INTERNATIONAL FEDERATION

OF LIBRARY ASSOCIATIONS

AND INSTITUTIONS (IFLA)

**DIVISION OF EDUCATION
AND RESEARCH**

**SECTION ON CONTINUING PROFESSIONAL
DEVELOPMENT WORKPLACE LEARNING**

CPDWL

Newsletter

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THE CPDWL EXECUTIVE & STANDING COMMITTEE 2003-2005

NAME	ADDRESS	TERM	TASK(S) and RESPONSIBILITIES
Ann Ritchie	Chair: Charles Darwin University, Lvl 3 Bldg 39, Ellengowan Dr Darwin NT Australia 0810 Tel: +61 8 8946 7056, Fax: +61 8 8946 7077 e-mail: ann.ritchie@mailpc.alia.org.au	2001-05	Oversee strategic direction and plan; Section representative at Coordinating Board meetings; Coordinator Buenos Aires planning group, liaise with Division group; Coordinator Oslo pre-conference planning
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 pre-conference planning group
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 budget and accounts; Coordinate 'award working group', liaise with OCLC
Ian Smith	Information Coordinator Senior Librarian (Personnel) La Trobe University Library Bundoora Vic. 3086 Australia Telephone: 61 3 9479 1918 Fax: 61 3 9479 3018 e-mail: i.smith@latrobe.edu.au	2002-05	Manage website & provide information to IFLA website coordinator; Consolidate mailing and membership lists various elements; Moderator for CPDWL discussion list; Co-project leader for Project submission 'Quality guidelines for CPD activities'
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:			
Andrew Booth	Senior Lecturer in Evidence Based Healthcare Information & Director of Information Resources, School of Health and Related Research (ScHARR), Regent Court, 30 Regent Street, Sheffield, S1 4DA Tel: 44-114-222 0705, Fax: 44-114-272 4095 e-mail: a.booth@sheffield.ac.uk	2002-05	Oslo pre-conference planning group
Dr. L. Anne Clyde	Professor Faculty of Social Science, University of Iceland, 101 Reykjavik, Iceland Tel: 354-525-4522, Fax: 354-552 6806 e-mail: anne@hi.is	2002-05	Oslo pre-conference planning group
Ian M. Johnson	Head, School of Information & Media, Faculty of Management, Robert Gordon University, Garthdee Road, Aberdeen AB10 7QU Tel: +44-1224-263902, Fax: +44-1224-263939 e-mail: i.m.johnson@rgu.ac.uk	2002-05	Oslo pre-conference planning group; Member 'award working group'
Paul Genoni	Curtin University, Dept. of Media & Information, GPO Box U1987, Perth, Western Australia 6001 Tel: 08-9266 7256	2002-05	Oslo pre-conference planning group

	e-mail: p.genoni@curtin.edu.au		
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*
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'*
Diann Rusch-Feja	Director, Information Resource Center International University Bremen, Campus Ring 1, 28759 Bremen, Deutschland Tel: +49 421 200 4610 Fax: +49 421 200 49 4610 e-mail: d.ruschfeja@iu-bremen.de	*2002-05*	*Planning group Buenos Aires*
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*
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*	*Planning group Buenos Aires; Co-project leader for Project submission Quality guidelines*
Clare Walker	University Witwatersrand Library, Johannesbuug Wartenweiler Library, Private Bag X1, Wits 2050, South Africa Tel: 27-11-7171903, Fax: 27-11-3397559 e-mail: walker.c@library.wits.ac.za	*2002-05*	*Oslo pre-conference planning group*

Members of the Buenos Aires Planning Group also include: Inke Behn, Anne-Francoise Bonnardel, Betty Turock and Marylin Wilt.

LETTER FROM THE CHAIR…………………

Having made the transition in IFLA's structure from Round Table to Section in the past twelve months, it is timely to reflect on the cultural change which is occurring – what is the scope of the new section, what is our core business and what key message are we promulgating to others?

Cultural change is notoriously more difficult and slower to implement than structural change, which can be superimposed on an organisation, but not necessarily accepted by the people who are most affected – and these are the very people who are supposed to be implementing the new order. Without cultural change to reinforce a new structure, an organisation will eventually revert to former patterns of activity, familiar communication channels and entrenched power hierarchies and decision-making mechanisms. The risk is being out of kilter in the new regime, or worse than that, obsolescence in a changed external environment.

The process of reviewing IFLA's sections will be concluded in 2007 – we have plenty of time to make the cultural changes which will establish both our internal systems and promote our recognition as a section belonging to the new order.

Three key areas of activity have been highlighted – collaboration with other sections and groups, conducting projects and activities in addition to holding sessions at world congresses, and increasing our membership base. These areas will be reflected in our strategic plan. And in addition to these strategic actions, we must convey a clear message to others about our unique scope and purpose. This is summarized in the following:

The scope of the CPD&WL Section embraces all aspects of professional development and learning in the workplace in the period post-qualification to the end of a career.

Our membership engages institutions, organisations and individuals in a community of practice which supports practical and research-related activities within our area of subject expertise.

The Section aims to develop a sustainable framework within the IFLA structure which enables others to collaborate with and participate in the Section's activities as well as enhancing members' ability to develop programs and learning opportunities in their own environments.

There are many levels to the theme of the need for congruence between structural and cultural change and I have mentioned by way of example, the changes which are occurring within and among the sections of IFLA. Changes are also occurring in the wider LIS environment, and in the libraries and organizations to which our member belong. These include new developments and trends in information and communication technology, higher expectations of users, requirements of employers and managers of libraries and information service organisations for an increasingly skilled workforce, and competition from other information professionals

For our members, the importance of being a 'learning organisation' and for individuals' taking responsibility for their own career development in times of change, go without saying. **A basic education is important, but the bulk of the workforce is already practising in ways they have practised for years.** What incentive is there for cultural change? How do organisations facilitate a culture of adaptation and innovation to avoid obsolescence? How do individuals update their skills, knowledge and abilities to maintain currency and relevance? Part of the answer, at least, lies in continuing professional development in all its guises – whether these are post-graduate courses, workplace training programs or other learning opportunities.

We encourage you to become an active member of the Section – details about how to join can be found in this newsletter.

Ann Ritchie
Chair, CPD&WL Section
September 2003

CPDWL MEMBERSHIP CAMPAIGN

An annual or semi-annual membership campaign should be a staple of the marketing plan for the IFLA Section on Continuing Professional Development & Workplace Learning (CPDWL) Section.

The membership marketing plan is:
- a concentrated effort to recruit new members,
- a campaign that is set within a limited time frame (i.e. it has a start and end date),
- a campaign that encourages members to participate as membership recruiters

The first step towards a successful marketing campaign is to structure it properly. We have begun that process by assigning one person to serve as the CPDWL marketing manager (Bruce Massis). This person will have overall responsibility for the campaign, the

goal of which is to bring in new members within a relatively short period of time (between two world congresses each year.)

It is the responsibility of each current member to serve as a "cheerleader" for the Section, encouraging colleagues in their own countries to join the section by "selling" the benefits of Section membership.

It must be noted that a marketing campaign can be complex because it can involve many people (current CPDWL members and others) and is a highly visible undertaking.

Marketing Considerations:

I - Incentives for New Members
Should we (can we?) offer incentives for new members to join during the Section? This tactic has advantages and disadvantages.

The advantages are...
- More members will probably join
- It would make our volunteer sub-committee's job easier

The disadvantages are...
- It increases our campaign costs
- Members who get something to join (i.e. a dues discount or free publication) can be more difficult to renew, because they may expect to get a similar incentive
- If we decide to offer an incentive for joining the chapter during a membership campaign, we might consider offering a free book or journal subscription

II- Costs

While marketing campaigns can have big payoffs, they also can have high costs. Therefore, we must budget and monitor costs carefully so that we will be able to accurately measure success at the campaign's end. We must include all costs such as:

- staff time
- preparation, printing, and/or mailing of written materials
- incentives and prizes for recruiters & new members

Therefore, we must ask, do we have a budget to create materials or incentives for potential new members? If so, how do we best utilize funds for this purpose?

The primary role of the Section marketing manager is as coordinator. The marketing function can be multifaceted with opportunities to participate in this important activity of the Section. It is difficult for one person to accomplish this all this alone. Therefore, it is highly recommended that a marketing sub-committee be established for this purpose. A marketing sub-committee can play an important role in assisting

with managing the various work tasks and relationships of the marketing function. Very often, people who volunteer to serve on a marketing sub-committee have good instincts about the needs of the Section, its members and its activities. They will bring ideas that may increase member retention rates. Therefore, those CPDWL Section members who are interested in the CPDWL marketing sub-committee will be welcomed with their participation and their creativity.

Any takers willing to join me on this exciting journey?

Bruce Massis, Marketing Manager, IFLA/CPDWL Section

Continuing Professional Development & Workplace Learning Section

Notes from the half-day workshop, held at the Saur Library, Humboldt University, Berlin, Thursday 7th August, 8.30 a.m. to 12.30 p.m.

The Workshop theme was: Online CPD courses and training programs, and focussed on developing, evaluating, and assessing the quality of online continuing professional development courses and training programs. There were approximately 15 people attending the workshop.

The workshop was opened by Ian Smith, who introduced and thanked Dr Jaensch, Director of the LIS Department at the Humboldt University. Dr Jaensch welcomed participants and gave a brief description of the programs in his Department, the only university which has a PhD program in LIS).

There were three presentations.

Presentation 1. Distance learning degree programs at the Humboldt University
Colin Jargot, Coordinator, Magister/Master Fernstudium and Dr Diann Rusch-Feja, Director, Information Resources Centre, International University, Bremen

Colin described the 2 degrees offered by distance learning – the Postgraduate Master of Arts, and the 'Magister Artium' (Bachelor/Master of Arts). Video conferencing is used to provide weekly lectures/tutorials and occurs in 3 sites. Synchronous and asynchronous communication are used for different purposes (eg management, group work, tutoring and support)

Dr Jaensch later demonstrated the use of the videoconferencing studio by the 'instructor' with the help of a technician assistant (tutor) and showing the different modes of 'production' – personal presentation, physical objects via an overhead projector, computer generation, and use of a board. He noted that 1 of the advantages of online delivery is the production of 'Study Packs' for each course. These have led to 'transparency' of courses, enabling teachers to learn from each other.

Diann provided a detailed description of the 7 'Evaluation Criteria for Video Conferencing':
1. Placement of video conferencing in the course
2. Use of accompanying materials
3. Use of tutors and mentors
4. Presentation skills – audience
5. Fitting execution to content
6. Involvement of participants

7. Time and technical constraints

Conclusions drawn were:
- Structured design of course/units/presentation segments imperative
- Best practice method with video conferencing is to have course materials available well in advance on web site, encourage preparation and interaction, have a tutor at student site who participates and advises encourages feedback within course structure, use VC consultations for emphasizing content and Q&A
- Accompanying materials must be available well in advance
- Presentation must have variety of methods and participant involvement
- Didactics of VC presentation require more structure, strict content arrangement.

During her presentation, Diann also noted the following points of interest:
- There is a slight time delay so instructors need to move slowly
- Student preparation is very important, otherwise interaction is hindered
- Very labour intensive for staff (cf face-to-face)
- Interaction is important
- Zooming in on physical objects is very effective
- Location of 'mentors' is an issue – would be good if they were on site, not always possible
- 2 hours per session is enough
- skill set is different from face-to-face lecturing – increased need for multi-media presentation style and need to adjust to type of audience
- need more structure and less repetition (this can be confusing on VC)
- regarding involvement of students, suggested best not at the beginning of VC; would like to get to the point of having students presenting but communication modes are limited to oral and video
- at this stage of course development archiving is limited.

Presentation 2: The School of Information & Media virtual campus at the Robert Gordon University, Aberdeen, Scotland

Ian M. Johnson, Head of School, School of Information & Media, Robert Gordon University, Aberdeen, Scotland.

The University has a virtual campus, offering 9 masters degree courses. The implications of online learning were outlined under the following broad subject areas:
- Teaching materials
- Learning resources
- Library resources
- Tutorial support
- Quality management and enhancement
- Marketing
- Costs
- Benefits for students and the university, including the fact that there are now 2/3rd of students involved in online distance learning, the improvement in on-campus teaching, and the growth in numbers

Future Challenges included technical limitations, staffing (development, recruitment and management), and competition from commercial providers.

Ian noted that tutorial support is more demanding as asynchronous communications give more opportunities for students to raise questions, although the increased interchange also provides greater benefits for the student group as a whole. He also comented on the increased opportunity to change the teaching mode for the on-campus students by using the distance

learning material to replace formal lectures and engaging them in more interactive tutorials based on a preparatory study of that material and other background reading.

Presentation 3: Evaluating the effectiveness of distance education programs at San Jose State University

Dr Blanche Woolls, Director, School of Library and Information Science, San Jose State University, San Jose, California, U.S.A.

Blanche compared face-to-face and distance learning modes, noting the following points which have been learned from evaluations:

- Need to look at learning style preferences
- Evaluation questionnaires online work best with 'boxes' to tick
- Followup participants should be selected early
- Preference for face-to-face for human communication, but online is better for discussions
- 'Blackboard' allows discussions to be archived
- students will find ways of communicating and online lists continue on past the duration of the courses
- lists are a 'must'
- group work is better in online environment than in face-to-face
- ability to work in a virtual group is very important
- students can present seamlessly from different locations (this doesn't take any longer than face-to-face)
- needs analyses show that everyone wants CPD in new technology; in USA training is required for those in rural and small settings, where they may not have other formal training

Conclusion: CE courses must be evaluated and reported as the profession needs to know what works, and this should be disseminated in newsletters, through the CPD online discussion list.

Final Session: Quality Factors in Online Continuing Education

This discussion was led by Jana Verlejs, Associate Professor, SCILS, Rutgers University, U.S.A.

The following factors specifically pertaining to web-based online delivery were outlined by Jana and discussed by the group in some detail:

- does course publicity spell out the technical requirements that the learner's computer must meet? Prerequisite technical skills?
- Does the CE provider encourage potential students to take a self-assessment to determine their readiness for online learning?
- Is the online platform for the course likely to be compatible with the typical learner's hardware?
- Is the online courseware compliant with the Americans Disabilities Act (and other equivalents)
- Is there 24/7 technical support for students and instructors?
- Is access t appropriate learning resources adequate e.g., library materials, software?
- Does the instructor respond to student assignments, comments, questions in a timely manner? Does the instructor/student ration allow this?
- Does the instructor have the ability to engage students and to accommodate different learning styles in the online environment?
- Does the instructor provide the means for students to interact with each other and to form a learning community?
- Are intellectual property rights respected?

On the whole the discussion reinforced the issues raised in the presentations, with the following points highlighted:

- More work and time with different skills are needed at different times
- Interaction with staff and students, and between students, leads to increased satisfaction
- There will be increased demand for multimedia formats and modes of delivery i.e. not just text
- Learning communities can be developed and 'buddy' groups can be used for small group interactions and to enrich the discussion by more personalised contact
- Be aware of cultural sensitivities, language differences, use of jargon, international standards for web publishing
- Need to make sure copyright and licensing issues are covered
- There is an expectation to be able to do everything online, courses as well as administration
- Although a whole course can be completed online, contact can enhance learning

In summary, Jana stated that the online environment creates many issues for CPD – progress has been great and quality will continue to improve as people gain more experience and as technology, hardware and software improve; and marketing can facilitate greater access especially in low-tech countries where there has been start-up using CDRom technology, and ideas can be adapted to online delivery mode.

Thanks to all the presenters and participants for their enthusiastic input, to Dr Jaensch and Colin Jargot for such a warm and generous welcoming. And I especially would like to thank and acknowledge Ian Smith, Personnel Librarian, LaTrobe University Library, Victoria, Australia, and Dr Diann Rusch-Feja, Director, Information Resources Centre, International University, Bremen, for organising this workshop so expertly.

Ann Ritchie
Chair CPD&WL Section
August 2003

NEWS………..NEWS…………NEWS……….NEWS…………NEWS

Berlin Open Session Presentations Now Online
See: http://www.ifla.org/IV/ifla69/prog03.htm

Sunday 03 August 2003
Continuing Professional Development and Workplace Learning -- Stakeholders for continuing professional development (CPD): a look at the future of online delivery

1. CPD stakeholders in Latvia - have ten years of independence made a difference?
IVETA GUDAKOVSKA (University of Latvia, Latvia) and INESE A. SMITH (Loughborough University, UK)

2. Providing effective continuing professional development to United Kingdom academic librarians in the further education sector: outcomes from a national survey by the Chartered Institute of Library and Information Professionals (CILIP)
KATHY ENNIS (the Chartered Institute of Library and Information Professionals, London, UK) and GRAHAM WALTON (Northumbria University, Newcastle upon Tyne, UK)

3. An Evaluation of the New Opportunities Fund ICT Training Programme for Public Library Staff, UK (Une évaluation des nouvelles opportunités du Fonds de programme de formation du ICT pour les équipes de bibliothèques publiques du Royaume-Uni)
RACHEL E. SPACEY (Loughborough University, Loughborough, UK

Call for Papers -- Is information literacy relevant in the real world?
Submission deadline October 17th 2003

You are invited to submit papers for the above symposium which is being conducted as part of the Lifelong Learning Conference to be held in Yeppoon QLD Australia 13-16 June 2003. Full details on the conference can be found at http://lifelonglearning.cqu.edu.au/.

Symposium Convenors: Ms Helen Partridge, Ms Sylvia Edwards, Associate Professor Christine Bruce

The symposium will consider the question recently raised by Carmel O'Sullivan: Is information literacy relevant in the real world? Much of the current discussion on information literacy has emerged from the educational setting, and has been driven by the library and information professionals working in that area. Very little discourse has taken place on the role and value information literacy may have, or indeed should have, within workplace and community settings. The objective of this symposium is to facilitate an open discussion on the relationship between information literacy and the "real world" of business and community.

Contributors to this symposium may like to consider the following questions to guide the development of their submissions:
- What does information literacy mean within workplace and community settings?
- What strategies are needed to ensure that information literacy is relevant within workplace and community?
- What are the priorities for establishing information literacy within workplace and community?
- Whose responsibility is it to foster information literacy within workplace and community?
- How do "real" people experience information literacy within workplace and community?
- What should information literacy education/programmes in the "real world" consist of?
- How do you measure the information literacy success and improvement of "real people" in the "real world"?
- What skills and knowledge are needed by librarians and information professionals if they are to successfully meet the challenge of facilitating information literacy within workplace and community?
- How can current LIS education help in preparing the library and information professional for facilitating information literacy in the "real world"?

The goal of this symposium is to provide a forum to identify, share and develop the issues relevant to information literacy within workplace and community settings. The questions provided above are merely a guide; submissions that will provide additional or new understanding of the link between information literacy to workplace and community settings are welcome. Authors are encouraged to discuss possible approaches to symposium submissions with the convenors.

Enquiries about possible topics and papers for the symposium are very welcome, and should be directed to Helen Partridge (email: h.partridge@qut.edu.au).

Abtracts are by 17th October 2003.

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Prelude to the World Summit on the Information Society

This is to remind you of our pre-Summit conference "Libraries @ the Heart of the Information Society", to be held in Geneva, 3 and 4 November 2003. This major IFLA-event will be organised as a prelude to the World Summit on the Information Society - WSIS - (December 2003).

The IFLA conference Libraries @ the Heart of the Information Society intends to provide ample opportunities for representatives of the library field to meet with delegates to the WSIS of their national governments, and thus to highlight the important role that libraries (should) play in shaping the Information Society.

A dedicated group of Swiss librarians is working hard to organise this event at the premises of the United Nations in Geneva. Sofar we have been able to secure the participation of some important representatives. Mr Adama Samassékou, President of the WSIS, has agreed to address our meeting on 4 November, and so has Mr Abdul Waheed Khan, UNESCO Assistant Director General, Information Division.

IFLA's National Association members have been invited to take part and I urge them to send one or more representatives to that event. Registration is open to all interested librarians.

I also strongly encourage you to contact the members of your national delegation to the Summit to take part in our conference Libraries @ the Heart of the Information Society on 4 November. Please find the preliminary programme and registration information on IFLANET
http://www.ifla.org/III/wsis/wsis_lath-inv.html

Do not hesitate to contact the Swiss organisers iflawsis@hei.unige.ch or us at ifla@ifla.org in case you would like to receive more details.

Help us raise libraries' profile at the world level and join us in November in Geneva!

Ross Shimmon
Secretary General
ifla@ifla.org

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Announcement and Call for Papers -- LIBCOM-2003

Seventh International Conference and Exhibition "Information Technologies, Computer Systems and Publications for Libraries" -- November 17 - 21, 2003

Conference venue: Yershovo Health Complex, Zvenigorod District, Moscow Region, Russia
Conference Web site: http://www.gpntb.ru/libcom3/eng/

Conference email: libcom2003@gpntb.ru, iliac@iliac.org

Organizers:
· Russian National Public Library for Science and Technology
· Ministry of Industry, Science and Technologies of the Russian Federation
· Ministry of Culture of the Russian Federation
· Russian Foundation for Basic Research
· International Library, Information and Analytical Center
· International Association of Electronic Libraries and New Information Technologies Users and Developers

The subject scope of the Conference covers the state-of-the-art and prospects of new information, computer and Internet technologies in library and information daily routine; library corporations; digital libraries; legal aspects of libraries and information providers activities.

The Conference program is based on accepted participants' proposals and special requests for presentations issued by the Organizing Committee to selected experts in the Conference topics as well as to providers of information, computer, publishing and Internet products to libraries.

Call for Papers
The Organizing Committee seeks original research and application-oriented papers, not previously presented elsewhere, which make new contributions to the conference topics.

You are invited to submit an extended abstract of your proposed paper in the electronic form (as an attachment to email) according to the following guidelines:

1. The extended abstract should not exceed 0.75 A4 page in length.
2. The heading should include the title of your paper, followed by names, affiliations, email of the author(s).
3. The deadline for submitting proposals is October 1, 2003.
4. Full text should not exceed 4, 000 words in length and should be single spaced.
5. The deadline for submitting full text is October 15, 2003.
6. Proposals for papers to be written and presented in English should be sent to:
Dr. Lester Pourciau, Deputy Chair, International Organizing Committee,
email: Pourciau@memphis.edu or Pourciau@alumni.indiana.edu

Abstracts for papers to be written and presented in Russian should be sent to:
Dr. Yakov Shraiberg, Chair, International Organizing Committee, and First Deputy
Director, Russian National Public Library for Science and Technology, email: shra@gpntb.ru

Extended abstracts of accepted papers will be published in the LIBCOM conference proceedings. Full texts will be published on the conference web site.

Exhibition. We are inviting libraries, information agencies, book publishers and providers of services to participate in the Exhibition in the framework of LIBCOM 2003. The Exhibition scope includes: application of new computer technologies to information business and librarianship; Internet technologies; digital information; CD-ROM products in libraries and information technologies; book trade; library equipment and materials as well as other related issues.

Conference participants will be offered a social and cultural program, which includes:

tours to Savvino-Storozhevsky and New Jerusalemi Monasteries, a tour to the Armoured Troops museum (on preliminary requests), a concert, a banquet on the occasion of the conference closing with musical program, as well as a chance to enjoy a pool, gym, and sauna as well as health treatment services.

Registration and accommodation
The Conference registration fee is $100.00.
Accommodation fee for the whole stay (four days including three meals a day) is as follows (prices per person):
-         One-room apartment Two-room apartment
          Double $150.00 Double $200.00
          Single $220.00 Single $340.00

          The Exhibition stand rental fee is $150.00.

          Payment should be made in US dollars in advance to:
          ILIAC (International Library Information and Analytical Center)
          1776 Massachusetts Ave., Suite 700, NW, Washington DC, 20036, USA
          Bank - Bank of America, 3 Dupont Circle, NW, Washington DC, 20036, USA
          ABA/Routing # 054001204, Acct. # 001920698423

For online registration and additional information please see
http://www.gpntb.ru/libcom3/eng/
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LIBRES: Library and Information Science Research electronic journal ISSN: 1058-6768
http://libres.curtin.edu.au/index.htm
CALL FOR PAPERS Next issue due March 31, 2004. Articles are considered as received and they should reach the relevant editor no later than the beginning of January 2004 for consideration for the March 2004 issue.

LIBRES, an electronic, peer-reviewed, international scholarly journal devoted to Library and Information Science Research, is pleased to announce a call for papers for its next and forthcoming issues.

LIBRES is a peer-reviewed electronic journal with an editorial board of library and information science scholars. LIBRES communicates scholarly thought in library and information science. Its publication language is English. It is published in March and September.

LIBRES has also published non-refereed articles, reports, as well as news and discussion of library and information science research, applications, and events. It commenced its peer-reviewed section in 1993. When warranted by the volume and flow of scholarship, special and/or supplementary issues on emergent themes will be distributed.

LIBRES has four sections:
1. Research and applications (refereed). Peer-reviewed scholarly articles from multiple sub-disciplines of library and information science on such topics as analysis, evaluation, applications (reports of progress) in libraries, plus other information science research. Editor: Scott Seaman (email: seaman@spot.colorado.edu)

2. Essays and opinions (non-refereed). Editor: Ann Curry (email: ann.curry@ubc.ca)

3. Reviews of print and electronic resources and other discussions (non-refereed)
Editor: Suzanne Milton (email: smilton@ewu.edu)

4. News and Meetings   Editor: Kerry Smith (email: K.Smith@curtin.edu.au)

LIBRES is based on the principle of subscription to an electronic discussion list, the members of which are informed when an issue has been released. An archive is also maintained.

With the rise of the Web and its potential for 'rich' content, the editors particularly encourage the use of web-based technology in the presentation of articles. News on upcoming international conferences is now entirely web based due to the need to continually update the information. This information can be found at http://libres.curtin.edu.au/conferences.htm

Please contact the Editor-in-Chief, Kerry Smith, email K.Smith@curtin.edu.au for further information.

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Informing Science and IT Education Joint Conference – Call For Papers

I invite you to submit a manuscript to the Informing Science and IT Education Joint Conference. The conference will be held in Rockhampton, QLD, Australia from 25-28 June 2004.

This conference seeks papers that explore issues in effectively and efficiently informing clients, in any area, through information technology. The conference also solicits papers on all issues in IT Education.

Preference is given for full papers, but research-in-progress papers that show potential may be accepted. In addition, papers that deal with any issue in Misinforming/Misinformation/Bias in Informing Systems are especially welcome.

All papers undergo blind review by three or more external peer reviewers. Accepted papers will be published in the proceedings. Best papers will be fast tracked for acceptance in either the Informing Science journal (http://inform.nu) or the Journal of Information Technology Education (http://jite.org).

The purpose of the conference is to cross-pollinate the research of all fields that endeavour to use IT to inform clients. In other words, we have a lot to learn from psychology, journalism, public relations, library science, and, yes, even education. Past delegates rave about how much they learn from colleagues in other fields.

Submissions are due Nov. 30. The conference web site, at http://InSITE.nu (or http://2004.informingscience.org/), has full details.

PLEASE serve as a reviewer for this conference. To do so, please visit http://volunteer.InSITE.nu (or http://conf.informingscience.org/review/signup.php), and provide your particulars and preferences. Up to three papers will be sent to you for review in December. (You can see a sample online review form at http://2004.informingscience.org/sample.htm.)

Eli COHEN, Conference Organizer

How to join the Continuing Professional Development and Workplace Learning Section

a. Associations and Institutions which are current IFLA members:
The highest officer or contact person should complete and submit a Section registration form, available on IFLANET at: http://www.ifla.org/III/members/form2a.htm, or contact IFLA Headquarters to register the association/institution as a member of the section. If their free section allocation is already filled, payment of EUR 48 should be submitted to complete the section registration. A pro forma invoice can be provided on request.

b. Personal and Student Affiliates who are current IFLA members
Complete and submit a Section registration form, available at: http://www.ifla.org/III/members/form2a.htm, or contact IFLA Headquarters to register for the new section. If this registration is in addition to their free section allocation, payment of EUR 48 should be submitted.

Any member may replace one of their current sections registrations with another section at any time and with no cost.

c. New members
Anyone who is not currently a member of IFLA may submit an application form to join IFLA and the CPDWL section. Application forms are available on IFLANET at http://www.ifla.org/members/index.htm, or on request from:

> IFLA Headquarters
> Post box 95312
> 2509 CH The Hague
> Netherlands
> tel: +31-70-3140884
> fax: +31-70-3834827
> email: ifla@ifla.org

Questions? Contact Kelly Moore, IFLA Membership Manager: kelly.moore@ifla.org

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Continuing Professional Education for the Information Society – Article by Dr. Laurel Anne Clyde – see: www.ifla.org/v/ifla/ij-1-2003.pdf printed in the IFLA Journal 29 (2003) no. 1, pp 18-23

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http://www.ifla.org/VII/s43/scpdwl.htm

SCOPE

The CPD&WL Section embraces all aspects of professional development and learning in the

workplace in the period post-qualification to the end of a career.

New developments and trends in information and communication technology, higher expectations of users, requirements of employers and managers of libraries and information service organisations and competition from information professionals in the broader information industry emphasize the imperative for associations and institutions to be 'learning organisations' and develop their staff by providing opportunities for continuing professional development and training in the workplace; and for individuals to be responsible for their own career planning and development.

Our membership engages institutions, organisations and individuals in a community of practice which supports practical and research-related activities within our area of subject expertise. The Section also brings together those who are interested in and responsible for the quality improvement of systems for delivering continuing professional development and workplace learning programs.

VISION

The establishment of a sustainable framework within the IFLA structure which enables others to collaborate with and participate in the Section's activities as well as enhancing members' ability to develop and participate in continuing professional development programs and workplace learning opportunities in their own environments.

[critical issues to be addressed in areas of strategic activity:
1. collaboration with other sections and groups,
2. conducting projects and activities in addition to holding sessions at world congresses,
3. supporting presidential priority theme 'lifelong literacy'
4. increasing our membership base.]

Note IFLA's Professional Priorities http://www.ifla.org/III/misc/pp1.pdf:
a. Supporting the role of libraries in society
b. Defending the principle of Freedom of Information
c. Promoting literacy, reading and lifelong learning
d. Providing unrestricted access to information
e. Balancing the intellectual property rights of authors with the needs of users
f. Promoting resource sharing
g. Preserving our intellectual heritage
h. Developing library professionals
i. Promoting standards, guidelines and best practices
j. Supporting the infrastructure of library associations
k. Representing libraries in the technological marketplace

http://www.ifla.org/VII/s43/annual/cpdwl02-03.htm

Mission

The Continuing Professional Development and Workplace Learning Section:

- Encourages, promotes and supports continuing professional development programmes for information and library personnel, reflecting current needs of the profession
- provides a focal point for activities, discussion and publishing related to continuing professional development and lifelong learning
- supports an international community of practice for practitioners and researchers who are interested in and/or responsible for providing delivery systems and improving the quality of continuing professional development and workplace learning programs
- encourages institutional members, as well as individuals from all levels of the library and information workforce, managers, researchers, and providers of continuing professional development programs.

Goals

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

(***Professional priorities***: *(a) Supporting the role of libraries in society; (c) Promoting literacy, reading and lifelong learning;* *(h) Developing library professionals)*

Actions

1.1 Provide stimulating professional development programmes, including the Open Session at IFLA's annual World Library and Information Congress, a regular CPDWL pre-conference event and other specialised workshops as the opportunity arises. (Note intention to hold pre-conference in Oslo 2005.)

1.2 Collaborate and develop links with other IFLA sections in planning cooperative programmes at annual and pre-conference events. (Note intention to participate in joint Division event in Buenos Aires 2004 on theme of 'Lifelong literacy'; intention to work with Management and Marketing Section especially emphasising the 'workplace learning' aspect of continuing professional development.)

1.3 Encourage collaboration and develop links with other IFLA sections and outside bodies to publicise and promote continuing professional development programmes.

1.4 In conjunction with other Division 7 sections, address the recommendation from the Social Responsibilities Roundtable to 'research the education and training needs of Southern countries in conjunction with relevant agencies in order to facilitate the development of appropriate information curricula'.

1.5 Initiate an award recognising a library which demonstrates excellence or significant achievement in the development and delivery of a continuing professional development or workplace learning programme.

GOAL 2: Improve the opportunities of library staff worldwide to contribute to lifelong learning both within and outside the profession.

(**Professional priorities**: (a) Supporting the role of libraries in society; (c) Promoting literacy, reading and lifelong learning; (f) Promoting resource sharing; (h) Developing library professionals; (i) Promoting standards, guidelines and best practices)

Actions

2.1 Promote the work of the Section to librarians worldwide encouraging collaboration and the exchange of ideas and resources.

2.3 Publish a newsletter for the dissemination of information about the Section and other articles about continuing professional development and workplace learning.

2.4 Establish and moderate an e-list to support members and other interested practitioners and researchers in an international community of practice and facilitate collaboration and the exchange of ideas and information.

2.5 Develop IFLA-approved guidelines for the provision of continuing professional development programmes within a quality improvement framework. (Note submission for Project funding for 'Quality Guidelines for CPD activities' August 2003).

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

(**Professional priorities**: (h) Developing library professionals; (i) Promoting standards, guidelines and best practices)

Actions
(see also Action 2.3)

3.1 Continue the series of IFLA pre-conferences (the Continuing Professional Development and Workplace Learning Conferences) as a means of stimulating and supporting research and dissemination of the results.

3.2 Alert professionals, through the newsletter, e-list and pre-conference proceedings, to research reports and research programs.

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

(**Professional priorities**: (h) developing library professionals)

Actions

4.1 Work within the IFLA procedures to create and extend the Interim Standing Committee with wide international representation

4.2 Establish effective communication mechanisms and meeting procedures for the Interim Standing Committee.

4.3 Establish and maintain effective communication channels within the Section.

4.5 Develop and implement a strategic marketing plan to promote the Section's activities and recruit new members.

4.6 Develop the online discussion list for members.

Updated October 2003

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Continuing Professional Development and Workplace Learning
Notes from meetings held on 2nd August 2003 and 8th August 2003, Berlin, Germany

(for the purposes of simplicity these minutes are a combination of the minutes from the meetings held on the 2nd August 2003 and the 8th August 2003)

1. See Appendix 1 for attendees on the 2nd August 2003 and the 8th August 2003

2. Confirmation of minutes and matters arising from last meeting held in Aberdeen, 17th August 2002
Accepted as a true record and no matters arising

3. Reports from Chair, Information Officer, Treasurer and Manager of CPDWL IFLANET discussion list
- **Chair (Ann Ritchie (AR)):** The establishment of the change in status for the group to become an IFLA section was outlined. The purpose of the group was developed and its future direction explained. The full report is appended.
- **Information Officer (John Harvey (JH)):** JH forwarded a report that was read out in his absence. Issues concerning reader feedback on the 'Newsletter' were raised along with lack of copy. There would be some value in increasing the number of issues per year.
- **Treasurer (Blanche Woolls (BW)):** Mainly as a result of the Aberdeen conference making a surplus the Section has some funds in its bank account. Options on limiting the bank charges were discussed.
- **Manager of CPDWL IFLANET discussion list (Ian Smith (IS)):** the list has grown well to its current position where it has over 190 members. There are members from all continents but South America is not well represented. Discussion have been generated but it could be used more for idea sharing

4. Open session and workshop- preactivity update
The open session will take place on the 3rd August. The workshop will be delivered at Humboldt University on the 7th August. There will be three presentations and group work on evaluating the quality of various on-line CPD courses.

5. Future directions for the CPDWL section
AR explained that IFLA was undertaking a review of all its sections that had to be completed by 2007. The CPDWL section is part of the Education and Research Division. There was concern that there needed to be more collaboration between the sections and also that there was some replication and duplication. IFLA had indicated that each section should have over 100 members. Evidence was needed that Sections were active in other areas and in addition to conducting sessions at the World Congress, and taking responsibility for their future direction.

General concern was expressed that the IFLA processes did not make personal joining very easy. AR promised to go back to the Membership officer asking for the processes for personal membership to be made easier (and less threatening), and to suggest to the Coordinating Board that membership of the Division (rather than single sections) for personal members could be considered.

Attendees at the meeting were asked to each individually indicate what they would like from the CPDWL Section. The areas identified fell into the following categories:
- Meeting people from similar backgrounds
- Getting new ideas/ information
- Receiving guidelines on management and finance of continuing professional development
- Forging links with other groups, professional associations and organisations (e.g. universities
- Either having or being a mentor
- Undertaking research
- Working with professional associations
- Added value (something concrete, physical, to take home at the end of the conference)
- Establishing a clearinghouse/ database of information on CPD

AR identified that a critical issue was the sustainability of the Section. Attendees were thanked for their input and a commitment was expressed to take these ideas and establish proposals to be presented at the next general meeting.

It was reported that Phyllis Spires presented a paper at this conference on OCLC's survey of training needs, and noted that OCLC will be developing a CPD clearinghouse. There is a need to monitor what this will cover. OCLC is trying to develop CPD for people to carry out on their own time. Betty Turock (BT) suggested that OCLC might want to fund some research for us to conduct – what constitutes "enough" for a CPD unit. IS added that funding would be helpful to bring someone from a developing country to IFLA.

BW will check a possible relationship in the U.S. Anne Clyde thought a European connection would be equally helpful. She and Ian Johnson will check their European website. BW, AR and IJ are to see if OCLC will fund some item that can be produced for the Argentina conference. Oluremi Jegede thought that the greatest help might be with library school educators who do not educate their students to seek CPD after graduation.

Action: BW to investigate relationship with OCLC, liaising with AC and IJ.

Duduzile Mbaakanyi will react to our suggestions when she reaches home. Another suggested that mentoring would be a way to help. Diann Rusch-Feya (DR-F) mentioned her survey that, while focused on IT, had results that might help. Her database is now closed from the original study, but she continues to collect data. Betty Turock suggested that OCLC might be interested in funding for this. BW is to inquire about this.

AR reported the critical issues as determined by the Executive Group. To ensure sustainability, there must be a membership base of around 100, activities and actions in addition to the annual program, and cooperation and collaboration with other sections. However, the most urgent priority is recruitment to increase the number of members. The following activities and actions were identified:
- Marketing and promotion to recruit
- Communication and information flow within our membership (using the eList)
- There needs to be more diversity of people actively working in the group
- Processes and systems need to be in place to ensure effective working practices and decision-making in the group

- The group needs to be clear what members want from the group. What are the benefits in them attending sessions? Do they want a certificate? Do they want an IFLA policy statement?
- A visible, high profile and effective action plan needs to be developed

Defining boundaries between the different Groups is crucial. Discussion is especially important with the Education and Training Section re this. It was agreed that a CPD manifesto is needed over the next 2 – 3 years.

The 2004-2005 strategic plan is due in October. The process for revising will be by e-mail with the interim standing committee.

Action: Interim Standing Committee to review the Scope of the Section and revise Strategic Plan.

6. Progress on project relating to quality improvement framework for CPD
The project was outlined and a bibliography on CPD and quality circulated. It is intended that the project will be grounded in practice. The literature review will be used to inform the project. People were invited to become involved in the project. The CPDWL discussion list will be used to publicise the project.

Anne Francoise Bonnardel (AFB) is willing to translate our new guidelines into French. If the guidelines are to be translated, this will be a tangible benefit. The plans are to review guidelines from other associations and select the best for CPDWL.

Action: AR/IS to develop a proposal for project funding

7. Need to research the education and training needs of Southern Countries.
Following the wind-up of the Social Responsibility Round Table, this recommendation was directed to the Section (and others in the Division) as an area of concern to be actionned. There was a general discussion that surmised that this work could already have been done as a Ph. D. dissertation. The discussion list would be used to ask if people were aware of a possible completed study.

Action: AR to request cooperation among the Sections who have been given responsibility for this action at the next Coordinating Board meeting.

8. Planning for The World Library and Information Congress in Buenos Aires, Argentina – 22-27 August 2004
http://www.ifla.org/IV/ifla70/index.htm
The Presidential theme for the next 3 years is 'Libraries for Lifelong Literacy', and the theme for the World Congress is *Libraries: Tools for Education and Development*. Each section will be allocated a two-hour slot in Argentina. It is proposed to join with the Information Literacy Section and others in the Division.

AR reported the activities from President Raseroka's Lifelong Literacy Forum which generated the idea of a joint meeting for the Division in Buenos Aires, Argentina with the possibility of a longer meeting. Volunteers to help with planning include Inka Behn (IB), AFB, Betty Turock (BT), Jana Varlejs (JV), Marilyn Wilt and AR.

Other points to be noted:
In Argentina, speeches should be in Spanish as much as possible. The papers will need to be submitted in a timely fashion to allow for translation. The status of simultaneous translations is uncertain. Power points should be in two languages. Speakers should be encouraged to have their power points available as a handout when in a language other than the one being spoken.

Discussion concerned CPDWL's possible contribution and the relevance of CPD to lifelong literacy. The "train the trainer" aspect and how to train others for training information literacy seemed to be the niche. It was thought that this would be an appropriate time to introduce the guidelines – a focused session.

As a fallback if the Division's joint meeting was not accepted, the two hour session would be used to present the guidelines and also ask for papers on 'How to train lifelong literacy trainers'. Clare Walker (CW) brought up the need to help others understand what they should do personally before they begin to provide CPD – the personal/professional development of the CPD trainer. We could offer this ourselves or with the Division.

Action: AR to form a Working Group with Inka Behn (IB), AFB, Betty Turock (BT), Jana Varlejs (JV), Marilyn Wilt and liaise with other Sections in the Division to plan the session.

9. Planning for Oslo World Congress (August 14-18, 2005)
The Theme for Oslo is: *A Voyage of Discovery*

The Section membership thought it was appropriate to plan the Sixth World Conference on CPD, to be held prior to the Oslo World Congress (11-13 August 2005). JV had contacted Ragnar Audunsson, library school director. JV will e-mail him to confirm and ask for another contact in the school or the library who has a specialized interest in training. If necessary, BW will contact the Director of the Norwegian Library Association who has agreed to give further names if necessary.

The deadline for proposals is March 2004 with Theme, Dates, and Partners. Ideas generated included: "CPD and Preparing for the New Roles of Librarians: A Voyage of Discovery." (Asides included "Vikings to Cyberknots" and "On the Good Ship CPD") There is a need to address the responsibility of organizations, associations, and individuals and that the new roles were more than technology. E-learning is being discussed and the need to offer CPD for this. IB attended one session where the discussion included learning on your mobile phone.

AR will let members know and will coordinate the planning. CW volunteered to help. IJ suggested a September 2004 deadline for paper abstracts, manuscript to Saur by April 2005, and the need for an editor to be chosen.

Action: AR to form a Working Group to begin the planning and submit the proposal for a pre-conference.

10 Marketing
The CPDWL plan and its activities are being reviewed and a brochure will be created. Kerstin Ochudl-Hobing (KO-H) suggested the development of a logo/bag. Bruce Massis will be overseeing the marketing with help from KO-H. MW asked if we had a marketing plan that included concrete things to accomplish – logo, pin, speech to give to individual associations, the text for a report or a definition of workplace learning for members to place into their professional periodicals or newsletters. DR-F will write this by October 15.

Some funds are available to do some marketing. IJ mentioned the possibility of a prize for something in CPD. Perhaps OCLC could be approached to fund an award for the best CPD programs to be honored at a reception in Buenos Aires in one of several categories such as small association/organization, large association/organization, and individuals. These could be placed on a CD for those in attendance to take home with them.

11. Section Membership

It is essential to let people know how to join the Section. An electronic copy of an invitation should be available as well as paper copies. Much discussion ensued about what parts of the world to expand our membership. DR-F suggested looking at CPDWL's World Conference speakers and IJ gave his copy of Betty Stone's mailing list to Ian S. Diann will contact the Goethe Institute for names. BW is to query the Director of the Japan Library Association. A list of who and where this is being distributed is important

Action: IS to follow up leads and use the E-list to invite membership.

12. Any other business

It was noted:
- Delegates were asked to wear their badge at all time
- Delegates were asked to complete the evaluation forms
- The School Libraries and Resource Centre Section is looking to develop contacts with the CPDWL Section

Appendix 1
Continuing Professional Development and Workplace Learning
Attendees at meetings held on the 2nd August 2003 and the 8th August 2003
Berlin, Germany

Present Saturday, 2nd August 2003
Ann Ritchie, Chair (Australia) ann.ritchie@mailpc.alia.org.au
Graham Walton, Secretary (UK)
Blanche Woolls, Treasurer (US) bwoolls@wahoo.sjsu.edu
Marilyn Wilt (US) mrwilt@rci.rutgers.edu
Nawal Abdalla (Egypt) em.nawalabdoula@hotmail.com
Petrina Amonoo (Ethiopia) pamomoo@uneca.org
F. Azadeh (Observer)
Shahla Babagadeh (Iran) sh.babazadch@yahoo.com
Jonas Bech (Observer) jtb@bf.dk
Anne Francoise Bonnardel (Observer) anne_francoise.bonnardel@buf.fr
Amitabha Chatterjee (India) chatterjeemitabha@yahoo.com
Anne Clyde (Iceland) anne@hi.is
Daphne Daly (Observer) daphnedaly@yahoo.com
S. B. Ghosh (India) sbghosh@hotmail.com
Ian M. Johnson (Great Britain) i.m.johnson@rgu.ac.uk
Duduzile Mbaakanyi (Botswana) mbaakany@mopipi.ub.bw
Maria Carla Proenca carlaproenca@clix.ft
Sayeda Maged Rabie (Egypt) s_maged2000@yahoo.com
K.S. Raghavan (India) raghavan@unom.ac.in
Lesego Ramore (Observer) lramore@bca.bw
Sayede Maged Rabi
Diann Rusch – Feya (Germany) d.ruschfeja@iu-bremen.de
Zanra Serkashani
Nawal A. Shahin (Saudi Arabia) nshahin@ecollege.edu.sa
Ian Smith i.smith@latrobe.edu.au
John K. Tsebe (South Africa) tsebej@unorth.ac.za
Betty J. Turock (US) bturock@scils.rutgers.edu
Jana Varlejs (US) varlejs@scils.rutgers.edu
Cathy Wojarodski (Observer) cathryn@udel.edu

Apologies: John Harvey

Present Friday, August 8, 2003
Ann Ritchie, Chair (Australia) ann.ritchie@mailpc.alia.org.au
Blanche Woolls, Treasurer (U.S.) bwoolls@wahoo.sjsu.edu
Marilyn Wilt (US) mrwilt@rei.rutgers.edu
Betty Turock (US) bturock@scils.rutgers.edu
Inka Behn (Germany)   inka.behn@ub.unhi-foliburg.de
Kerstin Ochudlo-Hobing (Germany) hoebing@iml.fhg.de
Jana Varlejs (US)   varlejs@scils.rutgers.edu
Anne Francoise Bonnardel (France) anne_francoise.bonnardel@buf.fr
Duduzile Mbaakanya   (Botswana) mbaakany@mopipi.ub.bw
Ian Smith (Australia) i.smith@latrobe.edu.au
Anne Clyde (Iceland) anne@hi.is
Clare Walker (South Africa) walker.c@library.wits.ac.za
Oluremi Jegede (Remi)   (Nigeria) olueyejegede@hotmail.com
Ian Johnson (Great Britain) i.m.johnson@rgu.ac.uk
Diann Rusch-Feja (Germany) d.ruschfeja@iu-bremen.de

Apologies: Graham Walton, Secretary (Great Britain), John Harvey
Appendix 2
CONTINUING PROFESSIONAL DEVELOPMENT AND WORKPLACE LEARNING: Chair's report August 2003

Executive:
Chair   Ann Ritchie
Secretary   Graham Walton
Treasurer   Blanche Woolls

Information Officer   John Harvey
List moderator   Ian Smith

Interim Standing Committee 2003-2005: Andrew Booth, Anne Clyde, Pat Dixon, Paul Genoni, Ian Johnson, Bruce, Massis, Lesley Moyo, Diann Rusch-Feja, Ujala Satgoor, Jana Verlejs, Clare Walker.

The Strategic Plan was revised following the meeting in Glasgow, August 2002. All the Section's activities fit within the plan's framework of goals and activities.

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

Activities:
- A very successful pre-conference was held in Aberdeen in August 2002. The proceedings were published as IFLA Publications 100 – *Continuing Professional Education for the Information Society: The Fifth World Conference on Continuing Professional Education for the Library and Information Science Professions.* /Ed. By Patricia Layzell-Ward. [IFLA]. – Munchen: Saur, 2002. A report highlighting the main themes and presentations was published in the IFLA Journal (Clyde, Laurel A. (2003*) Continuing professional education for the information society.* IFLA Journal, 29(1): 18-23.)
- The Open Session in Glasgow focused on the roles and responsibilities of professional associations in continuing professional development, and one of the papers (Gwenda Thomas, from the South African Library Association) was published in the IFLA journal.

- There will be two activities planned for Berlin – the Open Session (with 3 papers to be presented) and the Workshop. Both focus on online delivery of CPD, with an emphasis on future trends, evaluation and the development of quality improvement criteria.

GOAL 2: Improve the opportunities of librarians worldwide to contribute to lifelong learning both within and outside the profession, including facilitating collaboration and development of networks for the exchange of ideas, and the development of a quality improvement framework for continuing professional development.

Activities:
- There were 2 editions of the newsletter (October 2002 and April 2003), distributed by a notification to all in our membership database, and contributing to the aims of facilitating communication and information exchange.
- A CPD discussion list was established (co-moderated by Ian Smith and Graham Walton) to help develop our online networks – it now has over 190 members.
- A project was commenced to develop quality improvement guidelines for CPD activities. There are 5 stages to the project and so far a bibliography of the international literature has begun to help to scope the project and inform future development. It is intended that a project funding will be sought to enable progression to the stages of publication and dissemination

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

Activities contributing to achievements of this goal have not been progressed, but it is intended that the program planning for the next preconference in Oslo (2005) will encourage reports of research.

GOAL 4: Establish the framework for the Section which is sustainable.

Activities:
- We have a marketing strategy which outlines a plan to encourage membership.
- The Interim Standing Committee has international representation and members have designated roles and responsibilities.
- A promotional brochure has been produced, outlining the benefits of membership and facilitating registration for individuals.
- A membership database has been established.

Future Developments
It is intended that a review of the Section's strategic plan for 2004-2005 will identify critical issues and direct our strategic activities. This process is likely to lead to a stronger definition of scope and purpose, a refined vision for the future, and some ideas for collaborating with other Sections in areas of mutual interest.

We intend to propose and work with other Sections in the Division to have a joint 'forum' event on a theme of common interest e.g. 'Lifelong literacy'.

Ann Ritchie,
Chair CPD&WL

Marketing Your Continuing Professional Development Program to Library Staff
By Bruce E. Massis, Associate Director, Southeast Florida Library Information Network (SEFLIN)

No successful program can continue to appeal to its audience without its continuous reinvention and refining. Of equal importance in the marketing process remains the continuous input of the program's users. In supporting the concept of "workplace as learning place" it is necessary to market learning to library staff at the inception phase and in an ongoing manner throughout the year. It is often wrongly assumed that there is no need to market a program to library staff already actively involved in it. However, it is as important an effort to target those who have already bought in to the program as it is to those who have excused themselves from it.

One would think that internal marketing would be unnecessary, or that simply by virtue of the program's existence would be enough of a tool to drive the marketing initiative. Unfortunately, that is not usually the case. Those who make such assumptions, and eliminate the internal marketing effort are often surprised when staff usage of the program drops or when instructor led classes are only sporadically attended. As anyone working in a library today can attest to, library staff has so much on their plates these days, it is often quite a burden to take part in the library learning program, no matter how comprehensive and inclusive it may appear.

While word of mouth is often the best and least expensive device in the marketer's toolkit, the benefits of the library learning program may not have been sufficiently promoted amongst the library staff. Conversely, knowing the reasons for lack of participation in the program are often as important to training administrators as is information about those who are involved in it. Even the most vigorous campaign, if improperly targeted, will meet with a stony silence and expire if the program has not been continually marketing using a variety of methods. If library learning has not been viewed as merely a "frill" and it has been embraced both by library management and library staff, it is imperative that the training administrators perform a number of ongoing tasks to keep interest and excitement high through a regular schedule of marketing campaigns to energize the program.

Since most training administrators have not generally received formal education in marketing, it would benefit them to perform a self-check of marketing competencies in order to acquaint themselves with the skills necessary to implement and sustain a successful library learning marketing campaign. Also, such a self-check is valuable in terms of uncovering any additional formal training that may be required by the training administrators themselves. No one working in a library ought to be immune from lifelong learning, not even the training administrators.

According to authors Sophie Oberstein and Jan Alleman, there are fourteen marketing competencies with which one ought to be familiar prior to embarking an active marketing process for learning. These are:
- "Relationship building
- Comprehension of organizational and individual behaviour
- Knowledge of your audience
- Knowledge of your topic or field
- Creativity
- Intellectual versatility
- Cost-benefit analysis
- Trends and Data Analysis
- Questioning technique
- Project planning
- Maintenance evaluation
- Written and verbal presentation

-      Graphic design
-      Computer proficiency"1

In order to reinforce these competencies through a recommended and accepted strategy, the training administrator may wish to employ a commonly referred-to Instructional Systems Design (ISD) model known as ADDIE.

The acronym, ADDIE, represents these five components:
§ Analyze
§ Design
§ Development
§ Implementation
§ Evaluation

Analyze phase - instructional problem clarified, goals and objectives are established, and the learning environment and learner characteristics identified.

Design phase - instructional strategies are designed and media choices are made.

Develop phase - materials are produced according to decisions made during the design phase.

Implement phase - testing of prototypes (with targeted audience), putting the (service) in full production, and training learners and instructors on how to use (it).

Evaluation phase consists of two parts. Formative evaluation is present in each stage.

Summative evaluation - tests for criterion-related referenced items - providing opportunities for feedback from users."

The ADDIE model is one of more than 100 recommended ISD's. When simplified for use as the underpinning for marketing the library learning program, the framework of ADDIE provides the program administrator with a solid foundation wherein the entire training program's creation; implementation and marketing are all based on a similarly unified model. This approach provides an important level of consistency across the entire spectrum of the education and training program. These components, if employed properly and reliably, can impart a level of interaction with library staff so that one does not implement a learning program in a void.

It should be noted that the utilization of the ADDIE model has, at times, provoked an adverse affect among training program designers. Some have suggested that the process is an extremely cumbersome and rigid approach to systems design. It is highly procedural and dense in its approach and application. Also, if there is a time constraint, ADDIE may not be the proper model. It is already difficult enough to bring people to the table in agreement over what serves as a measurable, sustainable model of a learning program. The analysis and evaluation phases of ADDIE both require close scrutiny and reporting of results. On the other hand, if time is not an issue, then ADDIE, when employed as the engine driving the marketing of a library learning program, allows for the logical process from which to proceed towards a stated goal of providing the staff with a program in which they have been a part of that design approach and it becomes clearer to administrators that those who are using the training program believe in its worth, thereby providing a justification regarding the program's sustainability.

(A)nalyze in Preparation for Marketing the Staff Training Program

This is the first step in this process and it is imperative, not only to uncover the actual need, rather than the perceived need, but also to begin a process that generates interest and excitement in the training program. By conducting the needs assessment for training issues, it is wise to consider, not only those areas of concern regarding training program content, but

logistical matters as well. In order to assess the level of need for its upcoming year's program it is essential to uncover what the needs are, directly from the staff participating in the program. They will be the stakeholders in the program and their voice ought to speak loudly in this process. Therefore, a short, simple, but effective needs assessment survey based on a the deployment of a "blended learning" model (wherein a number of learning methods are employed in the delivery of learning content) may be distributed to staff in order to collect important needs data.

From this survey, the data collected will be used to create a program based directly on staff needs. Also, logistical elements such as the time of day, the location of events, the delivery methods for the workshops, tutorials and courses most requested by library staff will be closely analyzed in order to assure maximum participation. The training administrator designs a library learning program at his or her peril should they ignore the logistical elements of the program. If they ignore this information, they will be providing training in a vacuum resulting in mostly empty rooms. So, a close analysis of the data collected will clearly reveal the direction of the program.

Training administrators must be responsive to the travel and scheduling issues of the library staff. If a considerable number of staff expresses their concern that they cannot attend training for a particular reason, (short staffing, scheduling problems, travel issues, etc.) the training administrators must be cognizant of these issues. A response to might be to offering more Web based training where participants can access training online, or through an increased use of teleconferencing, where participants can visit a single location and view a program at the same time. Even a videotape tutorial may be suggested so that an individual or a group receives training through this very traditional method. The point is that the "blended learning" solution offers numerous methods for staff to access training, and in so doing, interest in the program, and program usage can be marketed using various methods.

(D)esign the Marketing Program

According to author Teresa Davenport, there are four distinct design elements to set in place prior to deciding which tools are necessary to employ as marketing items targeted to staff engaged in the training program. These are:
-        "Product - determining just what programs are required.
-        Price - It is marketing's role to promote the cost-effectiveness of the program, both in terms of its benefits to the organization and its production cost.
-        Place - programs need to be easily accessible to learners
-        Promotion of Communication - the major tools you will use."[3]

Three critical elements in the design of the overall program will include budget, timeline and staff available to produce the materials and promote the program. As is often the case, even in larger library systems, the program administrator is a single individual, and if fortunate, may be assigned an assistant, but assuming this individual is working alone, ADDIE does offer a supporting structure from which to proceed in the marketing campaign.

Once a marketing budget has been developed and approved, the marketing strategy can move forward. First, the training administrator would be wise o appeal to those already engaged in the library learning program. After all the program's best advocates are those who are using it extensively and are pleased with its outcomes. If they have received any incentives upon completion of any of their training, then their positive response to the training program will be even greater. Therefore, within the marketing budget there ought to be a line created to purchase incentives or rewards to present to those who have successfully completing training modules. Even if the incentives are limited to framed certificates of completion and acknowledgement of an individual's success is noted in one's personnel folder, perhaps that kind of incentive that can be translated into financial rewards down the line. Here are some

practical suggestions for marketing during the design phase.

1. Use the library's email or intranet system to promote the library-learning program.
You can use the email or the intranet (if there is one in place) to publicize specific courses, new courses, offer useful tips and helpful suggestions for incorporating learning into employees' personal development. Regular promotion to staff regarding new and exciting learning program offerings, may encourage those who have not participated in the program to consider it.

2. Printed materials (handouts, brochures, information cards, placards, stickers, etc.) are still very effective. Flyers and newsletters may be a consideration.
Since there will be a considerable number of employees who respond better to more traditional marketing materials, such as handouts or printed newsletters, this may be a more effective means of increasing usage in the learning program rather than strictly to e-communication.

3. Work with your learning vendors.
For obvious reasons, it is in their best interest to work with you to assist in providing support with internal marketing. Furthermore, they may have already designed marketing materials that you can either adapt or directly distribute to staff touting the benefits of the learning program or elements of it.

(D)evelopment of the Marketing Program Materials
According to Teresa Davenport, "Once you have determined what the marketing mix of your promotions will be, you can begin producing the actual materials."4 Therefore, in developing marketing materials, approach the development of a single item with the concept of creating multiple applications from a single development cycle. For example, a single brochure can carry with it, graphical and text elements that may be employed in a whole host of other marketing materials. The look and feel of a brochure can be replicated in handouts, banners, posters, and giveaways, as well as the ability to send it out as an electronic marketing tool (pdf. version of the brochure), as well.

Since we are assuming that the training administrator has either limited or no marketing training, there are a number of cogent suggestions to consider when sitting down to create marketing copy for the brochure and allied marketing materials. Authors, Oberstein and Alleman suggest the following:
- Be truthful
- Know your audience
- Be culturally relevant
- Variety ifs the key
- Make marketing positive
- Require a response
- Stress benefits, not features
- Support with statistics
- Have themes
- Have something new to offer
- Pique their interest
- Write simply
- Use the active voice
- Pilot your copy (with others prior to finalizing)"5
- Solid professional marketing materials must present the library learning program as relevant to the staff and by touting its many benefits, it becomes much more of an easy sell to library staff.

(I)mplentation of the Marketing Program
You must to introduce the new learning program to the library to promote it and register initial users to develop ways to maintain and increase usage over time. Use the following techniques

to increase excitement of the program during and after its implementation phase.

- Program administrators hold a learning "rollout event."
A special event or series of events may be held to introduce staff to the library learning program. The participants may receive small premiums (mouse pads, key chains, bags, writing tablets, pens, etc) and obtain information about the program. A mix of presentation activities may be held including hands-on demos of the program's e-courses, a slideshow demonstrating the benefits of participating in the program including descriptions of the recognition and rewards one may receive, and time for attendees to meet with the training administrators to ask questions.

- Incorporate online courses into employee development, core competencies, and performance improvement plans.
Incorporating learning into one of these processes can be helpful. This can be decided at the administrative level and discussed with the employee their during annual performance review conferences. There will be greater success of the learning program if learning benchmarks are built into these monitored processes.

- Provide incentive lunches during a workshop.
Managers, supervisors, and training administrators may be invited for a meeting on how to incorporate learning into their own development plans, and how they can use it in employee development and performance improvement. Show the attendees how learning can be integrated into developing, coaching, and mentoring activities.

- Include a learning options discussion and a program overview into your new-employee orientation program.
At the very least, give new employees an overview of your library's learning philosophy, the options available, and how to sign up and get started.

- There must be help available.
If staff has questions or difficulties (registering for a course, forgotten password, etc.), make it easy for them to get answers. The link on the library learning web page must be prominently displayed and the help must be responsive in their replies.

- Hold an annual awards ceremony.
While a series of standard recognition methods (plaques, certificates, newsletter mentions, etc.) may be employed to recognize excellence in utilization of the learning program, the library might consider holding an annual awards ceremony where invited guests would be on hand to honor those who have demonstrated excellence in the program.

(E)valuation of the Marketing Program
The program administrator must regularly encourage feedback from those active stakeholders in the program through program evaluations, or program segment evaluations (in order to analyze certain components of a blended learning program) in order to understand the strengths and weaknesses of the library learning program. Those evaluations can be formal evaluations or even simple phone calls to random employees once they've completed a course. Survey employees to find out what topics interest them, and consider ways to incorporate those interests into your program offerings. If you work in a larger library, seek out additional feedback from all departments.

Of course, the evaluations will return results that can be used for tweaking the campaign for the following year; therefore, the usage statistics can and should be used as marketing tools in and of themselves. These statistics can lend relevancy and stature to the program, thus helping to build its audience. You will also learn how participants learn, thus allowing the program

administrator to add or delete appropriate program content, as is necessary.

A 2001 study of E-Learning, entitled, "If They Build It, Will They come?" produced by the American Society for Training & Development (ASTD) and The MASIE Center revealed three critical success factors in determining whether an employee will or will not accept and participate in a work-related e-learning course. (But these findings can just as easily apply to traditional methods of library learning, as well.) These include:

- "Internal Marketing - Employees respond better to learning when it is promoted well in advance, and they feel prepared.
- Support - Employees value and respond to learning when they feel they have the necessary technical, subject matter, and managerial support.
- Incentives - Employees respond to learning when they can clearly see the value of what they will learn."6

While the "E" in ADDIE stands for "evaluation", this has more to do with the evaluation of the content than it does with the needs assessment or "analysis." Therefore, the results of this survey ought to be promoted to staff and used very much as a marketing tool so that when the program is developed for the coming year, the stakeholders really feel as though they have played a valuable part in the creation of that program, because they have!

In the end, the purpose of the evaluation, whether it is accomplished through the use or surveys, questionnaires, interviews, focus groups, one-to-one exchanges, should all seek the findings that lead to the measurable outcome of the "effectiveness" of the library-learning program.

Finally, in her publication entitled, Marketing Training Programs, Teresa Davenport supports the value of ADDIE approach to the marketing of a learning program as she writes, "Once you have evaluated the effectiveness of your marketing strategy, this will be your moment of truth because it allows you to make decisions regarding future efforts, programs and how to market new and current programs. You will also have a better knowledge base of who your audience is and why they attend training and learning programs."7

Bruce Massis' latest book is entitled, The Practical Library Trainer, to be published by The Haworth Press, Inc., Spring, 2004.)

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