INTERNATIONAL FEDERATION OF LIBRARY ASSOCIATIONS AND INSTITUTIONS (IFLA*)*

**DIVISION OF EDUCATION
AND RESEARCH**

**CONTINUING PROFESSIONAL DEVELOPMENT WORKPLACE
LEARNING SECTION**

CPDWL

Newsletter

October, 2004

THE CPDWL EXECUTIVE & STANDING COMMITTEE 2003-2005

NAME	ADDRESS	TERM	TASK(S) and RESPONSIBILITIES
Ann Ritchie Chair	Northern Territory Library, GPO Box 42, Darwin NT Australia 0801 Tel: +61 8 8999 7364 / Mobile: 0401 118 751 Fax: +61 8 8999 6927 e-mail: ann.ritchie@nt.gov.au	*2001-05*	*Oversee strategic direction and revision of Strategic Plan 2004-05;* *Section representative at Coordinating Board meetings;* *Coordinator Oslo satellite (pre-conference), and member program committee*
Graham Walton Secretary	Library, University of Northumbria at Newcastle, Coach Lane Campus, Coach Lane, Newcastle Upon Tyne, NE7 7XA, UK Tel: +44-191-2156520, Fax: +44-191-2156560 e-mail: graham.walton@unn.ac.uk	*2001-05*	*Organise committee meetings and manage agenda/minutes;* *Co-moderator for CPDWL discussion list;* *Oslo satellite (pre-conference) program committee and joint editor of proceedings.*
Blanche Woolls Treasurer	San Jose State University, One Washington Square, San Jose, CA 95192-0029, USA Tel: +1-408-924-2491, Fax: +1-408-924-2476 e-mail: bwoolls@wahoo.sjsu.edu	*2001-05*	*Manage section budget, accounts and project accounts;* *Oslo satellite (pre-conference) Finance committee convenor*
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John F. Harvey Editor, Newsletter	P O Box 21363, 1507 Nicosia, Cyprus Tel: +357-2-664286, Fax: +357-2-676061 e-mail: john.f.harvey@usa.net	*2001-05*	*Edit and produce two newsletters per year;* *Maintain mailing list of members*
STANDING COMMITTEE MEMBERS:			
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Paul Genoni	Curtin University, Dept. of Media & Information, GPO Box U1987, Perth, Western Australia 6001 Tel: +61 8-9266 7256 e-mail: p.genoni@curtin.edu.au	*2002-05*	*Oslo satellite (pre-conference) program committee and joint editor of proceedings.*
Bruce Massis Marketing Coordinator	Associate Director, Southeast Florida Library Information Network (SEFLIN) 100 S. Andrews Avenue, Fort Lauderdale, Florida 33301, USA e-mail: massis@email.seflin.org	*2003-05*	*Develop and implement marketing plan and communications strategy;* *Contact IFLA institutional members for membership drive*
Lesley Moyo	Pennsylvania State University Libraries, E102K Paterno Library, Univ. Park, PA 16802, USA Tel: +1-814-863-2898, Fax: +1-814-865-1015 e-mail: lmm26@psulias.psu.edu	*2002-05*	*Bibliography for Project: 'Quality guidelines for CPD activities'*
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Ujala Satgoor	LIASA PO Box 1598, Pretoria 0001, South Africa Tel: +27 12 481 2876 e-mail: u.satgoor@liasa.org.za	*2002-05*	*Advisory role* *Leadership Institute proposal planning group* *Durban conference planning group*
Jana Varlejs	Associate Professor Rutgers SCILS, 4 Huntington Street, New Brunswick, NJ 08901-1071, USA Tel: 1-732-932 1726, 1-732-846 6850, Fax: 1-732-932 2644 e-mail: varlejs@scils.rutgers.edu	*2002-05*	***Oslo satellite (pre-conference) program committee;*** *Co-project leader for Project submission Quality guidelines*

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Tel: 27-11-7171903, Fax: 27-11-3397559
e-mail: walker.c@library.wits.ac.za | **2002-05** | *Oslo satellite (pre-conference) planning group*
Leadership Institute proposal planning group
Durban conference planning group |

Additional committee members and contacts for Oslo Satellite (pre-conference): Anne Drag Tidemand-Fossum and Ragnar Audunson (for the Division), Inke Behn, Anne-Francoise Bonnardel, Betty Turock and Marylin Wilt, Kirsten Hobing, Gitte Larsen, Susan Schnuer (Leadership Institute proposal planning group and joint project manager for proposed project on surveying CPD programs and providers)

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LETTER FROM THE CHAIR……………………

Hello Everyone,

This year's IFLA World Congress in Buenos Aires again afforded a wonderful opportunity to meet up with colleagues, learn about what's happening in the library world, and do some work within our Section and with others. There were more than 3000 participants and Buenos Aires was a beautiful location.

There were a number of activities and some interesting developments for CPDWL, and I'll highlight a few. The draft minutes of our Standing Committee meeting, including our Annual Report, are also published in this newsletter, and will be available from our website.

Our Train-the-trainer style workshop, titled: 'Skills and Techniques for Information Literacy Instruction' was a huge success. There were more than 80 participants, the room was full and the presenters were polished, professional and engaging; the presenters deserve special recognition and thanks – Lisa Janicke Hinchcliffe, Jennifer Dorner and Elizabeth Dupuis. If anyone needs this type of workshop, please refer to their expertise. As well as in their own institutions, they also do work for ALA. This is the website for the list of handouts from the workshop: http://web.pdx.edu/~dorner/handouts/. Marilyn Wilt has contributed an article about the workshop for this newsletter. And a big thanks to Bruce (as the program convenor) and Inke (who convened the workshop on the ground) and others who worked on this subcommittee.

• Secondly, the Division VII program: 'Breaking Barriers to Literacy: perspectives from the sections of Division VII' was also a huge success.
• We were privileged to have this program scheduled on day 1 of the congress, and it was very well attended. Anne Clyde presented for our Section and I chaired the session and some lively debate amongst the audience was generated. As a 'first' joint Division VII program, this has set a 'cooperative' precedent which we hope will be followed in the future.
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• There were 2 meetings of the Division VII Coordinating Board, and the main issues directly affecting our section were: section memberships, elections in 2005 and evaluation of sections (2006-07). Recruiting members is the most urgent issue. We now have 27 members, and other

sections who were previously Round Tables also have relatively low numbers, especially when compared with the older more established sections, whose members number in the hundreds.

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- A Membership Development Committee (chaired by Marian Koren who is our Division's representative on the Professional Board) has been established – the general purpose of this committee is to find out what members are wanting from IFLA and to support all types of membership. In our last year's meeting (in Berlin) we asked attendees about what they were looking for and benefits they were seeking from the section, and we will provide this information to the committee.

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- Elections for the Standing Committee members will take place in 2005, and this will include the election of office bearers. Only institutional members of the Section can nominate individuals for election to the Standing Committee, so we will be conducting a promotional campaign to make sure that we have strong nominations. If you are interested in nominating for the Standing Committee please make sure that you have an institution who is a member of CPD&WL Section, who will nominate you.

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- The pilot evaluation of sections for our Division will be undertaken by the Education and Training Section, and following on from this, we will be conducting our assessment in the following year (2006). So we have 2 reasons for a targetted marketing campaign to institutions: to get our membership numbers up for the review, and to make sure we have organisational members who can nominate members for our Standing Committee elections next year.

I'd also like to highlight one of the most productive and practical aspects of the World Congress, the President-elect's brainstorming session. This event has become a regular feature and is helping to gain consensus among the sections and to focus attention on 'what can be achieved in the short term'. There were representatives from all sections, and participants explored and prioritised issues of partnerships (internal and external), which will be the President's theme for the next 2 years. IFLA's participation in the World Summit on the Information Society received a huge endorsement, as IFLA carries a unique responsibility, being the only body representing the library world. Other issues were HIV/AIDS information, advocacy and lobbying. We need to keep these issues in mind for future CPDWL initiatives, and will circulate a more complete list when it is available.

So keep up the good work everyone, there's plenty to do and lots to get involved with in the next 12 months, especially with our Satellite event in Oslo to organise.
Ann Ritchie, Chair CPD&WL Section.

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Continuing Professional Development and Workplace Learning (CPD&WL) Section,
IFLA World Congress, Buenos Aires, Argentina
Sunday, August 22, 2004
DRAFT Minutes

1) **Welcome: Ann Ritchie, Chair**
   Introduction of Standing Committee: Ian Johnson, Leslie Moyo, Diann Rusch-Feja, Jana Varlejs, Blanche Woolls (Treasurer)

   Introduction of Guests
   Inka Behn, Analid Canibano, Elizabeth ReadeFong, Mutamba Kasonbo, David, Chavez Flores, Gitte Larsen, Wendy Lynwood, Patricia G. Oyler, Maria Graela Rabunal, Susan Shnuer, Veronica L. C. Stevenson, Ana Torres, Marilyn Wilt, and Elie Youmba.

2) **Absent with Apologies**
Graham Walton (Secretary), Ian Smith (Information Officer), Bruce Massis (Marketing and Communications), John Harvey (Newsletter Editor), Anne Clyde, Paul Genoni, Andrew Booth, Clare Walker, Ujala Satgoor (Standing Committee members), Kerstin Hoben.

3) **Agenda adopted as tabled**

4) **Approval of the Minutes from the 2003 Berlin meetings**
Jana Varlejs moved, Diane Rusch-Feja seconded approval of the minutes.

5) **Business Arising**
Covered in current agenda.

6) **New Business**

6.1 Reports from Officers

Chair: Ann Ritchie
(See Appendix 1 for the CPD&WL Annual Report 2004.)

Secretary: Graham Walton
The Secretary reported that his main work has involved organising the agendas for the Standing Committee meetings, ensuring reports requested by IFLA were submitted and information from IFLA and other members was distributed by email.

Treasurer: Blanche Woolls
A verbal report was given, noting that the financial position was stable; the Treasurer's report will be submitted on the official IFLA form according to normal reporting requirements.

Information Coordinator: Ian Smith
(See Appendix 2 for the Information Officer and Discussion List Coordinator's Report.)
The Information Officer's meeting is on Wednesday. Jana will attend on behalf of Ian.

Newsletter Editor: John Harvey,
It was noted that two newsletters were published during the previous year, and the next newsletter is due in October 2004; contributions are welcomed, and there are paper copies available.

Marketing: Bruce Massis
Promotions:
The Marketing of the CPDWL Section formally began with the creation and printing of Section printed brochures. These will be used as promotional handouts by Section officers (to be distributed at the Buenos Aires conference) whenever the opportunity arises at special events, conferences, and/or through direct mail campaigns to potential members, with the goal of promoting membership in the section. The brochures were produced at a cost of $145.

The electronic version of the brochure was also mailed by the Marketing Manager to a number of appropriate mailing lists to colleagues worldwide engaged in continuing professional development activities.

The Marketing Manager also attended a number of meetings at the American Library Association annual conference, held in Orlando, Florida in June, and personally handed out a number of the brochures at that event.

Buenos Aires Workshop:
Final preparations were completed for the Buenos Aires 'Training-the-Information Literacy Trainer' workshop for the annual conference in Buenos Aires. The final steps have been taken in planning with the submission of the equipment request forms received from the presenters and submitted to IFLA HQ.

7) **Planning Review of IFLA's sections**
Following the restructuring of the status of round tables and discussion groups, the review of sections is now beginning. Divisions have been asked to nominate sections who would conduct a pilot evaluation. Some of the sections in Division VII, including Information Literacy and CPDWL, are former roundtables, and others have been sections for longer and are better established, having more members. Education & Training Section have volunteered to take part in the pilot. We currently have 27 members; E&T has more than 200, Info Lit has 37; and Library History and Library and Information Science Journals 15 and 19 members respectively. It was agreed that we would not volunteer to be part of the pilot review.

Institutional members of IFLA can join two sections and then pay a small amount for additional sections. In order to increase our membership and to have nominations for our Standing Committee elections (due in 2005) we need to get institutions to join (only Institutional members have the ability to nominate people for Standing Committee membership).

ACTION:
Bruce Massis as Marketing Manager to organise a promotional letter with a request that Institutions 'Please add CPDWL to our membership invoice'. The campaign should first identify the Institutions that are IFLA members, and ask them to join CPDWL.

Ian and Blanche to be in touch with Bruce about the words for the letters.

List members might be asked to help with this promotion (Ian).

Marian Koren is our representative on the Professional Board (Marian is the Secretary of Division VII's Coordinating Board), and is also playing a leading role in the recently established Committee on Membership Development. The meeting discussed how difficult it is to become a personal member, as well as the possibility of allowing personal members to become members of more than one section.

ACTION:
The Chair to let Marian know that CPDWL has noted that personal members have some difficulty joining, and suggested that personal members could join more than one section.

8) **The Buenos Aires Congress**

8.1 Division VII Update
Division VII meeting was held the previous day, and information for conference participants on the red sheet was distributed.

Marian presented information from the Professional Board's meeting, and the following points were noted:
- The Committee on Membership Development was established and discussed, and would cover issues such as how to encourage and support all types of membership, and practical reasons and benefits of becoming a member.

Information Coordinators will be requested to suggest ways in which the point of entry from the website could be made easier.
ACTION: Ian Smith

- The criteria for Project proposals will be reviewed by the Professional Board, and there will be a revised procedure. In the past the Coordinating Board had the ability, as an initial step, to either approve or not approve the Sections' proposal; now they will all be ranked and submitted to the Professional Board.
- The electronic copy is now the official version of the handbook and will be the authority rather than the paper copy.
- There is going to be a funding committee and strategy developed to focus on financial issues, to ensure that all the activities undertaken by IFLA will have a sound financial basis.
- The President-elect brainstorming meetings will explore the theme of internal and external partnerships.
- Division program is at University of Buenos Aires – all day with buses leaving Hilton.
- All sections submitted reports of the year's activities and their Buenos Aires programs.
- Points for discussion: Action 8 – Continued development of interoperability standards – to do with IFLA's role – Paper being circulated during this meeting.
ACTION
Diann Rusch-Feja volunteered to liaise on the issue of Interoperability standards.
- 8 copies of newsletters are to be submitted to IFLA by each section.
ACTION
John Harvey as Newsletter Editor to submit copies.

8.2 Information Literacy Train-the Trainer Workshop
The workshop will be held on Tuesday 10:45 a.m. Sheraton El Aguila – Session #91; presented by Lisa Janicke Hinchcliffe, Jennifer Dorner, and Elizabeth Dupuis, and coordinated by Inka Behn; there is no need to register

8.3 Timetable of events in Buenos Aires
Our three programs for the Congress and other relevant programs and timetabled events were noted for information of the meeting.

8.4 IFLA Journal
Noted that the section has been asked to contribute with notable papers from our program.

9) Projects
9.1 Report from ongoing Project
The Project Manager, Jana Varlejs, reported on progress of the project: 'Developing quality guidelines for CPD programs, activities and events.'

The Section was awarded 1350 Euros for the proposal to prepare quality guidelines for continuing professional development and workplace learning. A Rutgers MLIS student was hired to search the literature and gather material to review. This built on Lesley Moyo's initial literature search, from which the most useful items were located. Databases were also searched, but very little research was found. Jana noted that it was hoped to establish criteria that were based on research but there is very little which could be called 'evidence', lots of 'this is the way to do it' and many examples of 'best practice'. It was suggested that it may be the best level of evidence to establish a consensus on what are the best criteria – what do we mean by 'good' CPD and what should be standard practice for supporting library

staff on ongoing learning in the workplace. Some basic principles will be outlined, developed from the general literature, including professions other than librarianships, e.g., health science. There is a degree of consistency. ALA's are a little too dated and too specific. Jana will develop a preamble covering issues such as: why principles are important and why CPD matters; the audience; best practice; breadth of distribution; how course instructors are chosen; consistency; recognition of participation in hiring and promotion; percentage (1% ?) of institution budget allocated to CPD; release time; course content; evaluation; research. The project was much more daunting that originally thought.

Also discussed by the meeting: we have such an array of members within IFLA. People from different parts of the world need to take a look at it to see if it would be useful. The question remains, what would it take to increase everyone's access to CPD?

9.2 Proposals for New Projects
Discussion of the need for projects was broad ranging. There is a fundamental need to have an outline of what's going on around the rest of the world, to find out about good examples in different contexts. We don't know much about 90% of the world.

Ideas of methodologies for exploring these issued were discussed, including using the list and OCLC's research as a basis; doing a preliminary overview, and then look at the outcomes of this in terms of a project. It could focus on a topic, e.g . leadership, automation, cataloging, sponsorship; or focus on kinds of CPD events occurring regularly – conferences, training programs? Or issues such as who funds CPD.

ACTION:
Small group to work up a research methodology, using initial exploratory questions for an elist survey. This would form the basis of a project proposal for next year. Diane, Susan Schnuer and Ana will do the questions by September 30 and conduct a survey via the elist.

(Comments noted:
- It is important that we recognize that what we are trying to do is to improve the availability of CPD on an international basis, what is appropriate for international participation – personal attendance event, some through the web, the book? There are many different types – What we get should be of interest at an international level.

- Having different sections for what is global and what is for a single country. A regional or dual approach. Available to an international group and to a regional group.

- Suggested that we target the actual providers initially, the Regional aspect is the 2nd part. The first part is the exploration – a small sample of what is out there; highlighting key issues for discussion could be the basis of our Olso program.

  Other points discussed regarding the proposed research and project, and Oslo program included the following:
  - How do we make our guidelines relevant if they must apply to different situations?
  - Report of the research from the list and guidelines testing could be part of the Oslo program.
  - Sharing (country reports) issues members might want to bring up and others could be invited – aiming for international representation. Leave it open! We could tell from the listserv responses those who have anything interesting.
  - We might attempt to do a list of qualified CE events?, and this information could be shared.
  - Showcase can be very satisfying to participants.

- An objective in Oslo is to get people willing to do a country report – how to go about investigating, pulling together information.

Also discussed: Diane has a final report from her survey – with IT – Where should the database be? Education and Training might be interested in a continuation of this assessment. It would be nice to combine it with the kinds of education that is going on now. We will be guided by Diann's recommendations.

10) Future Congresses: Oslo, Seoul
10.1 Oslo Satellite Conference

CPD&WL Section is one of 17 approved for Oslo. (See report of progress to date in the Appendix in the Chair and Information Officer's reports.)

There was a suggestion that we propose a joint event with Education and Training Section.

ACTION
Chair to find out if this is feasible.

Inka would like to know if there connections to exchange what they do to get to attend?

On the Pacific perspective – her library is the most developed, they have 16 professionals. They have a finger in the region as well as local. They look for funding for workshops. IFLA has given her funding. The region sends staff these CE events. The FIJI Library Association, one of the largest in the Pacific, gives CE, but funding comes from elsewhere. The librarians get the time off.

Leslie likes the point she raises about how to get information, but the point of the associations is another important aspect. In Africa they have the Standing Conference in Africa – that supports CE. The theme in Glasgow was the role of the professional associations. Different models are available.

Another meeting, one of our participants will try to get people to speak. English is not his first language. The second person speaks only French. It is very difficult when you come into a meeting and you don't know what is going on in the meeting. He really hopes that IFLA does take this into consideration and make arrangements because this is where decisions are made. At the very least, the documents produced should be in another language, they should have the agenda in French. He understands English and Spanish, but he doesn't have the context – so he has the information in the beginning – a few minutes to go over the agenda in many languages.

Oslo Satellite Conference – before the IFLA conference for 2 l/2 days. The Theme is CPD and New Roles in Libraries. The call for papers has gone out. We have a strong program committee. We need a social committee, a finance committee – and registrations. Bruce will chair the marketing committee – need input from different languages. Assignments were made to get things translated into Spanish, French, The German, Russia, Chinese, only if the conference is to be in multi-language. This was negated because it will be in English. Further discussion ensued and it was suggested that the advertising might be in other languages as long as we make sure they understand the conference is in English.

The second is that Reading and Schools Section have asked that they combine with us for one part of this. It is agreed that we should fit them into this. Association membership allows them to send x number of people at a reduced rate.

One person was encouraged to report things to Marion Koren about membership in IFLA.

Ian: Second meeting –apologies for second meeting. What is missing from this is the conference in Durban. This section needs to be thinking about Durban.

11) Other Business
No other business.

12) Closing of Meeting
As all business was covered in the first scheduled meeting we decided not meet on the following Saturday.

Appendix 1

CPDWL Section
Report from Ann Ritchie, Chair
August 2004

Standing Committee, Officers, Section Membership and meetings
There are 15 members of the Standing Committee and 27 members of the Section (individual and institutional). Six members hold officers or convening positions:
Chair: Ann Ritchie
Secretary: Graham Walton
Treasurer: Blanche Woolls
Information Officer: Ian Smith
Newsletter Editor: John Harvey
Marketing and Promotions Convenor: Bruce Massis
Buenos Aires Programme Convenor: Bruce Massis

Next year (2005) we will be holding elections for all the Standing Committee members and the Officers.

Three meetings were held in Berlin (two were open to observers and a third special meeting of the Standing Committee was convened), and two virtual meetings of the Standing Committee were convened in March and July 2004).

Strategic Plan 2004-2005
Following the consultations with the Section's members at the meetings in Berlin, the Standing Committee revised the Strategic Plan to bring it more into line with the new Section's revised scope. This broadened the focus to include all types of continuing professional education and development activities, as well as opportunities for learning activities which occur in the workplace.

GOAL 1: Identify, encourage and promote continuing professional development programmes internationally for library and information personnel.

GOAL 2: Provide opportunities for library staff worldwide to share information and develop skills that will assist them both in their own professional development and in their efforts to improve continuing education and workplace learning for their colleagues.

GOAL 3: Stimulate research into continuing professional development for library and information professionals.

GOAL 4: Establish a sustainable framework for the Section within the IFLA structure.

To address these goals, the Section's activities have included the following:
- an electronic discussion list (and currently there are more than 300 members of the list)
- an online newsletter (published twice a year)
- special projects (the current project is the publication of *Quality Guidelines for CPD Events, Activities and Programs)*
- programs and workshops at IFLA World Congresses
- conferences held periodically before IFLA World Congresses, and there are published proceedings which provide a chronicle of CPD over the years.

Budget
This was accepted by IFLA as submitted, and included 3 main items:
- Newsletter Editor's fees
- We received Project funding – EUR1350 – for the production of 'Quality Guidelines for CPD Activities' (see Project report below)
- Some surplus funds were retained from 2003 and these were allocated to 2 areas: the production of promotional material (see Marketing and Promotions report), and for dissemination of guidelines (see Project report).

Information Officer and E-list Moderator's Report
Information Officer, Ian Smith.

The Section's discussion list http://infoserv.inist.fr/wwsympa.fcgi/info/cpdwl currently has 314 members.

Membership has grown by a third since February at which time the List was widely publicised by the Standing Committee members.

Most of the activity on the List continues to be either dissemination of information about upcoming conferences and the like, or discussion of possible topics/themes for the Oslo conference. The latter occurred in response to a broadcast to the List noting the Section's plans for the conference and seeking input on topics and themes that people would find of interest.

Newsletter
Edited by John Harvey, published in October 2003 and April 2004. It is intended that the Section will again publish 2 issues in the next 12 months, and the Editor's comments that there needs to be funds for improvements made available are noted.

Marketing and Promotions
Convenor: Bruce Massis

The Marketing of the CPDWL Section formally began with the creation and printing of Section printed brochures. These will be used as promotional handouts by Section officers (to be distributed at the Buenos Aires conference) whenever the opportunity arises at special events, conferences, and/or through direct mail campaigns to potential members, with the goal of promoting membership in the section. The brochures were produced at a cost of USD145.

Distribution of brochures prior to the Buenos Aires conference:

The Marketing Convenor attended a number of meetings at the American Library Association annual conference, held in Orlando, Florida in 2004, and personally handed out a number of the brochures at that event.

The Chair of the Section was invited to deliver the keynote address to the Nordic Research Librarians Conference in June 2004 and distributed brochures at this event.

The electronic version of the brochure was mailed by the Marketing Convenor to a number of appropriate mailing lists to colleagues worldwide engaged in continuing professional development and training activities

Buenos Aires Programme

Programme Committee Convenor: Bruce Massis
Members: Inke Behn, Kirsten Hoben, Anne-Francoise Bonnardel, Marilyn Wilt, Betty Turock.

The Buenos Aires 'Training-the-Information Literacy Trainer' workshop for the annual conference in Buenos Aires will be presented by Lisa Janicke Hinchcliffe and 2 colleagues. This will be coordinated by Inke as Bruce cannot attend.

Other events in the Buenos Aires programme
- Section meetings: Sunday 22rd August and Saturday 28th August. The agenda was distributed by email to the Standing Committee and other interested members.
- The Division meetings will be held on Saturday 21st August and Saturday 28th August.
- Division VII's Joint programme 'Breaking Barriers to Information Literacy' will be held on Monday 23rd August, and has been coordinated by CPDWL Chair. There will be 6 or 7 papers being presented, representing the perspectives of all the Sections in our Division. Anne Clyde will present a paper which has resulted from her research regarding the proportion of professional library jobs has an information literacy teaching component.
- Wednesday 25th 1300-1400 IFLA Booth.

Oslo Satellite August 11-13

The planning for the 6th World Conference in Continuing Professional Development is well underway. The event has been accepted as a satellite for the Oslo World Congress, and will be held 11-13 August 2005. We will be partnering with the Oslo University College, Faculty of Journalism, Library and Information Science.

The theme is *Continuing Professional Development: new roles in libraries – a voyage of discovery*. The first 'Call for papers' has been sent out, following a discussion of sub-themes and other issues on our e-list. This includes deadlines and a statement of selection criteria.

The Program Committee (Chair Ian Smith) will coordinate the process of selecting papers, and organising the presentations. Committee members are: Andrew Booth, Anne Clyde, Paul Genoni, Ann Ritchie, Anne Drag Tidemand-Fossum, Graham Walton, Jana Varlejs. The proceedings are to be edited by Graham Walton and Paul Genoni. Publishing of the proceedings has been proposed as one of the IFLA series, and this will be coordinated with Sjoerd Koopman. The inaugural Dr Elizabeth Stone Memorial Lecture will be delivered by Dr Klaus Saur.

Other committees to be formed:

Social Committee, Finance (and registrations) (to be convened by Blanche Woolls), Promotions and Sponsorship (Bruce Massis). Anne-Drag Tidemand-Fossum is our contact in the Oslo University College.

Project 'Quality Guidelines for CPD Activities'

Project Managers: Jana Verlejs and Ian Smith, with assistance from Lesley Moyo.

The Section was awarded 1350 Euros for the proposal to prepare quality guidelines for continuing professional development and workplace learning. A Rutgers MLIS student was hired to search the literature and gather material to review. This built on Lesley Moyo's initial literature search, from which the most useful items were located. Databases were also searched, but very little research was found. The progress report will be presented as an agenda item in Buenos Aires, and feedback on the draft and future actions will be decided.

Appendix 2

Information Coordinator and Discussion List Moderator's Report (Ian Smith)

1. The Oslo conference information on the Section website on IFLANet was updated in follow on to the distribution of the Call for Papers. This was done with the speed and efficiency which Sophie Felfoldi at IFLA HQ always displays.

2. Ramón Abad. Chair, Editorial Committee of IFLA Journal has requested, in line with a resolution made at the 200 Glasgow conference, that all Section and Division Committees recommend for publication, in "IFLA Journal", the paper that is considered to be the best among those presented at each Section's open sessions and workshops.

Ramón has noted that although this system worked very well in the first year -- the majority of committees sent their suggestions in a timely manner -- only a small number of committees recommended papers for publication last year. Could the organisers of our sessions at the BA conference please note this request and act accordingly?

Oslo Conference – Program Committee Report
Work is well underway towards our satellite conference which is to precede the main IFLA conference in Oslo next year.   An important feature of the Conference will be an inaugural *Elizabeth Stone Memorial Lecture* which will commemorate the work of Betty Stone as originator and driving force for the establishment of our Section. Through the work of Ann and Blanche Mr K. G. Saur has agreed to present this lecture.

The broad themes for the Conference were decided on after a call for input from the Section's eList and discussion/distillation by Program Committee members of the ideas thus submitted. The themes identified are these:
Preparing for new and changing roles in libraries and information services through CPD & workplace learning, including:

- what are the emerging roles of libraries and librarians and what education & training needs emerge from those new roles?

- skills identification, performance planning and review in different organisations and contexts

- competency based training;

- new roles in information literacy training;

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- what and how can experienced librarians learn from new graduates?

- o **Engaging and supporting people in CPD & workplace learning**, including:

  - do we know what we mean by workplace learning?

  - who is caught in the CPD & WPL 'net' and who isn't?

  - what opportunities should be provided for staff at all levels of the library and information sector and how best to do so?

  - personal motivation in the workplace;

  - encouraging and facilitating CPD & WPL;

  - career management and development.

- o **Putting it all together – tools for CPD & workplace learning**, including:

  - developmental means and tools;

  - induction, mentoring, shadowing; types of training & development programs;

  - needs identification and development of training & development programs;

  - the role of CPD & WPL in organisational development;

  - online program delivery;

  - evaluating CPD & WPL effectiveness and measuring the return on investment.

- o **Context and place – the practice of CPD & WPL in different countries and contexts**, including:

  - case studies from various libraries, organisations, professional groups;

In addition, the Call for Papers indicated that proposals covering topics not covered by that theme list are also welcome and will be considered.

The Call for Papers and First Announcement of the Section's Conference was widely disseminated early in July. Ours was the first call for papers for the Oslo conference! The Call was distributed *via* various eLists, to individual email addresses and via IFLANET. Details are at:
http://www.ifla.org/IV/ifla71/calls-e.htm#cpdwl   Thanks to all members of the Section who have aided in this publicity. Please keep it up via whatever means possible.

I've had a good response thus far including three proposals for papers and a number of inquiries and/or expressions of interest in being involved.

The Program Committee for the Conference comprises: Andrew Booth, Anne Clyde, Paul Genoni, Ann Ritchie , Ian Smith (Convenor) , Anne Drag Tidemand-Fossum, Graham Walton, Jana Varlejs

Publication of the peer reviewed conference proceedings is an important element of the conference. Paul Genoni and Graham Walton have agreed to take on the task of editing the proceedings with Paul acting as lead editor. K.G. Saur, with the concurrence of IFLA HQ, have agreed to publish the proceedings as part of the IFLA Publications Series.   The key dates for program content are these:

- September 17th 2004. Deadline for submission of proposals for papers

- October 15th 2004. Proposers will be advised of the outcome of their proposal

- December 17th 2004. Deadline for submission of conference papers by invited contributors/presenters.

- February 18th 2005. Invited contributors/presenters will be advised of final confirmation of acceptance.

Next steps for the Program committee include:
- Continuation of publicity by various means (and in particular, publicity at the Buenos Aries conference)
- Receipt and consideration of proposals for papers.
- Establishment and implementation of the peer review process for proposals

Discussion List

The Section's discussion list http://infoserv.inist.fr/wwsympa.fcgi/info/cpdwl currently has 314 members.

Membership has grown by a third since February at which time many of you responded to my request to publicise the List. That publicity clearly worked as we had an immediate and significant bulge in requests to sign up to the List. We had another (smaller) burst of sign-ups after Ann's recent trip to Iceland where she was able to publicise the work of the Section.

Most of the activity on the List continues to be either dissemination of information about upcoming conferences and the like, or discussion of possible topics/themes for the Oslo conference.   The latter occurred in response to a broadcast to the List noting the Section's plans for the conference and seeking input on topics and themes that people would find of interest.   The response was very pleasing and produced good information for the Oslo conference program groups to work with in outlining areas of focus of that conference. It also indicated that there are many people out there on the List who are listening in and want to participate in discussion of CPDWL topics – which leads to my next topic …

We are still not using the List as the active international discussion forum that we had envisaged. At the risk of becoming tiresome, I'll repeat the comment I have made before that I'd like to see the List become a more active forum for discussion of continuing professional development & workplace learning issues, a place to share ideas and to gain knowledge from others.

The publicity given to the existence of the List has been a good start in this direction (and please do all keep looking for opportunities do more publicity - some brief text that could be used on other relevant discussion/mailing lists appears at the end of this report.).   I'd like also to put up (again!) the idea that I floated in the last virtual committee meeting. That is to do some "seeding" of discussion on the List.   My suggestion is that we each commit to posting a discussion topic to the List over the next, say, six months. To ensure that our "discussion prompters" are spread out I suggest a roster. If you think this could be a workable and worthwhile idea please email me and suggest when (what date) you would like to be rostered. You then think up an interesting topic and post it to the List around your rostered contribution date. I'll keep track of the roster (and remind you if necessary!).

Skills and Techniques for Information Literacy Instruction: A Workshop
Tuesday, August 24, 2004 - Buenos Aires, Argentina

CPDWPL sponsored a lively and informative workshop in Buenos Aires— "Skills and Techniques for Information Literacy Instruction: A Workshop" — designed to support the development and implementation of effective information literacy training programs. The facilitators: Lisa Janicke Hinchliffe, Coordinator for Information Literacy Services and Instruction and Associate Professor of Library Administration at University of Illinois, Urbana-Champaign; Jennifer L. Dorner, Reference Librarian, Information Consultant, and Assistant Professor at Portland State University; and Elizabeth A. Dupuis, Head, Instructional Services at the University of California, Berkeley, collaborated on the design and the facilitation of the workshop.

Over 80 participants had opportunities to learn the basics of effective design by "doing" — each segment involved an activity allowing everyone in the room to participate.

Needs Assessment

In preparing a program, one needs to begin with an assessment of need—can we identify a skill or experience deficit that could be addressed by a training program? How pervasive is this need—are we looking to train a few people, a team, functional unit, department?

In the workshop, the facilitators polled the participants to find out two things:
(1) how many have not yet designed an IL program; how many have a program in place for how many years?
(2) what is your role in these IL programs?

We learned that about a third of the participants had not yet initiated a program, another third had an IL program in place for 1-3 years, and another third had a program 4 or more years. About a third of the participants had "some instruction responsibilities"; another third coordinate their library's information literacy program. The remainder of the participants came to the workshop because they lead an instruction unit in the library (17%) or they were interested in the workshop's description (17%).

Next, the facilitators asked participants to "vote" for two of the "Skills and Techniques for the Information Literacy Trainer" that they would most like to discuss in the workshop. The list's subsets included: Foundations, Planning, Presentation Skills, Discussion Management, Learner-Centered Teaching, Tools, and Evaluation. [As participants entered the workshop, they were given a set of handouts in either English or Spanish, along with two blue dots that were used for the voting.]

Goals and Objectives

Identifying goals and objectives help us focus training sessions and ensure that the trainees learn what we want them to learn. Goals and objectives are always about the trainees and what they will learn. They help the trainer select teaching methods and decide how to teach.

A goal states the overall purpose and explains what the trainee should know after the training. An objective defines specifically the skills that the trainee will be able to demonstrate.

To give participants some practice: we paired off and selected a topic area on which we would focus. Then we wrote a goal and one possible objective, to begin to get a feel for the process.

Typically, the goal statement could be: Trainees will understand…, will learn… The objective statement then could be: Trainees will be able to define…, will be able to list…

My partner in this exercise was a librarian from an elementary school in Chile. [I am Training and Learning Coordinator at Rutgers University Libraries, USA] She spoke English quite well, and we learned much from each other—about our respective libraries and our needs and concerns. We used "Asking and Answering Questions" as our topic area. Our goal: "Trainees will learn to ask questions to improve understanding." Our objective: Trainees will select from list of questions the most important question for them to answer."

After completing the formal part of the practice, we were invited to reflect on our work together, so we talked about what had seemed easy about this exercise, what seemed difficult.

Instructional Methods

The focus here was on active learning techniques. One definition: in active learning, the student is engaged in exploration and discovery, participating in constructing learning. Dorner cited Charles Bonwell and James Eison's definition: "instructional activities that involve students in doing things and thinking about what they're doing". To read their article, Active Learning: Creating Excitement in the Classroom, go to the following url: www.ntlf.com/html/lib/bib/91-9dig.htm

We talked about a variety of active learning techniques ranging from Active listening guide; through Brainstorming and mind-mapping; Thinking Aloud Pair Problem Solving [TAPPS]; The pause procedure; Jigsaw strategy; Lecture summaries; Formative(ungraded) quizzes; One-minute papers; Think-pair-share. Participants were asked to rank them in order of complexity—the discussion following the ranking showed diverse perceptions of level of risk among the participants. Points for consideration as one chooses among the techniques: the level of risk; any class management issues [e.g. class size, number of sessions, number of facilitators]; how will the activity support the successful achievement of the learning goals for the program.

The participants paired up to discuss their definitions of active learning, and then share some of the commonalities in their definitions: doing; instructor as facilitator; hands-on; real-world; communicating; involvement; give and take; feedback; change; timing; interaction; engagement; problem-solving; emphasis.

Ultimately, the value of using active learning techniques is in the "transfer" of learning outside the classroom. These activities can build participants' confidence, promote a sense of shared ownership and responsibility.

Lisa Janicke Hinchcliffe conducting the workshop

Evaluation

After tallying all of the "votes" from the beginning of the workshop, the number one issue was "assessing student learning". Participants paired up to generate a list of questions that they would want answered about this topic:

- How do various methods impact staff time?
- What methods are there?
- How do you evaluate student learning online? At a distance?
- What techniques can be used to follow-up with students?
- Where can we find guidelines to evaluate existing assessment tools?
- How do we use the findings to redesign teaching?
- How effective are end-of-session evaluations?
- Where can we find tools we can adapt?
- What constitutes effective feedback for the students?
- Where can you and your librarians go to find information about this topic:
    - consult the resource list provided in the workshop
    - search for articles and books
    - find an expert at your or a nearby institution
    - use email and subscribe to relevant listservs
    - find professional training opportunities

To support the participants' collaborative work with their colleagues, Dupuis suggested "Creating a Culture of Instruction":
    - develop sustained, varied program
    - create system that builds community of instructors
    - encourage others to lead discussions on focused topic areas
    - design shared responsibility for teaching and learning
    - ensure respectful environment for learning

Dupuis said that she uses broad topics and focuses for a year, and addresses subsets of the broad annual theme for monthly gatherings, or other events.

Summary

The workshop offered rich and varied ideas and experiences for the participants to take back to their libraries and use. To access the workshop handouts [in both English and Spanish], go to the following url: http://web.pdx.edu/~dorner/handouts/

To contact the three facilitators:
Lisa Janicke Hinchliffe: ljanicke@uiuc.edu
Jennifer L. Dorner: dorner@pdx.edu
Elizabeth A. Dupuis: edupuis@library.berkeley.edu

Respectfully submitted,

Marilyn R. Wilt, Ph.D., Training and Learning Coordinator
Rutgers University Libraries, Mrwilt@rci.rutgers.edu

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This is a reminder that September 17th is the closing date for submission of proposals to present papers at this conference.

International Federation of Library Associations and Institutions.

Continuing Professional Development and Workplace Learning Section

The 6th World Conference on Continuing Professional Development

& Workplace Learning for the Library and Information Professions

Continuing Professional Development – Preparing For New Roles In Libraries:

A Voyage Of Discovery

11-13 August 2005, Oslo – Norway

Conference Announcement and Call For Papers

This unique professional event, celebrating its sixth occasion, will run as a satellite conference immediately prior to the World Library and Information Congress: 71st IFLA General Conference and Council to be held in Oslo, 14-18 August 2005. The theme for the CPDWL conference is:

Continuing Professional Development - Preparing For New Roles in Libraries: A Voyage Of Discovery.

This conference is presented by the IFLA Continuing Professional Development & Workplace Learning Section in conjunction with the Oslo University College, Faculty of Journalism, Library and Information Science.

This conference presents valuable opportunities to:

- o Hear speakers with perspectives and insights on continuing professional development & workplace learning issues;

- o Gather ideas, solutions, and trends in this vital area of professional practice;

- o Meet participants with international experience;

- o Build networks of contacts in the field of continuing professional development, staff development and workplace learning;

- o Take away a volume of peer reviewed proceedings to reflect on, and disseminate amongst your colleagues.

The conference organisers are pleased to announce that a major feature of this conference will be the inaugural Elizabeth Stone Memorial Lecture which is to be presented by Mr K. G. Saur. The late Professor Stone, was the originator and driving force for the establishment of the CPDWL section. This lecture has been inaugurated in her honour.

Program Outline
The conference will be arranged as a mix of plenary sessions, with time allowed for discussion and comment on each paper, and breakout sessions/workshops. The conference program will be grouped into several sub-themes, as follows:

- o **Preparing for new and changing roles in libraries and information services through CPD & workplace learning**, including:

    - ▪ what are the emerging roles of libraries and librarians and what education & training needs emerge from those new roles?

- skills identification, performance planning and review in different organisations and contexts

- competency based training;

- new roles in information literacy training;

- what and how can experienced librarians learn from new graduates?

o **Engaging and supporting people in CPD & workplace learning**, including:

- do we know what we mean by workplace learning?

- who is caught in the CPD & WPL 'net' and who isn't?

- what CPD & WPL opportunities should be provided for staff at all levels of the library and information sector, and how best to do so?

- personal motivation in the workplace;

- encouraging and facilitating CPD & WPL;

- career management and development.

o **Putting it all together – tools for CPD & workplace learning**, including:

- developmental means and tools;

- induction, mentoring, shadowing; types of training & development programs;

- needs identification and development of training & development programs;

- the role of CPD & WPL in organisational development;

- online program delivery;

- evaluating CPD & WPL effectiveness and measuring the return on investment.

o **Context and place – the practice of CPD & WPL in different countries and contexts**, including:

- the challenges of CPD & WPL in developing countries;

- case studies from various libraries, organisations, professional groups.

Published Proceedings
The peer reviewed papers from the Conference will be published by K.G. Saur as part of the IFLA publication series. The editors of the Conference Proceedings will be Dr Paul Genoni (Curtin University of Technology, Australia) and Dr Graham Walton (Northumbria University, U.K.).

Call for Papers
This is the first call for proposals for papers to be presented at this conference.
Proposals should be submitted in the form of an abstract of no more than 300 words. Proposals should state which sub-theme or topic they fall within, the focus and purpose of the proposed paper and an outline of the likely contents and broad conclusions.

(Proposals covering topics not covered by the theme list above are also welcome and will be considered.)

Proposals for papers for presentation and publication will be assessed by the conference program committee and will be subject to a peer review process. The program committee will decide which proposers should be invited to develop and submit draft papers. Confirmation of invitations to present papers at the conference will be subject to the receipt and approval of the full paper by the program committee. Revisions may be required before final confirmation and acceptance.

Proposals and final papers will be reviewed against the following criteria:

- relevance of the paper to the conference theme

- originality

- readability

- intellectual rigour, level of authority and scholarship demonstrated

- validity of the results of any empirical research

Final papers should normally be 5,000-7,000 words maximum (excluding abstract and references).

Conference Language
The conference will be conducted in English. All papers and presentations will be required to be in that language.

Location and Date
The conference will be held in Oslo Norway, at the Oslo University College Faculty of Journalism, Library and Information Science, 11-13 August 2005.

Registration Costs etc
Details of the cost of the conference (registration fees, accommodation options and costs etc.) will be available later in 2004. Invited speakers and presenters will be required to pay the registration fee and their own travel, accommodation and associated costs. The registration fee will cover a set of the published conference papers, lunch, mid-morning and mid-afternoon refreshments, and the conference dinner.

Deadlines/Timelines

- Proposals for papers must be submitted by – September 17th 2004

- Proposers will be advised of the outcome of their proposal by – October 15th 2004

- Conference papers from invited contributors/presenters must be submitted by – December 17th 2004

- Invited contributors/presenters will be advised of final confirmation/acceptance of their paper by – February 18th 2005

Submission of Proposals for Conference Papers
Proposals for papers (and the final papers) must be submitted in electronic format (by either email, or mailed 3.5 inch diskette or CD-ROM) using either a generally available word-processing software or in RTF format.

Please include with proposals the following details:

- Family name:

- First name(s):

- o Position:
- o Institution:
- o Address:
- o City:
- o State/Province:
- o Postal Code/Zip Code:
- o Country:
- o Telephone
- o Email:
- o Fax:

Proposals should be sent to:
Ian Smith   Email: i.smith@latrobe.edu.au
or by hard copy and disk:
Ian Smith
Senior Librarian (Personnel)
La Trobe University Library
Bundoora, Victoria, 3086, Australia

Questions/Comments?
The Program Committee will be happy to hear, and will respond to, questions or comments about this conference. Please direct questions to the Program Committee Convenor.

Ian Smith (Convenor - Program Committee)

La Trobe University, Australia, Email: i.smith@latrobe.edu.au

Tel: +61 3 9479 1918, Fax:+ 61 3 9479 3018

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ACRL 12th National Conference, "Currents and Convergence: Navigating the Rivers of Change" - Minneapolis, Minnesota, April 7-10, 2005 - Registration Now Open!

The Association of College and Research Libraries (ACRL) invites you to register for the premiere conference dedicated to meeting the interests of academic and research librarians. More than 200 peer-reviewed programs will be offered to help you keep pace with the latest library research and techniques. Poster sessions and round tables provide additional opportunities to exchange ideas and discuss hot topics.

Register by February 7, 2005, and save more than 20% on your conference registration. Group discounts are also available for institutions that register ten or more employees. For a complete program details, registration and hotel reservations or to customize a conference schedule and sign up for a tour, visit www.acrl.org/minneapolis today!

The ACRL 12th National Conference offers stimulating programs that reflect the dynamics and diversity of our profession.
* Learn how to recruit, educate and retain new librarians
* Explore the impact of information technology on library service
* Clear the chaos in scholarly communication

* Discover how to create, control and preserve digital resources
* Gain creative answers to your higher education funding needs

A distinguished lineup of keynote speakers include:
* Opening Keynote: William J. Mitchell, Professor of Architecture and Media Arts and Sciences, Academic Head of Media Arts and Sciences, Massachusetts Institute of Technology
* Keynote Luncheon: "Women of Mystery", Carolina Garcia-Aguilera, J.A. Jance, and Valerie Wilson Wesley. Moderator: Liane Hansen, National Public Radio
* Closing Keynote Session: Sylvia Hurtado, Ph.D., Professor and Director, Higher Education Research Institute, Graduate School of Education and Information Sciences, UCLA

We look forward to seeing you in Minneapolis at the ACRL 12th National Conference! For more details please visit our Web site at www.acrl.org/minneapolis or contact 800-545-2433 ext. 2515; or email: acrl@ala.org.

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The 9th IFLA Interlending and Document Supply International Conference will take place in Tallinn, Estonia from 20 to 23 September 2005 under the theme *"Making Library Collections Accessible Locally and Worldwide"*. Tallinn is the capital of the Republic of Estonia. The old town of Tallinn is among the best preserved medieval European cities and is included in the UNESCO World Heritage List.

The conference venue will be the Conference Centre of the National Library of Estonia. Along with the conference programme the attendees will be able to visit Estonian libraries and enjoy a diverse social programme.

The Call for papers and the list of conference subthemes is now available at the conference website at http://www.nlib.ee/ilds . This website will also offer all new updates concerning the conference as well as background information on Tallinn and Estonia.

The Programme Committee invites papers from all those engaged in the field of interlending, document delivery or related activities. The list of subthemes is not exhaustive and papers on other related topics will be considered. **The deadline for the receipt of abstracts is 1 February 2005, full text papers must be submitted by 15 August 2005.**

Abstracts should be submitted by email (**ilds@nlib.ee**). Each abstract may contain 400-500 words and must indicate the proposed title of the paper, name of the author/presenter, position and institution of the author/presenter, email address, mailing address, telephone/fax numbers. Unfortunately the organisers cannot pay for the papers and speakers have to attend at their own expense.

Acceptance of abstracts will be notified by 15 March 2005.

Registration will open in January 2005, please check the website for the registration form.

Additional information: ilds@nlib.ee

Tiiu Valm
Head of the Organising Committee
Director General of the National Library of Estonia

Poul Erlandsen
Chair, IFLA Document Delivery and Interlending Section

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Teaching.com [pdf] http://www.teaching.com/

There is much that binds fellow educators together, including a passion for helping students learn and for creating supportive environments that both nurture and challenge young people and their colleagues. Stepping into that equation is the Teaching.com website, which serves as a place to support these various activities. Here teachers can sign up to take part in online forums such as "Teacher Talk" which allows K-12 teachers the opportunity to discuss teaching techniques and trade lesson plan ideas. Another resource offered on the site is the KeyPals Club. The KeyPals Club is "a place for young people, teachers and students to locate and correspond with other youth and students around the world." The site also has a place where teachers can share such ideas as "What was a piece of advice that was very helpful to you during your first year of teaching?". [KMG]
Source: The Internet Scout Report, University of Wisconsin, October 1, 2004

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Call for Poster Presentations
World Library and Information Congress: 71st IFLA General Conference and Council
August 14th - 18th 2005, Oslo, Norway

An alternative approach for the presentation of projects/new work will be available for conference participants. An area on the conference premises has been designated for the presentation of information regarding projects or activities of interest to librarians.

Presentations may include posters, leaflets (etc.) in several of the IFLA working languages (English, French, Spanish, German and Russian), if possible. Further advice on poster sessions may be obtained from IFLA Headquarters. The Professional Committee of IFLA will review all submissions.

Colleagues interested in presenting a poster session are invited to complete the form below and to send it with a brief description of not more than 200 words of the session (in English, French, Spanish, German or Russian).

TIME SCHEDULE:
16 February 2005 Deadline for receipt at IFLA Headquarters of the application form and a detailed description of the poster session. Early April 2004 IFLA Headquarters will inform applicants of the final decision of the Professional Committee.

INTENT TO SUBMIT A POSTER SESSION PROPOSAL
World Library and Information Congress: 71st IFLA General Conference and Council
August 14th - 18th 2005, Oslo, Norway
Please print or type the following information:

Name: M/F
Address:
Tel. (Home): Tel.
(Work):
Fax: E-mail:
Title of Poster
Session:
Language:

This form with a 200 word description of the poster session should be sent to:

Mr. Sjoerd Koopman, Secretary of the Professional Committee
IFLA Headquarters

P.O. Box 95312
2509 CH The Hague, Netherlands
Fax No. +31-70-3834827
E-mail: ifla@ifla.org

Deadline for receipt of Description at IFLA HQ: 16 February 2005

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Note: Authors of accepted poster session will receive an official invitation to the IFLA Conference. However, travel costs to Oslo and other costs (including registration fees, hotel, etc.) can not be paid by IFLA. They are the responsibility of any author of an accepted poster session.

GUIDELINES FOR QUALITY IN CONTINUING PROFESSIONAL DEVELOPMENT

Below is a preliminary statement of principles that has been drafted as part of our project to prepare guidelines for quality in continuing professional development, that I would like to have in the newsletter so that readers could critiques it (comments to come to me via e-mail please):

The quality of service provided to the public by library and information science institutions depends on the expertise of their staff. Constant flux in the needs of societies, changing technologies, and growth in professional knowledge demand that information workers must expand their understanding and update their skills on an ongoing basis.

The responsibility for continuing education and professional development is shared by individuals, their employing institutions, professional associations, and library/information science education programs. Human resources and professional ethics statements should recognize the obligation to ensure that library/information service staff have access to and take advantage of continuous learning opportunities.

Best practice requires that there be:

·   Regular learning needs assessment
·   Broad range of learning opportunities in a choice of formats that are designed to meet identified needs and that cover topics sequentially from introductory through advanced.
·   Leadership from staff development and continuing education administrators with expertise in adult continuing education
·   Widely disseminated information about continuing education and resources
·   Course instructors selected on the basis of both subject knowledge and teaching ability
·   Consistent documentation of individuals' participation in learning and recognition of participation in hiring and promotion decisions
·   A minimum of one percent of institutional budget earmarked for staff development
·   Release time provided for course, conference, and other educational activity attendance
·   Evaluation of continuing education and staff development offerings and programs
·   Research to examine the efficacy and outcomes of continuing education and staff development programs

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Jana Varlejs, PhD   phone: 732-932-1726; 732-846-6850
Associate Professor   fax: 732-932-2644
Rutgers SCILS   e-mail: varlejs@scils.rutgers.edu
4 Huntington Street

INVITATION TO ALIC2004 BANGKOK

On behalf of the organizing committee, we are pleased to invite you and your colleagues to participate in the 1st ASIAN LIBRARY AND INFORMATION CONFERENCE (ALIC2004) co-organized by Thai Library Association and Asia Library News to be held at the 5-star Dusit Thani Hotel, Bangkok from November 21 to November 24, 2004. ALIC2004 is supported by UNESCO and IFLA and will be officially opened by H. E. Dr Surapong Suebwonglee, ICT Minister of Thailand.

The main objectives of the conference are to promote library and information services throughout the Asia-Pacific region in a rapidly changing digital and knowledge-based social environment, to address various issues that affect the library and information profession, and to provide a forum for librarians from the region and elsewhere to network, exchange ideas and learn from each other.

A panel of more than 28 distinguished library and information professionals and experts from various countries in the region will address the audience during the three-day conference. Current and timely topics include: the changing role of library and information professionals; information access, online resources licensing and copyrights; collection development in the digital age; e-resources versus print resources; ICT for library and information services; digital libraries development in the Asia-Pacific countries etc.

There will also be abundant opportunities for informal networking during lunches, coffee breaks, the welcome reception, and library and cultural tours. An exhibition of books, library products and services will be held simultaneously at the conference for participants to learn about the new products and services available in the library and publishing world.

We regret that grants are not available from the organizers and all invited participants are expected to bear all expenses incurred. However, reduction or free registration will be considered on a case-by-case basis.   Please register by sending a filled out registration form with appropriate payment for registration fee or request for reduced or free registration to the organizer at:
ALIC2004, GPO Box 701, Bangkok 10501, Thailand. Alternatively, you may also register online at the conference Website:
<http://www.alic2004.org/>www.alic2004.org

We look forward to welcoming you to ALIC2004 in Bangkok in November.

Sincerely,
Jaffee Yee, Publisher/Editor-in-Chief
Asia Library News, Digital Library Asia

ALIC 2004 Organizing Committee Chair
8th ICADL 2005 Organizing Committee Chair
GPO Box 701, Bangkok, Thailand
Tel: +(66-2) 722 0548
Fax: +(66-2) 722 0549
 www.alic2004.org
www.icadl2005bangkok.org

Call for nominations for the World Book Capital 2006/Appel a candidatures pour la nomination de la Capitale Mondiale du Livre 2006

The Selection Committee for the World Book Capital is calling for nominations for the World Book Capital 2006.

The complete applications, duly substantiated and drafted in one of UNESCO's official languages (French, English, Spanish, Russian, Arabic or Chinese), should reach UNESCO no later than 10 September 2004.

The applications must include a cover or support letter from the mayor of the candidate-city. The selection criteria for the World Book Capital are as follows:

* municipal, regional, national and, above all, international initiatives aimed at enhancing the impact of books and fostering reading during the period between one World Book and Copyright Day and the next (23 April);

* specific or ongoing activities organized by the candidate-city in cooperation with the national and international professional organizations representing writers, publishers, booksellers and librarians;

* any other noteworthy project with the necessary means of promoting books and fostering reading through international-aimed initiatives.

The Selection Committee - operating under the auspices of UNESCO - is made up of one representative of the International Publishers Association (IPA), one representative of the International Booksellers' Federation (IBF), one representative of the International Federation of Library Associations and Institutions (IFLA) and one UNESCO representative, under the chairmanship of the President of IPA. The Committee's task is to choose a World Book Capital each year, in accordance with 31 C/Resolution 29, adopted by the UNESCO General Conference on 2 November 2001 (attached). The first World Book Capital chosen prior to the adoption of 31 C/Resolution 29 was Madrid, in 2001. An agreement was concluded among the partners that the subsequent capitals would be Alexandria in 2002 and New Delhi in 2003. The Selection Committee nominated the city of Antwerp World Book Capital City 2004. As for the World Book Capital City 2005, the Selection Committee nominated the city of Montreal.

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BOOK REVIEW SECTION……………………..BOOK REVIEW SECTION…………………………….

"The Practical Library Trainer" by Bruce E. Massis
New York: the Haworth Press, Inc. 2004; 117 pp. $17.95; ISBN 0-7890-2268-0

In *The Practical Library Trainer* Bruce Massis believes that "recurrent technological change has fueled the active environment of the working librarian". Library employees are faced with greater use of library services and huge amount of information available. In order to properly manage these challenging roles and workloads, a well-designed library staff education and training program could be developed.

This is not a book on how to become a library trainer. Instead it looks at the organization and implementation of the library staff training program from an administrator's perspective and offers suggestion and checklists that could be applied for any type of library. Massis has given a thorough treatment of this topic and presents his points in a clear and readable manner.

In the first three chapters, Massis emphasized that library administrator should consider basic issues such as assessing staff needs and getting "buy-in" prior to embarking on training programs. Besides benefiting from recruitment and retention of library staff, continuing education ensures that leadership of the library profession "receive a constant infusion of talented people in the future." Subsequent chapters deal with elements that should be included in a comprehensive training program and steps on how to create a "workplace as a learning place". He explains the concept of "blended learning" as one in which "instructional designers review a learning program, divide it into modules and determine the best medium to deliver those modules to the learner." He further indicates that increasingly, staff is expected to go on online learning.

Massis then turns to a discussion on attending conference as a continuing education opportunity. The chapter on ROI Report and E-Training provides examples of ROI formula and practical elements for calculating ROI. Although his chapter on evaluating the training program is brief, he supplements it with a selected annotated bibliography of Donald L. Kirkpatrick's published works at the end of the book. Finally, he concludes that an array of staff training programs should adapt to new technologies and learning styles of adult learners in more flexible ways. Fun can be injected when training a team of employees who are away from office. This creates camaraderie and foster inclusion among them when they are back to their workplace.

Massis is Associate Director of the Southeast Florida Library Information Network (SEFLIN). Its technology training program has won accolades from the State of Florida. SEFLIN serves over 3000 staff members in 25 libraries or library systems, including both academic and public libraries. The program devised varied approaches such as web-based and instructor-led continuing education and training courses and workshops for its library staff. Massis's role in

creating the program has given him the knowledge and experience, which he shares in the book as a case study.

Appendix A gives a list of ROI courses offered at U.S. Business Schools. This is a list of management and project management courses for those who do not have experience producing a ROI report and need formal training.

Appendix B gives a list of Train-the-Trainer Degrees, Certificates, Workshops and Courses. This list is useful for libraries who wish to send their staff to be trained in-house trainers.
Appendix C gives sample Staff Training Outcomes Survey Questionnaire.
Appendix D gives a sample User Survey for Online Learning.
Appendix E gives sample Needs Assessment Survey for Blended Learning.
There is also a selected Training Bibliographies on various topics such as leadership development, training budgets, linking training to your library's mission and vision, starting a training program and ROI.
Massis has also recently published T*he Practical Library Manager*. Binghamton, NY: Haworth Information Press, Inc., 2003.

By Sara Pek, National Library Board, Singapore.

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FOWLER, D.C., *editor*. **E-serials collection management: transitions, trends and technicalities. 2004. New York: The Haworth Information Press. ISBN 0-7890-1754-7**

This is an original book title from a publisher perhaps better known for recycling journal issues as monographs. The editor is "Assistant Professor and Electronic Resources Coordinator for Acquisitions in the Technical Services Division of the Parks Library of the Iowa State University in Ames," and was presumably persuaded to take on the task of badgering people to write chapters by the need to demonstrate some academic credentials for tenure or promotion purposes. From his relatively junior position, he has succeeded in gathering 13 chapters from 23 contributors, 17 of them practitioner librarians in university libraries in the USA - whose motivations may be similar to the editor's. Two chapters are by contributors from university libraries in Canada, and one is written by a pair of Australian academic librarians. Although heavy use is made of electronic media in special libraries, and indeed in the rest of the world, their interests are not directly represented here.

The major journal publishers tend to appear at conferences and make presentations supported by PowerPoint slides, but are notoriously reluctant to commit themselves in print, and the absence from this book of any contribution from them is no surprise. The first chapter is, however, written by 2 senior British staff of Swets Blackwell, who present an interesting perspective from an organisation that has insights into the workings of both publishers and librarians. They highlight the need for librarians to develop new skills in marketing and promoting the use of e-journals, in negotiating with vendors and publishers, and in managing the relevant technologies. They also present, as one might expect, some cogent arguments for the survival of vendors such as themselves as useful intermediaries in an age in which libraries appear to have new opportunities to purchase substantial parts of their journal requirements directly from the publishers, pointing to the problems of managing e-journal supply, suggesting that these are probably more substantial than managing print journal collections. Their case is supported in the following chapter which offers a librarian's perspective on whether or not to use a subscription agent, and generally concludes that they are needed although their services may need to adapt to different requirements. A later chapter, a case study of one library's experiences of claiming and troubleshooting tends to add further support to the argument. It is unfortunate that these 3 chapters, which are probably the best in the book, were written without any apparent reference to the various recent studies of the non-subscription costs of e-journals.

Journal publishers are clearly having some difficulty in adjusting to a conceptually different information environment. The book contains continual references to the effort necessary for libraries to correct records and maintain continuous user access when titles switch from one aggregator to another, and when publishers' access mechanisms inhibit use on multi-site institutions or by individual distance learners. A chapter on the University of Oklahoma's LORA database system through which these and many other problems are managed presents a thorough and exemplary development that appears to deserve the attention that it may receive through being reported here. The database system in the University of Utah, described in another chapter, seems almost amateur by comparison.

There are a couple of useful chapters on the mechanics of access technologies and counting use. Unfortunately the latter says nothing about assessing the impact and value of e-journals for the user, as the author presumably sees the librarian stuck in a traditional task oriented role rather than developing as a facilitator of learning, and makes one wonder to what extent we have been successful in developing librarians who are as user-oriented as we sometimes claim.

A chapter on state-wide consortia might usefully have addressed the interests of public libraries, which in half the States in the USA tend to subscribe to e-journals through such arrangements. However, it is written by a university librarian. After a few general remarks about cooperation, and some historical paragraphs that are largely irrelevant, this descends into a rather weak attempt to suggest that the general issues of managing e-journal collections are somehow different for consortia. It probably would not have got past the referees of a respectable journal. Similar lapses in editorial quality control can be seen in a chapter which presents the results of a survey of collection development and cataloguing practices. Ten pages of text are followed by 36 pages of tables, most of them supplemented by bar charts containing the same information – presumably for the benefit of the numerically challenged.

An interesting (but far from novel) chapter on e-books by a Canadian librarian is thorough, but seems somewhat out-of-place in a book ostensibly about e-serials. A chapter about Open Access provides a limited history of the movement and outlines some of the technology and service providers, but adds nothing new. A couple of chapters have a distinctly local appeal. Whilst they are marginally interesting in themselves, one does wonder whether firmer editorial direction might have resulted in something of more universal relevance. One from Australia deals with the potential for creating an electronic collection of copies of journal articles from downloaded articles, as is permitted under Australian Copyright Law, but other approaches have to be adopted elsewhere. Another chapter deals with the attitudes of North American university accreditation bodies towards the provision of e-journals (which they generally don't distinguish from other learning resources), and is only of general interest in its revealing, but brief acknowledgement that librarians are finding it difficult to provide hard evidence of how they contribute effectively to the achievement of learning outcomes. Perhaps this is because they need to develop the appropriate knowledge and skills to address these problems?

This book says as much about the librarians who contributed to it as it does about the subject it purports to cover. And, regrettably, it does not present a wholly impressive picture. Do some of these people really think that this is the standard of work that one should expect from professionals? The editorial management (quality control, content selection and guidance) is seriously deficient. As in other Haworth Press publications, there is also no standard form of referencing and citation, and wide variations in citation practices have been permitted by the editor and/or publisher. Some authors are even not consistent in providing a citation for all the sources to which they refer. One must therefore assume that the editor has made no effort to verify those that are provided, and this cannot give the reader any confidence in their accuracy. Further evidence of poor editorial standards can be found in the lack of proof reading evident in the second half of the book, where the spacing between lines of type varies, often from page to page. More alarmingly, the contents are sometimes intellectually weak and reveal little evidence that the authors have engaged in that traditional informal approach to CPD - reading

about the subject. The authors of 3 chapters cite no supporting texts at all, including one chapter that ironically begins "Much has been written about…"

The book is a veritable curate's egg. Hopefully, analytical cataloguing chapter by chapter in one of the LIS indexing services will bring the better parts to public notice. However, it isn't worth buying just for them alone.

Ian Johnson
12th September 2004

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Shinew, Dawn M., and Walter, Scott (eds.) *Information Literacy Instruction for Educators: Professional Knowledge for an Information Age*; **Haworth Press Binghamton, NY (2003), 148 pages [co-published simultaneously as** *Behavior & Social Sciences Librarian,* **vol. 22, no. 1, 2003] Haworth Press, 10 Alice Street, Binghamton, NY 13904-1580 USA; www.HaworthPress.com**

During the Buenos Aires conference, CPDWL demonstrated how it can contribute to fostering information literacy through participation in the Education and Research Division program on barriers to literacy, and through its own workshop on training the information literacy trainer. It seems appropriate to continue to build on these initiatives by giving attention to other ways in which the section can encourage librarians to provide continuing education in information literacy. This thought was sparked by the opportunity to review *Information Literacy for Educators*, a title that reminded me of the pressing need for librarians to help teachers at all levels to become partners in helping students to be effective users of information. In my experience, neither K-12 classroom teachers nor faculty in higher education are well prepared to integrate information literacy in their instruction. Too often, they do not even take advantage of what their institutions' librarians could do to enrich their lessons and courses.

A look at the table of contents shows that *Information Literacy for Educators* is devoted to the problem of incorporating information literacy into the curriculum for undergraduate and graduate students in education, but does not consider professional development for practicing teachers and academics. It is not addressed to the provider of continuing education, but can it be of some use to that audience?

For the most part, the papers in this collection report studies that demonstrate that even when undergraduate and graduate students in education are given some exposure to information literacy concepts and processes, they tend not to see why and how they should incorporate information literacy in lesson plans. It is not enough, therefore, to include library instruction in courses that education students take. The fact that they will need to know how to do this for their students must be made explicit and made part of their repertoire of teaching skills. This fact is recognized in a number of the papers, as is the need for teachers and librarians to collaborate and accept joint responsibility for information literacy development.

The collection of papers in *Information Literacy Instruction for Educators* serves as a wake-up call for librarians to provide continuing education on information literacy for teachers and faculty, because it convincingly documents what is missing in their pre-service education. The volume is not helpful as a guide for how to do this, however, as the focus is on the undergraduate and graduate level. Of greater practical help is *Teaching Information Retrieval and Evaluation Skills to Education Students and Practitioners: A Casebook of Applications*, edited by Patricia O'Brien Libutti and Bonnie Gratch (Association of College and Research Libraries, American Library Association, 1995). While parts of this are dated, and while it mostly deals with academic settings, it recounts actual experiences in teaching and is forthright about the pitfalls. A valuable

feature is an appendix that contains the statement "Information Retrieval and Evaluation Skills for Education Students," prepared by the Education and Behavioral Sciences Section of the Association of College and Research Libraries. It needs updating, but it still can be very helpful to the continuing education provider as a guide for planning information literacy workshops for teachers.

For more help, there is the voluminous information literacy literature, produced primarily by academic and school librarians. There is a great deal of attention being paid currently in the higher education sector on collaboration between librarians and faculty, while working with teachers has been a long-standing requirement for school librarians. It would be useful to see more about how public librarians can contribute to the professional development of educators, as it is often the reference librarian in the public library who has to deal with patrons who need help with poorly designed assignments and inadequate understanding of library resources on the part of K-16 instructors. It would be good to see public librarians offering in-service training to teachers in their communities. In general, librarians should be assertive in educating both practicing and pre-service educators about libraries, information literacy, and how to partner with librarians in enabling students to become life-long learners.

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***Cooperative Reference. Social Interaction in the Workplace*. Ed. by Celia Hales Mabry. The Haworth Information Press.**

As a LIS teacher of communication skills and human resources' management, I opened this book with a great interest and hope for a portion of practical knowledge fresh and useful for my lectures. I was not disappointed.

The book consists of 20 articles grouped in 6 sections, organized according the range of cooperation realized by the references: within a team, with librarians from other departments, with users, faculty, and other libraries. These articles can also be found in *The Reference Librarian*, Numbers 83/84 2003. All of them was written by practicing librarians, usually very experienced in the reference work.

The projects and experiences of everyday face-to-face work with the librarians and the users indicate the skills indispensable for optimal users' service at the reference desk either "real" or "virtual", and though I found it valuable both for practicing librarians (managers, supervisors, project coordinators, internships' supervisors) or LIS educators and teachers.

The first block of articles – *Serving at the reference desk* – presents the interesting study realized by a group of LIS students. They describe their interactions with one or more references, focusing on three aspects of the reference transaction: "the initiation of the reference encounter, collaboration between staff members, and serial encounters with more than one staff member", individual verbal and non-verbal communication behaviors both with the users and co-workers. It would be of a great interest to organize further investigations and compare communication behaviors both users and librarians at the reference desks in different types of libraries and different countries.

This part illustrates the importance of workplace relationships and the thesis, that an entirety is more than just a sum, and cooperation is better than competition. This cooperation must be perceived much broader – not only at the reference desk, but as a philosophy and method of

work of the whole library's personnel. It depends on a management style, teamwork, library culture, hopefully – culture of learning, permanent change, and adaptation. It requires adequate level of social competencies and emotional intelligence.

Fortunately, "the library profession simply does not seem to vie with MBA programs for power-hungry, vertically-rising individuals, and this contributes to many of our library structures being more circular than pyramidal, more participatory than autocratic" (p. 34).

Another key and condition of success at the reference desk is partnership between a librarian and a user. They both have some knowledge and they both have to learn something. This requires adaptation of proper communication tools, like an interviewing scheme, and librarian's patience, while answering the questions seeming to be all the same.

The next section, *Working within the library: intangibles*, describes in two articles basic values, rules and priorities organizing reference work. They are: establishing professional relationships among the librarians, interpersonal skills, behavior competencies (approachability, showing interest, using both verbal and nonverbal cues), personal competencies (be good communicators; focus on continuing learning throughout their careers; demonstrate the value-added nature of their contributions; create an environment of mutual respect and trust; builds strong work relationships).

Another section is of more practical character, showing some examples of collaboration within a library, like the P-16 Educational Continuum cooperation of university librarians, academic faculty, and institutions. Interesting is also a practical example of cooperation is also cooperative reference desk scheduling, requiring the staff to examine their scheduler's skills, like: impartiality, consistency, flexibility, collegiality, diplomacy, devotion, psychology. It appeared to be more process than an event, on which they are still working on to improve it. But it works!

The popular but difficult idea of sharing reference service among all the librarians was described by the authors from the Samford University Library, Birmingham. Interesting example of cooperation between reference service and collection development is based on the experiences of librarians form the University of Tennessee Libraries, the Science and Technology Group.

Development pf the ICT tools and the information society force the "virtualisation" of reference services – this is the main topic of the next section: *The virtual library: outreach to users*. Virtualisation becomes synonymous to "user-friendliness", and this feature of library services is crucial for its existence. Library website – like that of the University of Oklahoma Libraries – is to serve users from any place, any time. It requires adequate plan and design of its content and structure, and again – group work, cooperation, and social skills, focus on users' needs, openness for any suggestions for improvement, permanent examining the way of website's usage.

Reference service offered via email is as difficult as a website, because of lacking face-to-face contact and nonverbal communication. It also requires cooperation of librarians, for example developing new procedures and formulas, helping with answering different questions by different departments. "The lack of real-time interaction in e-mail reference can effect significant delays in answering questions; e-mail reference interviews can last for days or weeks. Consequently, staff who do e-mail reference might search for information before the reference interview has been completed, or skip the negotiation process altogether". Library and information services for the clients of distance education offer consist mainly of reference, instructional and research assistance (example of the Emporia State University, W.A. White Library).

The section *Cooperating with faculty* again underlines the significance of library cooperation with different types of stakeholders – faculty in this case. This can be realized in different ways, for instance in collection development or developing an instructional program in information skills for students.

> The most complex is cooperation with other libraries within a reference work, described in the last section. Examining the Consolidated Information Center in 1997 of two different libraries, one can found challenges they faced in defining of tasks, scopes, shifts, duties, etc., challenges of joining representatives of different institutions, with different cultures and goals, even different user-groups, but also advantages, like good training and learning from each other, instructive also for the users.

The last text by Joseph E. Straw presents a historical development of cooperative service and resource sharing in libraries, from interlibrary loans, union catalogs, library consortia, to electronic reference. It shows changes in librarian's educational role. "Clearly reference services today are less about finding things in a particular library, and more about connecting users to information anywhere".

"Libraries must be prepared to educate users about information wherever it may be found. In a world of cooperation and universal access, libraries must think about making users intelligent consumers of information. Librarians will have to think beyond there libraries and see their institutions as dynamic platforms that can link users to information anywhere. Helping users ask thoughtful questions, evaluate sources, and understand information structures will define the role of libraries in the future".

Talking with a reference librarian, one can hardly imagine how many people work in fact for the success of an information query. Library is like an anthill – we can see individual ants on the top of it, but we cannot see the rest of them, working inside. A reference service is a result of teamwork of all the librarians, also those who never meet a user face-to-face.

Exchange of effective experiences and good practices, which in fact is this book, releases courage and imagination, mobilize the others to harder work, encourage to cooperation and networking, which are very "user-friendly" practices.

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LIBRARY LITERATURE AND INFORMATION SCIENCE ABSTRACTS

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