science students in general you probably won't find an exact designation for what they are, but you will find an ensemble of core skills. The question isn´t really what they are, but actually what they can do.

Information Science students have to focus on getting core skills, and to explore them in order to bring value to organizations.

Some of the core skills that an Information Science student should develop are:

- defining what the organization/librarian user/archive user needs to know;
- defining how information should be stored.
- defining how information may be organized and structured for better retrieval;
- defining the best strategies to retrieve information;
- defining how/when information may be distributed;
- defining how/when information may be preserved/deleted;
- defining how information technologies can support information.

The skills mentioned above are fully related to the information cycle, from creation to preservation or elimination. We need to point out that these skills should be put in practiceconsidering all the possible physical or digital supports – documents, videos, images, etc. It is clear also that Information professionals need to be open-minded for information technology, because it is technology that will support information policies and practices. Nowadays, no one can conceive an information system without using technology as a way to bring effectiveness.

By developing and putting in practice information skills, Information Science students will bring value and promote efficiency to one of the most precious resources of an organization – information. These students should bear in mind that they are responsible for managing decision making´s critical resource, so they have to learn how to take advantage of this.

Apart from this, Information Science students should be aware of the danger associated with managing a resource that can be in many forms. In some cases, organizations can take an Information Science graduate as a technology specialist, developer or even a management specialist. Information Science students should be aware of what organizations are expecting them to do and relate that to what students can do and what they cannot do. The core skills of Information Science students are not clear to senior management not to the market.

Finally, Information Science students shouldn´t give up when they find someone more focused on the "T" (technology) than on the "I" (information). As information is becoming more and more digital, Information Science students will find many seniors that will focus less in information and will be determined to adopt new technologies without trying to analyze how information should be managed.

In a nutshell, Information Science graduate shouldn't be worried with the correct designation for their role in the market, but instead they should focus on developing the appropriate skills and don't let themselves be driven only by the "T" (technology).

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# IFLA News

### 3<sup>rd</sup> IFLA-Presidential Meeting
### 19-20 February 2009
### Berlin, Germany

### *Access to Knowledge: Networking Libraries*

### Conference Reports

#### *It takes two to tango – networking libraries*

Submitted by By Anastasia Schad, student at University of Applied Science Potsdam, and Jessica Euler, student at Humboldt Universität zu Berlin

The last of three presidential meetings took place at the Federal Foreign Office in Berlin. Thanks to a donation, five LIS students from each university in Germany got an invitation for free participation. Every single presidential meeting so far had a focus on one part of the world. This time it was North Africa and the Arabic states.

Two guests of honour were attending to the conference: Claudia Lux as president of IFLA and Director General of the Foundation Central and Regional Library Berlin and Ellen Tise as IFLA president elect. Ellen is head librarian of the University of Stellenbosch in South Africa. South Africa is a country of 47 million inhabitants, with a variety of cultural groups and 11 national languages. The country has approximately 4.5 million Internet users, and an estimated 5000 active bloggers.

Unfortunately this was not part of the conference therefore a lot of other themes were presented. It became obvious that different countries have different problems. Daily business for librarians from developing countries is to fight for the availability of essential information like the need of contraception or water treatment. Whereas industrial countries are confronted with the challenge of storing, retrieving and displaying the information overload or the problems with character recognition of digitalization. So the question is, how both views can come together and what they can achieve.

The first step coud be using the IFLA presidential meeting as a platform for creating networks and discussing and developing answers, how to bridge the digital divide. But no matter which country they came from, all speakers agreed that access to information is necessary for all countries to develop democracy.

The social evening on the first day at the General of the Foundation Central and Regional Library Berlin offered a delicious dinner, great music and a good chance to continue networking and exchanging with the other participants. We did not dance the tango but networked a lot - thank you very much for the opportunity to meet and listen to all the great people from all over the world.

#### *Diversity and openness are strong basics for cultural associations …*

Submitted by Jérémie Pernet, M.Sc. International Information Management, Montreal University (EBSI)/Geneva School of Business Administration (HEG), jeremietaraice@gmail.com

The 3rd IFLA presidential meeting in Berlin showed that IFLA's slogan "Libraries United Globally" is not a dead letter. This meeting was indeed the place for contacts and share between Europe and many Arabic and Asian invited countries.

The topic in discussion this year was the access to knowledge via networking libraries, and the worldwide scope has led to a cultural mix inside the German Foreign Office which kindly hosted the event.

Moreover, the IFLA's president turnover in backdrop (as German Chairman Dr. Claudia Lux will give way to Ms. Ellen Tise from South Africa this year) gave a symbolic sense and range to this venue. The speech of the president elect was full of hope and humanity, focusing on simplicity. She also stressed the transfer of best practices to developing countries, where libraries have a cultural role like everywhere, but with urgency.



Claudia Lux, IFLA's President with Ellen Tise, President elect and all invited non-German participants.

As a French student from a North American University (Université de Montréal), I faced a complete and interesting change of scene. My

trip to Berlin was motivated by a research opportunity brought by one of my professors in Montreal, Pr. Réjean Savard, who offered me the opportunity to study German library system and cooperation network. In this context, the third IFLA's presidential meeting was a great starting point.

The many German panelists confirmed one of my first impressions about German library system: a certain complexity brought by the federal political structure. However, this complexity is a great challenge for any kind of library in Germany, and gives a strategic sense to cooperation. Germany is a real leader and motor in the field of library science, through its expertise in digitization or its commitment to European cooperation. The Foundation Conference of European National Librarians, leading the European Library project, is currently chaired by the German National Library Director Dr. Elisabeth Niggemann.



3rd IFLA Presidential Meeting:
Focus on Islamic speaking countries

Invited panelists from Arabic and Asian countries described a contrasting picture of their library systems, from the astonishing Malay example and its developed and modern local libraries network, to the moving and scary situation in the Palestinian territories. The latest is not that surprising, but hearing the own Palestinian official words is something we rarely experience here in Western Countries.

As French, I have to admit that the absence of French speakers in the panel and even in the crowd surprised me. In my opinion, the well known cooperation between France and Germany in the European context, but also the many partnerships between France and its ex-colonies (Algeria, Lebanon…) would have made worth a French representation.

Regarding the outputs of this conference, the different testimonies have shown that beyond cultural matters, libraries and their dedicated workers have to deal with politics aspects which are not easy to face. Library is

never mandatory until it becomes politics. This statement could sum up the ideas of many library actors, all around the world. Here again, cooperation as a strengthening strategy seems to be the answer, but only if particular cultural issues and needs are understood and taken into account.

This Presidential Meeting I was glad to attend has shown that IFLA, as a global organization, knows that diversity and openness are not meaningless concepts but strong basics for cultural associations. To go further, this event made me think that students have their role to play in this context. Indeed, IFLA's network could be a good stepping stone for us to share our skills and youth with developing countries but could also bring to Europe or North America a different and valuable point of view from other cultures.

To finish, I would like to thank Professor Réjean Savard and the International Relations department from Montreal's University, the Goethe-Institute in Montreal and the International Cooperation department of the German Library Association for this nice trip and the research opportunity in the Continent.

Submitted by Gladys Saade, Lebanese, living in Beirut teaching at the Lebanese University at the faculty of Information and Documentation, Gladys.saade@gmail.com

It was my first visit to Germany in the frame of the third presidential reunion of the IFLA. A loaded schedule was set by our German colleagues who have in fact accompanied us throughout the journey. We have visited the German National Library and the Leipzig University Library as well as Martin Luther University Halle-Wittenberg Library. It was heavily snowing in Weimar. The bad weather did not however stop us from following the set itinerary and visiting the Herzogin Anna Amalia Library and the research center; and the next day, the Berlin State Library and the Prussian cultural heritage and the Parliamentary library.

Through this itinerary, I was able to truly live the "celebration of the book". All these libraries offered an impressive spectacle of organisation and revealed the story of a past rich in knowledge and intellectual curiosity. Although modernized and interconnected, the libraries of our era denote a scientific tradition and an erudition that satisfy the different kinds of intelligence.

In most of these libraries, we have visited the Arabic manuscripts section. Welcomed by Arabic speaking librarians, it was a nice surprise for me (completely ignorant in this matter), to discover a large number of Arabic manuscripts dating from the 12th or 13th century luxuriously preserved and digitized with their initial binding and colours. The

manuscripts seemed to constitute a source of pride not only to the libraries containing them but to the librarians as well.



About 300 partipicants from all over the world: IFLA 3rd Presidential Meeting auditorium

What I am keeping from this trip - dating from February 2009 – beside the scientific contribution of the diverse and rich conference is the contribution of the libraries.

Carriers of a long tradition of openness to knowledge, intellectual curiosity and exchange, these libraries reflect therefore the thirst for knowledge of the other. The great number of Arabic manuscripts dating from the beginning of the first millennium shows a clear interest in many civilizations and the other in general that goes beyond the first appearing differences. To the best of my knowledge, Germany does not have a colonizing past in the Arab countries. The interest in these countries is therefore almost unexplainable if we think about it in terms of material gains. It could be explained by simple need for "exoticism" but also in a deeper interest in other civilizations and other human experiences in a constant quest for similarities, free from power relations.

The German libraries tell an original and rich story to those who want to listen. Far from differences and the war of civilizations, German libraries chose to preserve this heritage as a sign of willingness to communicate with the other and respect him. When digitized, this heritage becomes a common property to humankind. Librarians are therefore actively participating in the spread of a message of hope to the entire humanity.

# LIS News worldwide

## 18th BOBCATSSS 2010

**Parma, Italy**
**25-27 January 2010**

## "Bridging the digital divide: libraries providing access for all?"

Call for Papers announcement

We are proud to announce that the 18th BOBCATSSS symposium will take place in Parma, Italy between 25-27 January 2010.

The theme "Bridging the digital divide" relates to the role of libraries and other information and cultural institutions in actively facilitating creation of knowledge and sharing information. The value of libraries is demonstrated in supporting lifelong learning, providing the capabilities for people to use increasingly complex technology for accessing information, and as an infrastructure for community building.

This role requires creativity and vision, the exploitation of technologies and competing or collaborating with private sector information providers for best quality services.
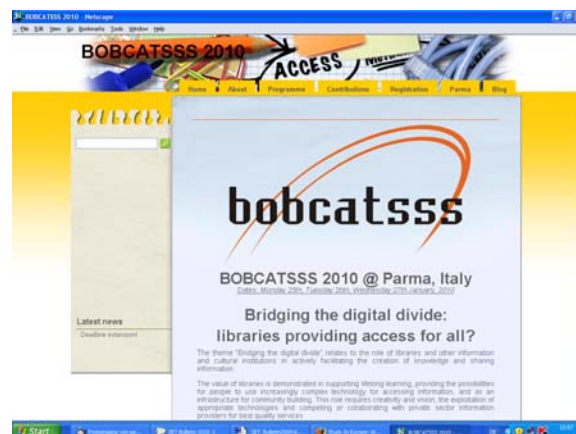


The target group of the symposium is LIS students, and we are especially inviting papers, posters, and workshop contributions by students or teams of students and teachers.

Important date: abstracts submission until 15th of September 2009. We are looking forward to receiving your contributions and seeing you in Parma!

For further information please visit: http://bobcatsss2010.unipr.it/

# Who's Who: LIS New Generation

**Jan Pisanski**
University of Ljubljana, Faculty of Arts, Department of Library and Information Science and Book Studies
*E-Mail*
jan.pisanski@ff.uni-lj.si

*Main LIS interests:* Functional Requirements for Bibliographic Records; user interfaces; usabilty

*Awards/Grants*

- 2008: Emerald Literati Network Highly Commended Award (with M. Žumer for "Functional requirements for bibliographic records: an investigation of two prototypes");
- 2007: Nagrada Kalanovega sklada (The Kalan Fund Award / Union of Associations of Slovene Librarians / for scientific or expert published works of particular importance to Slovene or international LIS theory or practice)

*Recent Publication*

- 2007 with M. Žumer. "Functional requirements for bibliographic records: an investigation of two prototypes". Program 41(4), pp. 400-417

*Recent Participation in national/international conferences*

- 2008: with M. Žumer, "How do non-librarians see the bibliographic universe?". The Tenth International Conference of the International Society for Knowledge Organization, Montreal, Canada
- 2007: with M. Žumer, "Uporaba konceptualnega modela Funkcionalne zahteve za bibliografske zapise (FZBZ) v praksi (The use of the Functional requirements for bibliographic records (FRBR) conceptual model in practice)". Strokovno posvetovanje ZBDS, Bled, Slovenia; with M. Žumer, "Mental models and the bibliographic universe". Libraries in the Digital Age, Dubrovnik & Mljet, Croatia

*Current and finished projects*

- Work on PhD Thesis ("Functional Requirements for Bibliographic Records": an analysis of usability of the conceptual model)
- Collaboration on EDLproject (2006-2008), a Targeted project funded by the European Commission under the eContentplus programme
- Collaboration on dLib.si (Slovenian digital library) project (2008)
- Collaboration on Novi pristopi k organizaciji znanja na področju kulturne pisne dediščine (New approaches to knowledge organisation in the field of written cultural heritage) project (2007-2008)

*Practical experience*

- 2005-2006 Librarian at Central Technological Library, Ljubljana, Slovenia
- 2006-2008 Librarian and coordinator at National and University Library
- 2007-2008 Researcher and assistant at University of Ljubljana, Faculty of Arts, Department of Library and Information Science and Book Studies

*Career expectations*
Earning a PhD; Working in a progressive team-oriented environment; Helping libraries become (even) more usable

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**Polona Vilar**
Ljubljana, Slovenia

www.ff.uni-lj.si/oddelki/biblio/oddelek/osebje/vilar.html

Email: polona.vilar@ff.uni-lj.si

*School/Subject(s)*
University of Ljubljana, Faculty of Arts, Department of Library and Information Science and Book Studies

*Subjects*
Information resources and services, Organization of library collections, Organization of information collections, Public libraries, School libraries, Teaching information literacy, Teaching library lessons

*Main LIS interests*

- Human information behaviour
- Information resources
- Information literacy, digital literacy
- Education in LIS
- Language and terminology in LIS

*Awards/Grants*

- 2007 Emerald/EFMD Outstanding Doctoral Research Award, Highly Commended Award

*Recent Publications*

- with Žumer, M. Perceptions and importance of user friendliness of IR systems according to users' individual characteristics and users' academic discipline. Journal of the American Society for Information Science and Technology, 2008, 59, 12, pp. 1995-2007// 1532-2882.
- with Žumer, M. Comparison and evaluation of the user interfaces of e-journals II: perceptions of the users. *Journal of Documentation*, 2008, 64, 3, pp. 816-841
- Several monolingual and bilingual terminology dictionaries

*Memberships:* Union of Library Associations of Slovenia (ZBDS), Commission for LIS terminology with ZBDS

*Participation in national/international conferences (selelction)*

- With BAWDEN, D. et al. "Curriculum 2.0? Changes in information science education for a Web 2.0 world". Digital information and heritage: 1. International Scientific Conference, 7-9 November 2007, Zagreb, Croatia.
- With BAWDEN, D., BATES, J., STEINEROVÁ, J., VAKKARI, P. "Information retrieval curricula : context and perspectives". First international workshop on teaching and learning of information retrieval (TLIR 2007) : London, UK, 10 January 2007.
- With ŽUMER, M., BATES J. "Information seeking and information retrieval curriculum development for courses taught in two LIS schools". CoLIS 6, Sixth International Conference on Conceptions of Library and Information Science – "Featuring the Future". Educational Forum, August 13-16 2007, Borås, Sweden,

*Current and finished projects*

- For the PhD: An analysis of the relationship between perceptions of user friendliness of a given interface and individual characteristics as well as academic discipline
- European curriculum reflections on library and information science education
- New models of knowledge organization
- New approaches to knowledge organization in the area of written cultural heritage
- Modelling of bibliographic information systems (research programme)

*Practical experience*

- 2,5 years in Information Centre of Research and Development Unit, National and University Library
- 12 years teaching at Department of LIS&BS, first as research assistant, now as assistant professor

*Foreign studies/ International exchange:* 1999, Soros fellowship at London City University, Department of Information Science; 2001, London City University, Department of Information Science

*Career expectations*

- As researcher: further investigate information seeking behaviour of different academic disciplines, study elements of information and digital literacy, and the provision of information in libraries, investigate teaching of LIS to students and practitioners, participate in the development of Slovenian LIS terminology
- As teacher: transfer research findings into practice, provide LIS students with up-to-date knowledge useful in today's labour market

# Conference Reports



**Asia-Pacific Conference on Library and Information Education and Practice (A-LIEP) conference**
held in Tsukuba, Japan
6-8 March 2009

Report, submitted by Kerry Smith
Head, Dept. Information Studies
Curtin University of Technology Australia

The inaugural Asia-Pacific Conference on Library and Information Education and Practice (A-LIEP) was organised by Nanyang Technological University's School of Communication and Information (SCI) in April 2006 at this university in Singapore. This very interesting and enjoyable conference brought together library and information science/studies (LIS) researchers and practitioners from around the world and more

particularly the Asian region, to discuss the challenges of library education, research and also knowledge management. The next A-LIEP meeting was by invitation only, and was held in 2007 in Taipei, Taiwan.

A-LIEP 2009 was the third conference in the series and was a well organised and friendly event. There is considerable information including the final program and links to papers available from the conference website at: http://a-liep.kc.tsukuba.ac.jp/ The conference organisers gained significant support from local library suppliers and collaborated with local professional societies.

The call for papers outlined a new approach for this meeting and one that was distinctly regional:

- How are we preparing LIS professionals for international collaboration?

- What are the challenges facing librarians and information professionals in the Asia-Pacific region for collaboration?

- Is there a uniquely Asia-Pacific perspective of LIS?

- How are library schools preparing LIS professionals for leadership roles?

- What research is needed to support the library and information profession?

- How can practice, research and education be integrated to deliver high-quality information services?

Once again the conference was opened to educators, researchers and professionals in library and information science who were invited to submit papers relevant to its three themes:

1. Library and Information Education
2. Library and Information Research
3. Library and Information Practice

It was interesting to ponder the cultural approaches represented in some of the papers. As well, there are matters that we are all facing in LIS education and these were well represented in the papers (e.g. Web 2.0 delivery, user education, knowledge management, bibliometric analysis). The ischool approach seems to have gained considerable currency in the Asian region and a panel was formed to discuss the topic.

More than 10 years have already passed since Information Schools (iSchools) movement in North America. A consortium of information schools in the Asia-Pacific (CiSAP) was launched recently. The panel will discuss the concept of iSchools, their guiding principles, vision, mission, goals and objectives. The panelists will give their views and ideas for new directions of education and research at their schools and discuss future possible collaboration in the global iSchool community (A-LIEP 2009 program: http://a-liep.kc.tsukuba.ac.jp/program.html)

I also attended a meeting on "Collaboration on faculty development on quality assurance of LIS programs" that was held at the end of the formal conference. The need for this was driven by the SET studies on equivalence and reciprocal recognition of academic qualifications in LIS since 1977 and SET's current activities still include the problems of international reciprocity/equivalency of qualifications and LIS School guidelines. Participants were invited to explore the issue of quality as currently measured by LIS schools around the world, as well as how to provide support for promoting quality in LIS education and training. The fact that there were some 25 delegates present, representing the countries of Taiwan, Japan, Singapore, Malaysia, New Zealand, Australia, India, Kuwait, Vietnam, Hawaii, USA, Denmark and Thailand meant that there was some very useful exchange of current practice and plans for the future in LIS education. Since we all realised that we cannot always teach in the same way, I was left wondering just how useful measurement of "quality" and "equivalency" might be in such a varied world.



The conference dinner – a Japanese banquet

My thanks go to the many LIS colleagues from Japan who made all delegates feel so welcome. It was a very busy 3 days and because of teaching commitments here at Curtin University I was unfortunately a fly-in, fly out delegate. I say unfortunately, since this was my first visit to Japan and I would have very much liked to have been a tourist for a few days as, even though it was their "spring" and the weather like our winter, the countryside looked lovely and interesting.

And I was in my home time zone; something that is a rare event for someone

from Perth, Western Australia. So I have to rely on my few photos as a reminder of what was a most interesting conference. The next A-LIEP conference is planned for 2011, country and venue to be decided. I hope I can make it because the mutual interests and exchanges are always very fruitful.

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**BOBCATSSS 2009
@ Porto, Portugal
28-30 Jan 2009
www.bobcatsss2009.org**

**The Challenges for the New Information Professional** – Review of the BOBCATSSS 2009 Symposium Porto (Portugal)

Submitted by
Najko Jahn (University Library Bielefeld, Germany) and Anne Mostad-Jensen
(St. Paul, MN, USA)

As the spectrum of the information profession becomes wider, so does the corresponding educational programs. For students this makes the pursuit of a Library and Information Science (LIS) degree a puzzling endeavor. During their studies they are confronted with theories and methods coming from various disciplines that at first glance do not seem to resemble each other. Moreover, after graduation, these skills have to be applied in a demanding, ever changing working environment.

Reflecting on this, the 17th BOBCATSS Symposium held in Porto (Portugal) asked both speakers and participants to delineate a detailed picture of the situation with which the LIS educational programs are confronted.. Under patronage of the European Association for Library and Information Education and Research (EUCLID) and organized in joint collaboration with the University of Tampere (Finland), the University of Porto hosted a student-run conference, which provided a forum for this debate.

Internationally, LIS programs share a lack of visibility and acceptance within their parent institutions. At the conference, speakers tackled this issue both by discussing connectivity to other disciplines and by providing more practical-oriented strategies.



Faculdade de Letras, Porto, Portugal
Foto: Sebastian Wilke

Two of the most popular topics at the conference, libraries as physical place and social networks, which play a crucial role within the LIS field, are heavily influenced by concepts coming from other fields. Speakers agreed on the need to find clear-cut descriptions for these kind of concepts in order to maintain the intra- and interdisciplinary discourse. For instance, students from University of Zadar (Croatia) proved evidence for the lack of convergence of Croatian and Slovenian LIS programs in the case of information ethics.

Apart from the theoretical discussion, the issues of information literacy and innovative information services become more and more a focus for LIS in order to strengthen educational programs at academic institutions. Students coming from the University of Helsinki (Finland) and Stuttgart Media University (Germany) independently demonstrated that the providing information literacy classes to non-LIS students and faculty has a huge impact on the visibility and acceptance of LIS programs at their parent -institutions.

In conclusion, BOBCATSSS 2009 demonstrated the value of discussing the challenges for future information professionals and their corresponding educational programs, especially among students, faculty and information professionals on an international level. LIS programs serve as a bridge to the professional lives of students. If LIS educational programs attempt to solve conceptual indeterminacy and allow students to first gain practical experiences, then students will not perceive LIS as a puzzling endeavor any longer. Rather, they will perceive their studies as a worthwhile venture.

The next BOBCATSSS Symposium will be held in Parma (Italy), 25-27 Jan 2010. For further information visit http://bobcatsss2010.unipr.it/

# Conference Calendar

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| | **August 04 – 07, 2009, Madison, Wisconsin, USA**<br>**25th Annual Conference on Distance Teaching & Learning**<br>www.uwex.edu/disted/conference/ |
| | **August 23 – 27, 2009, Milan, Italy**<br>**75th IFLA – World Library and Information Congress**<br>*"Libraries "Libraries create futures: Building on cultural heritage"*<br>www.ifla.org/IV/ifla75/index.htm |
| | **November 03 – 06, 2009, Denver, Colorado, USA**<br>**EDUCAUSE 2009 Annual Conference**<br>*"The Best Thinking in higher Ed IT"*<br>www.educause.edu/e09 |
| | **January 12 – 15, 2010, Boston, MA, USA**<br>**2010 ALISE Annual Conference**<br>*Creating a Culture of Collaboration*<br>www.alise.org |
| | **January 25 - 27, 2010, Parma, Italy**<br>**BOBCATSSS 2010 Symposium**<br>*Bridging the digital divide: libraries providing access for all?*<br>**http://bobcatsss2010.unipr.it/** |
| | **August 10 – 15, 2010, Göteborg, Sweden**<br>**76th IFLA – World Library and Information Congress**<br>*"Libraries: Engaging, Embracing, Empowering"*<br>http://archive.ifla.org/IV/ifla76/index.htm |
| | **August 13 – 18, 2012, San Juan, Puerto Rico**<br>**77th IFLA – World Library and Information Congress**<br>*"Libraries beyond libraries: Integration, Innovation and Information for all"*<br>http://archive.ifla.org/IV/ifla77/index.htm |

# New Books & Articles

**"Global Library and Information Science: a textbook for students and educators"**

Ed. by Ismail Abdullahi. Munich: Saur, 2009. (IFLA Publications 136/137) 592 pp.

Review with a note on the international dimension of library education, submitted by Anna Maria Tammaro, Parma University, Italy

### Introduction

This presents libraries and librarianship from seven regional Areas of the world: Africa, Asia, Australia, Europe, Middle East, North America, Latin America. It is a well edited collection of papers and not a simple compilation, as Jackson says most of the books on international librarianship are (Jackson 2003). Also, it is a description of the historical

development and the status of the libraries in the seven Areas and not a book on comparative librarianship. This book aims to the advancement of the reciprocal knowledge between developed and developing countries and the editor Ismail Abdullahi suggests it as a textbook and a resource for readings and assignments for internationalised curricula. In the foreword, Peter Lor writes:

*"Globalisation opens up new opportunities for cooperation. To seize this opportunities and utilise them for the benefit of libraries and libraries users everywhere, and to avoid the pitfalls of well intentioned but badly conceived international programs, librarians need to be well informed about the situations, challenges and values of their colleagues in partner countries. The communication has to be two ways."*

We think that this aim has been achieved: this book supports this dual communication, opening a dialogue and advancing the reciprocal knowledge between developed and developing countries in many of the challenging issues of actual librarianship. In this review we focus on the international librarianship concept, the internationalisation of the profession and the international dimension of library education, as they can be evidenced in the book.

### International librarianship

The structure chosen for the book can be indicated as one of its success factors. Every regional editor reports briefly on the Area and coordinates the authors of the chapters around the same variety of tasks handled by public, academic, special, school libraries and information centres worldwide. This gives a common framework to the regional Areas description and reflects the differences of the cultural contexts. The editors and contributors are librarians and educators working in different contexts[17] and they are competent to discuss the many ways library ideas and professional best practice are developed and also how some ideas are carried to and from other countries. Differences due to different contexts and similarities between different Areas are well evidenced. It is easy, reading the book, to understand the different status of libraries and to observe the different stages of a developing process of libraries worldwide.

A limitation of the book, which assumes the world "global" in the title, is that there is no definition of global or international librarianship. This is probably due to the different approaches and values of the internationalisation (Lor 2008) which should be clarified.[18] International librarianship is considered different from globalisation, which means standardisation and loss of local cultures (De la Pena McCook et al. 1998). Questions remains as to whether the globalisation process should be considered acculturation or cultural invasion (Stueart 2007). However Stueart notes that today technology provides opportunity for a "true global village" and there are legitimate attempts to delineate the term global librarianship where the library profession's concept of "global reach, local touch" remains an attempt to balance an aggressive dominance in international librarianship. This would require identifying the factors that influence library development in different countries, evaluating their impact, and understanding why they impact on libraries the way they do (Lor, 2008). Lor affirms that a major task of a systematic international librarianship would be to surface and test the assumptions. This includes both an analytical and an historical approach to the critical exam of different contexts and this book is an attempt to do this.

### International profession

The present time has a particular need: the rapid developments in information and communications technologies (ICT) and the accompanying phenomena of globalisation and disintermediation. This pushes to a more efficient cooperation among librarians worldwide to participate effectively in the global forums (Lor 2008). Looking at the many similarities between different Areas, a question arises: is the library and information profession an international profession? The reply of the book is affirmative and the international role of library and information professionals is considered due to the Library Associations.[19]

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[17] The regional Editors are: <u>Africa</u>: Dennis Ocholla, <u>Asia</u>: Abdus Sattar Chaudry and Chihfeng P. Lin, <u>Australia</u>: Stuart Ferguson, <u>Europe</u>: Leif Kajberg and Marian Koren, <u>Middle East</u>: Sajjad ur-Rehman, <u>North America</u>: Ismail Abdullahi, <u>Latin America</u>: Filiberto Felipe Martinez-Arellano.

[18] Peter Lor describes the varying uses of the word "international" and categories the different approaches to international librarianship as: exoticism, philanthropy, extending national influence, promoting international understanding, internationalism, cooperation, innovation, advancing knowledge, and self-understanding.

[19] Library Associations are considered in the book at international level, in the chapter "Global roles of Library Associations", where the roles and functions of National and International Library Associations are described by Michael Dowling and Keith Michael Fiels (p. 564-577).

From the book, we can learn that the Library Associations have the task to demonstrate to the Society that the profession is international and so it is not important to describe the single countries stories. The message is that the Library Associations and IFLA are the vital backbone of international librarianship and the leaders of the international development of professionals.

Stueart (Stueart 2007) in his recent book confirms this approach and notes that:

> *"The focus is now upon the information professionals expanding role as one who understands and can navigate the process, products and services to meet information and knowledge needs, always remaining aware of the environments in which those needs are experienced."*

This deals with one of the most critical issues in librarianship today: the complexities involved in operating libraries in a world where the international exchange of ideas, activities, and technologies is a constant force. For this reason, it is important to underline the different level of qualifications recognised to professionals in the different regional Areas. This is a real obstacle to the internationalisation of library and information professionals.

### International Library and Information Science Education

For a defined international profession, we need curricula leading to internationally recognized professional qualifications (Fraser and Brickman 1968). An important consequence of this statement is the need for countries all over the world to revise their library and information science programs in order to produce competent, highly skilled and knowledgeable information professionals that will be able to cope with the challenge of the new age. However the harmonisation of library and information education is an aspect very debated and controversial of LIS internationalisation.

The first problem is indicated in the papers of Onyancha and Minishi-Majanja from Africa (p. 113) and Khoo, Majid and Lin from Asia (p. 196): the heavy leaning and patterns of LIS curricula from developed countries to developing countries and a consequent neglect of local content. This is a long debated issue of LIS education, analysed by Stueart in relation to the impact of US library schools (Stueart 1981), and Jackson (Jackson 1981) who questions the export of library concepts, ideologies and technologies from rich to poor countries. The problem has been exasperated by the globalisation of library education and the offering of transnational courses including distance learning courses, leading to the need for international regulations for quality of LIS education and recognition of qualifications.

Another issue is the definition of what is the "core" for LIS education. The first efforts were towards "harmonisation" of LIS curricular (Harvey and Laverne Carroll 1987; UNESCO. International and Information Unit 1998), ensuring that LIS courses include global perspectives. In "*Internationalizing Library and Information Science Education: A Handbook of Policies and Procedures in Administration and Curriculum*" the editors John F. Harvey and Frances Laverne Carroll define internationalisation of library education (1987) as:

> *"the process by which a nationalistic library school topic, an entire curriculum, or an entire school is changed into one with a significant and varied international thrust, the process whereby it is permeated with international policies, viewpoints, ideas and facts."*

The IFLA Section Education and Training (SET), since its beginning, has been engaged in the issues of recognition of qualifications of professionals and has been focusing on international library education issues. The milestones produced by the SET can be indicated in the "*World Guide to Library, Archive and Information Science Education*" (revised in 2007), the "*Guidelines for Professional Library/Information educational Programs*" (revised in 2000), the final reports of the projects about quality assurance and recognition of qualifications. However what has been the impact of the SET on the internationalised curricula? The book "*Global Library and Information Science*" is a good opportunity for analysing the international dimension of library education and for evaluating the outcomes of IFLA Section Education and Training in the different regional Areas.

All the IFLA SET publications are cited in the LIS education chapters, with more interest for the study on equivalency of qualifications and the "*Guidelines for Professional Library/Information educational Programs*".

The chapter of LIS education in Africa[20] evidences the varying levels of resources and staff in LIS schools, the inconsistency in the names of the courses and the following difficulties for quality assurance and for the recognition of qualifications. The ten core elements of LIS programs of the IFLA SET guidelines seem too general and subject to

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[20] The authors of the chapter LIS education in Africa are Onyancha O. B. and Minishi Majanja M. K. (p. 108-132)

interpretation (p. 114), while the quality indicators related to learning methods appear difficult to be implemented. A particular importance is given to ICT in curricular content, with a closer liason with industry. A regional effort for the recognition of qualifications and for country wide equivalence is the Higher Education Qualifications Framework (p. 113).

In Asia the situation is different in East and South countries, however common trends can be evidenced.[21] One of these is that the LIS qualification is not required for recruitment and a licensure exam is preferred to the accreditation of LIS programs. There is a shift in the education level from undergraduate to graduate. Quality of LIS education is maintained by universities, with a focus on curriculum administration, student support and advising, assuring adequate resources for learning and teaching and trying to understand the needs of the job market. In addition to these, teaching and learning methodology and student assessment are considered particularly important in India. However this attention to quality assurance does not avoid the proliferation of programs without adequate quality and sufficient resources. The content of LIS programs are characterised by the prevalence of the digital information context, with a focus in Singapore on knowledge management subjects and with many professionals finding a job in business companies (p. 206).

In Australia[22] the main issue seems that employers do not acknowledge the professional status of LIS professionals, while the LIS schools are enlarging the broader conceptual framework of the programs. Professionals should hold a postgraduate qualification, however a number of courses are at the undergraduate level and the Library Association accepts both. As a consequence, holding a masters qualification is not usually linked to a higher level of pay (p. 294). ALIA has adopted the core knowledge, skills and attributes of the LIS profession and recognizes the LIS programs. However, there are today significant tensions between practitioners and educators. Beyond this, there is a decline in number of academic staff and their "greying".

In Europe[23] more attention is devoted to quality and recognition of qualifications, due to the stimulus of Bologna declaration[24], which pushes for quality enhancement of higher education and more transparency. However the qualifications of professionals are at differing levels, with a variety of curricular approaches and paradigms (p. 343) and the quality assurance is based on the government and universities general review of the programs. EUCLID (European Association for Library and Information Education and Research) can be regarded as the major player in European LIS education, with the completion in 2005 of the book "*LIS education in Europe*". EBLIDA (European Bureau of Library, Information and Documentation Associations) has an increased interest in Library education and is collaborating with EUCLID. At present, the LIS schools are challenged by the reform of higher education and the financial contingency, as they are very small Departments with a range size of 11-20 academic staff (p. 345).

In the Middle East[25] the predominant qualification is undergraduate, with a large number of qualified professionals needed by the labour market. A postgraduate qualification is offered by some LIS schools but the Master degree is considered a research degree. There is no accreditation of LIS programs and two modes of evaluation were identified: self evaluation and evaluation by external reviewers (p. 484). There is a shortage of faculty members, of learning materials written in Arabic and the computer equipment and laboratories in the LIS schools are weak (p. 480, 482).

In Latin America[26] the most common qualification is undergraduate, with other several teaching levels from auxiliaries to PhD (p. 414). The curriculum content is focused on library science but there is a varying number of LIS schools, depending on different sources.

LIS education has been established in North America[27] in the late 1800s as professional, accredited, graduate university education with a broad humanistic and liberal arts background. Since the beginning a critical role has been done by ALA (American Library Association) for the accreditation of the LIS programs; accreditation is voluntary, non

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[21] The authors of the chapter LIS education in Asia are Khoo C. S. G., Majid S. and Lin C. P. (p. 194-222)

[22] The authors of the chapter LIS education in Australia are Hallam G. and Calvert P. (p. 288-303)

[23] The authors of the chapter LIS education in Europe are Kajberg L., Horvat A. and Oguz E. S. (p. 343-363)

[24] Bologna Declaration (1999). Joint Declaration of the European Ministers of Education. Ministers of the European Ministers of Education. Bologna.

[25] The author of the chapter LIS education in Middle East is ur-Rehman S. (p. 474-489)

[26] The author of the chapter LIS education in Latin America is Gallardo A. R. (p. 405-415)

[27] The authors of the chapter LIS education in North America are Owens I. and Leonhardt T. (p. 549-557)

governmental and collegial. In combination with ALA, ALISE (Association of Library and Education) has an important role for sharing experience and find solutions to common problems. The pace of change in the LIS curriculum has increased with the impact of IT in the late 1900s with changes evident in the renaming of LIS schools, in the modes of delivery of the courses, in the personalisation of the curriculum to individual needs. LIS education in US is a growing process for the authors of the chapter, where the cultural climate is supporting both the growth of the discipline and the profession. The present changes focus on disciplinary interactions forcing more background and integration of social sciences and increasingly LIS education becoming more technical (p. 552).

*Conclusion*

As world library environments experience great change, with more emphasis on technology, it is imperative to prepare the next generation of librarians to practice with new skills and to meet the expectations. From the point of view of an international dimension of education, there is a lot to learn from this book, considering the different approaches to librarianship from the words of people living in varied parts of the world.

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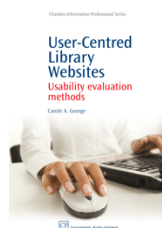
### "User-Centred Library Websites: Usability Evaluation Methods"

By Carole A George. Cambridge: Chandos, 2008. 244 pp.

Review, submitted by Elke Greifeneder, Berlin School for Library and Information Science, Germany

There are so many methods to user-oriented evaluation that an instructional book is very useful. This work claims to be "a guide to usability evaluation techniques" (p. xi). It contains two main parts: one theory oriented introduction in user-centered design, and a second on the various methods. At the end is a glossary. Every chapter on methods follows the same structure: what do we understand by this specific method and what is its objective; how long will it take; who are the participants; what materials do you need; and finally the advantages and disadvantages. The reader may expect this well organized structure would make it easy to apply the methods afterwards. But that is false.

The work has several problems, which will be explained in the following sections:

The first problem regards the style of the work. There are too many references and long paraphrases, such as Nielsen's (p. 20) and Lewis's (p. 9) principles for designing websites, Moore's (p.8) divisions, Krug's (p. 11) explanation of how people read websites, Jordan's (p.14) methods for conducting

usability evaluation, and Nielsen's (p.21) guidelines for writing on the web -- to point only to references on the first 20 pages. Half of the book is paraphrased and therefore lacks a unified style.

The second problem is the examples. A guide should offer sufficient and accurate examples, but the author neither offers a lot of examples nor especially good ones. "How would you describe how frequently you used the library online catalogue during the Spring semester 2007" (p. 69) is an example of a model question that ignores her advice that questions should not be "vague" (p. 70) and ignores the unmentioned problem that most respondents memories grow vague over multi-month timeframes.

The third problem is outdated or wrong statements, as for example the definition for user-centred design: "Simply stated, user-centred design refers to how easy a product, website or computer-based system is" (p.3). The author draws this conclusion from three references, all of which pre-date 1999. Much research has been done in the meantime and for quite some time user-centred design has not been about products being just "easy". Even worse is the assumption that usability, user-friendliness and usability engineering are functionally synonyms of user-centred design (see p.3).

The last problem is superficial explanations. For example, on page 62 the section headline is about time requirements. The associated text gives no concrete data and does not explain under what circumstances surveys take more time or less time: "To complete an evaluation using a questionnaire could take from a couple of days to several weeks depending on the length and type of the questionnaire and how you report the findings."

Of course there are no reliable guidelines for how long surveys will take with five questions and six participants, or with ten questions and 150 participants, but there should be benchmark information about time relationships, such as that the time for the data

analysis may be as long as both the survey development and execution time. Similar superficial explanations are in the section about users (p.8) and in the section about how to interpret the data (p.19). In the later, the author puts the reader off with a single sentence by saying it is tricky.

Conclusion: This book is useful for readers who want a broad methodological overview and want to know about the main actors in the field. It is not useful as a guide for usability evaluation techniques.

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## Found @ www.ifla.org/en/news/

### de Gruyter Publisher announces grant fund for WLIC 2010

De Gruyter Publisher acknowledges the Swedish library association and the librarians from Goteborg in their support of next year's World Library and Information Congress WLIC 2010. De Gruyter Publisher will establish a grant fund to support young professionals from the Pacific region, to enable them to have the same chance to go to Goteborg for the IFLA Congress as they would have had in Brisbane.

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Sven Fund, executive of de Gruyter, Berlin, said:

"In times of economic uncertainty for IFLA and its members de Gruyter wants to support the attendance to WLIC 2010 for those who were affected by the change of venue that the IFLA Governing Board had to decide." The President of IFLA, Claudia Lux, said: "IFLA is very grateful for this exceptional sign of support from our publishing partner, de Gruyter. "