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INTERNATIONAL
FEDERATION OF
LIBRARY ASSOCIATIONS
AND INSTITUTIONS (IFLA)

DIVISION OF EDUCATION AND RESEARCH

SECTION ON EDUCATION AND TRAINING
CONTINUING PROFESSIONAL EDUCATION
ROUND TABLE (CPERT)

Newsletter

April, 2001

VOLUME III

Number 1

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NEWS.....

IST Launches Online MS Degree Program

This fall Drexel University's College of Information Science and Technology introduced an online master's degree focused on the management of digital information (MS/MDI).

According to Dean David Fenske, the online program took the existing ALA-accredited master's degree and added a new concentration and a new mode of delivery. "It has strong information technology focus and prepares students to work effectively in today's electronic age," he said. The program emphasises database management, human-computer interaction, distributed computing and networking, as well as Internet information resource design. Students will also be able to further specialise in competitive intelligence within the program.

The MDI concentration has been patterned after the College's information systems specialisation, which was ranked number one in the country by *US News & World Report* in 1999. Graduates earn an MS in library and information science which prepares them for positions such as digital librarian, knowledge management specialist, technical librarian, and Internet content librarian, among others.

The College already has five years of leadership experience in online instruction. Drexel was the first university in the nation to offer the MSIS degree completely online. "We have already had many students graduate from our online degree program in information systems," said Dean Fenske. "The new online degree focus on the management of digital information will be based on that same proven model. This concentration is also available to our on-campus students."

Prospective applicants with specific questions about the qualifications for admission may contact the College at 215/895-2474, info@cis.drexel.edu, or www.cis.drexel.edu/trad/MSMDI. Source: *Information Science & Technology News*, No. 1, Fall 2000.

Online Course on Virtual Collection Development

The School of Library & Information Studies at the University of Wisconsin-Madison will again offer its popular interactive continuing education course via the Internet on Virtual Collection Development. In this online course for all types of libraries, we'll cover how to select and evaluate free and licensed electronic resources and look at the evolving responsibilities of a collection development librarian. We'll examine collection development policies for electronic resources, licensing agreements, selection tools, and delivering electronic resources to patrons. The next session of the course will be offered February 12 – March 31, 2001. The fee is US\$299. For more information about the course format, see <http://polyglot.lss.wisc.edu/slis/academic/ces/vcd.html> or for course or registration information, please contact Jane Pearlmutter, director of continuing education, UW-Madison School of Library & Information Studies, 600 N. Park Street, Madison, WI 53706, Tel: 608-262-6398, e-mail: JPEARL@slis.wisc.edu

LIBRARY AND INFORMATION SCIENCE GRADUATE DISTANCE LEARNING PROGRAMS

Source: www.gradschools.com

Bridgewater State College, Moakley Center,
Library Media Studies, 100 Burrill Ave.,
Bridgewater, MA 02325, USA

Charles Sturt University, Library and
Information Management, Locked Bag
676, Wagga Waga, NSW 2678,
Australia

Clarion University of Pennsylvania, 108
Carrier, Clarion, PA 16214-1232, USA

Curtin University, Information & Library
Studies, GPO Box U 1987, Perth WA
6845, Australia

Drexel University, College of Information
Science & Technology, 3141 Chestnut
Street, Philadelphia, PA 19104-2875,
USA

East Carolina University, School of
Education, Library Science, Greenville,
NC 27858-4353, USA

Edith Cowan University, External Studies,
PO Box 830, Goldsworthy Road,
Claremont, WA 6010, Australia
Edith Cowan University, Archives and
Records/Information Science, PO Box
830, Goldsworthy Road, Churchlands,
WA 6018, Australia
Florida State University, School of
Information Studies, Tallahassee, FL
32306-2100, USA
Mansfield University of Pennsylvania,
Graduate Studies, School Library &
Information Technologies, Alumni Hall,
Mansfield, PA 16933, USA
Mercer University, Technical
Communication, Master of Science in
Technical Communication
Management, 1400 Coleman Avenue,
Macon, GA 31207, USA
Nova Southeastern University, School of
Computer and Information Sciences,
3100 SW 9th Avenue, Fort Lauderdale,
FL 33315, USA
Southern Connecticut State University,
Dept. of Library Science & Instructional
Technology, Online Library Service,
501 Crescent Street, New Haven, CT
06515, USA
Syracuse University, School of Information
Studies, Library Science, 4-206 Center
for Science and Technology,
Syracuse, NY 13244-4100, USA
Texas Woman's University, Library Science,
Office of Graduate Admissions, PO
Box 425649, Denton, TX 76204-5649,
USA
University of Arizona, School of Information
Resources and Library Science, 1515
E. First Street, Tucson, AZ 85719,
USA
University of Illinois at Urbana-Champaign,
Graduate School of Library &
Information Science, 501 E. Daniel
Street, Champaign, IL 61820, USA
University of Montana, School of Education,
K-12 Library Media Endorsement,
School of Education, The University of
Montana, Missoula, MT 59812, USA
University of Wales, Aberystwyth, Faculty of
Economic and Social Studies,
Information & library Studies,
Postgraduate Admissions Office, Old
College, King Street, Aberystwyth,
Ceredigion SY23 2AX, Wales, United
Kingdom

University of Wisconsin-Milwaukee, Library
& information Science, Graduate
Program, PO Box 413, Milwaukee
WI53201-0413, USA

You are cordially invited to attend the

**Fourth World Conference on
Continuing Professional Education
For the Library and Information Professions**

**Theme: Delivering Lifelong Continuing
Professional Education Across Space and Time:
An IFLA Preconference**

Sponsored by:
Continuing Professional Education Round Table

When: August 8-10, 2001

Where: Chester, Vermont

*See registration form for information concerning
costs.*

*See "Table of Contents" of the proceedings for
program.*

Proposed Program
Fourth World Conference on Continuing Professional
Education for the Library and Information Professions: An
IFLA Pre-conference
August 15-17, 200, Chester, Vermont

Registration: Fletcher House,
Tuesday: 5:00 p.m. – 7:30 p.m.

Fletcher House, Wednesday, 7:00 a.m. – 8:00 a.m.

Breakfast: Fletcher House, 7:00 a.m. – 8:30 a.m.

Plenary Session: Conference Center: 9:00 a.m.

Welcome: Brooke Sheldon, Dean, University of Arizona
Elizabeth Stone, Dean Emeritus, The Catholic
University of America

Creating the Delivery Mechanisms: Effects of New
Technologies
Wednesday, August 15, 2001

Keynote: Dr. Ken Haycock, Dean, School of Library,
Information Science, and Archival Studies, University of
British Columbia

10:30 a.m. Coffee Break
11:00 a.m. Concurrent Sessions

Uma Kanjilal, Indira Gandhi National Open University,
India, "Continuing LIS Professional Education through
Virtual Campus Initiative"

Ann Ritchie and Paul Genoni, AIM Training and
Consultancy Services, United Kingdom, "Group Mentoring
for New Graduates"

12:15 p.m. Lunch, Conference Center

1:00 p.m. tours of the NewBank/Readex facility
(groups of 15)
2:30 p.m. Concurrent Sessions

Fransie Terblanche, University of South Africa, South Africa, "A Proposed Model to Meet the Professional Continuing Educational Needs of Information Workers in South Africa"

Jana Varlejs, Rutgers University, USA, "North American Models of Internet-Delivered Continuing Education: Are They Exportable?"

Augusta Maria Paci, National Research Council, Italy, "Self-Learning Platform: New Education Integrating the Info-Doc Courseware on CD-ROM and the Web Communication"

3:30 p.m. Afternoon Tea
4:00 p.m. Concurrent Sessions

Sirje Virkus, Tallinn Pedagogical University, Tallinn, Estonia, "Learning and Instruction in a Learning Society: Contribution of ICT to Innovation in LIS Education."

Anne Clyde, University of Iceland, Iceland, "The IASL Web Site in Lifelong Information Continuing Professional Education of School Library Personnel"

Maria Kocojowa, Jagiellonian University, Poland, "Electronic Distance Education of LIS in Poland"

5:00 p.m. demonstration of software to create distance learning modules for continuing education

7:00 p.m. Fletcher House: American Barbecue and Folk Dancing on the Green

Engaging Staff in Lifelong Education over Space and Time

Thursday, August 16, 2001
Breakfast: Fletcher House, 7:00 a.m. – 8:30 a.m.
Plenary Session: Conference Center: 9:00 a.m.

Panel: Mihaly Palvolgyi, Berzsenyi College, Department of Library and Information Science and Edit Csapo, National Szechenyi Library, Hungary, "LICENCE, Development of Library and Informaiton Continuing Education Network CEnters in Hungary;" Gabriella Dolan, Beit Berl College, Israel, "Assessment of CPD Needs and Preferences of Professional Public Librarians in Israel"

10:30 a.m. Coffee Break
11:00 a.m. Concurrent Sessions

Graham Walton and Catherine Edwards, United Kingdom, "Flexible Staff: Implications of the Drive for Flexibility and Changing Skills/Attributes in Librarians Developing Hybrid Library and Information Services."

Ken Eustace, James Henri and Joseph Meloche, Charles Sturt University, Australia, "Lifelong Professional Education: Less Teaching, More Learning."

Jebreel Arishee, King Saud University, Rijad, Saudi Arabia, "Preparing Librarians to Solve Problems Faced by International Users in Their Libraries"

Irene Wormell, FID/ET Chair, Royal School of Librarianship, Copenhagen, "LIS Professionals in the Networked Learning Environment"

12:15 p.m. Lunch, Conference Center

1:00 p.m. Concurrent Sessions

Angela Bridgland, Baillieu Library, University of Melbourne, Australia, "Meeting the Needs of Information Professionals for Lifelong Learning: The Employer's Challenge"

Tatjana Aparac, University of Zagreb, Croatia, "How the Graduate LIS Professionals Cope with Constant Need for Updating Their Knowledge and Skills: A Croatian Case"

Barbara Immroth, University of Texas at Austin, USA, "Predicting and Defining Lifelong Learning Needs for Continuing Professional Education"

3:00 p.m. afternoon tea
3:30 p.m. Concurrent Sessions

Narumol Ruksasuk, Thailand, "Teaching 'Organization of Information' through the Web"

Tatyana Yanikeva, Bulgaria, "The Library Association Project for Creation of a New Continuing Education Center"

Dianne Rusch-Feja, Max-Planck Institute Fur Bildungs, Germany, "Information Technology Training Needs in Developing Countries and Countries in Social-Political and Economic Transition"

Evening: Banquet and "fun" speaker

Where Do We Go From Here?

Friday, August 17, 2001
Breakfast: Fletcher House, 7:00 a.m. – 8:30 a.m.
Plenary Session: Conference Center: 9:00 a.m.
Keynote: TBA

Lyn Hay, Charles Sturt University, Australia, Dianne Oberg, University of Alberta, Canada, and Joy McGregor, Texas Woman's University, USA, "An Online Conference: A Viable CPE Experience?"

Patricia Layzell Ward, United Kingdom, "Fit to Practice? The Need for Certification of Professional Knowledge and Competencies."

Clare M. Walker, University of the Witwatersrand Library, South Africa, "Janus in South Africa: Building for the Future While Keeping an Eye on the Past."

Box lunches – return to IFLA, Boston Conference center

SEE BACK PAGE FOR REGISTRATION FORM

Now available in the IFLA Publication Series!

Collecting and Safeguarding the Oral Traditions: An International Conference

IFLA Headquarters, The Hague
22 February 2001

The preservation of cultural heritage in all the regions of the world forms part of the primary focus of IFLA's Medium-Term Programme 1998-2001. In addition, the IFLA Professional Board has identified

'preservation and conservation of the intellectual heritage in the world's libraries' as one of the Professional Priorities for the future work of IFLA. One of IFLA's primary roles in this area is to ensure appropriate coordination of preservation activities at the international level through programmes such as advocacy, training, and the development and dissemination of standards and best practices.

It was with these priorities in mind that the IFLA Professional Board, in consultation with the National Organizing Committee for the 65th IFLA Conference to be held in Thailand, chose Collecting and Safeguarding the Oral Traditions as the topic for the official pre-session seminar. The seminar was held in Khon Kaen, Northeastern Thailand, immediately prior to the IFLA Conference in Bangkok.

To reflect its commitment to the fostering of international library activities, IFLA adopted a new format for this pre-session seminar by holding an open satellite meeting rather than a closed invitational event as had been the case at previous pre-session seminars. Participation from around the world was invited and special emphasis was placed on encouraging the participation of colleagues from the developing world and from our colleagues in archives, museums, historical societies and similar cultural centres.

The proceedings of this conference have now been bundled in a new publication in the IFLA Publication Series.

Collecting and Safeguarding the Oral Traditions : an international conference ; Khon Kaen, Thailand, 16-19 August 1999; organised as a satellite meeting of the 65th IFLA general conference held in Bangkok, Thailand, 1999 / edited by John McIlwaine and Jean Whiffin. * München: Saur, 2001, X, 158 p. 21 cm, (IFLA Publications; 95) ISBN 3-598-21825-7

The writers included in this volume tell us of their passion and energy to preserve the threatened traditions of such countries as Papua New Guinea, Fiji, Cayman Islands and even the far northern regions of the Arctic Circumpolar Route. We read about

unity in diversity, we read about diversity in unity, we read about the old teaching the young and we read about the young speaking to the old. We gain a better understanding of the importance of family ties and how oral traditions contribute to the need for cultural roots, and we see examples of how traditional knowledge contributes to the advancement of society and its identity.

We should remember as we read this volume the often quoted statement of a Mali researcher who said that "every elderly person who dies, represents a library going up in flames".'

Ralph Manning
Chair, Professional Board of IFLA

This publication can be ordered for DEM 98.00 (IFLA Members DEM 73.50), from:

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Fax +48-89-79602-150/250
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ALA'S SECOND CONGRESS ON PROFESSIONAL EDUCATION -- DELEGATES PLOT FUTURE FOR CONTINUING PROFESSIONAL EDUCATION

James Neal kicked off ALA's second Congress on Professional Education, held November 17 in Chicago, with an Ethiopian proverb: Many spiders can weave a web that will stop a lion. "And that is our task," he added. Director of libraries at Johns Hopkins University, member of the ALA Executive Board, and chair of the congress steering committee, Neal asked the 120 delegates to link their discussions and conclusions to "improved professional performance and improved library service."

Link they did, spending about a quarter of the three-day invitational conference in small breakout sessions, where they identified critical issues in continuing

professional education, along with innovative ideas for implementing them. The focus on continuing education (CE) builds on the first Congress on Professional Education, held in 1999 (AL, June/July 1999, p. 12-15). The delegates represented every major type of library service and organisation, and ranged from library school deans to library school students.

Neal pointed out that professional development also includes such concepts as lifelong learning, training and skills development, intellectual nourishment, personal networking, work experience, exposure to new ideas, and professional refreshment and rejuvenation.

Time, costs, quality and control affect the CE decisions librarians make, Neal said. "It often comes down to these four basic elements." She then asked the delegation, "How can we learn from what has happened in other fields?"

Provocation, Not Prediction

Speaker Wendy Schultz, a self-described "card-carrying futurist," announced that she was there "to describe the lions to the spiders." She began with a statement designed to get the audience riled up: "By 2020 the position of librarian no longer exists." "I don't make claims to predict," she said, but "to explore and provoke creative thinking. That's what the statement is about." She asked the delegates to use it to stimulate their deliberations.

Schultz raised societal issues that will have an effect on the profession, among them that by 2005 few than 20% of Americans will work in industry. "We are in the information age and economy. Most of us are engaged in moving ideas around, not making things. But some social scientists believe it is only a transition to what some are calling the creativity economy."

For more and more popular professional degrees, such as law and business administration, the jobs just aren't there, Schultz said. "This is good news for humanists and liberal studies folks," she noted, and "librarians are the people who are best suited to become experts at foresight for all of us." She advised the

Congress delegates to "look around, identify emerging change, critique the impacts of change."

Participants broke into brainstorming sessions in which they were asked to identify critical issues and innovative ideas for addressing them. Among the issues that emerged were: recruitment and retention, better salaries, increased competition between public and private sectors, keeping skills up to date, the hiring away of talent by other professions, and diversity of every kind. Providers of continuing education must offer learning to people "their way," they decided. Customizing continuing education, learning how to learn, flexibility, and the growing need for "27/7/365" service were also key issues.

Among the ideas identified as innovative was a call from one breakout group for "a global revolution to empower our users to create knowledge." Another group posited that perhaps it is not so bad that librarians go to work in other professions – if they take their professional values with them. Research and the development of tools and techniques "to help us help patrons" were also called for. The profession needs more information about users and their needs, a research agenda, resource sharing of people and skills between libraries, and a return to the idea of library as community center, albeit one with marketing clout.

After the breakout sessions, Schultz offered a happy alternative to her dire vision of a librarianless 2020: "The position of librarian will no longer exist...but corporate desperation for "librarian plus" skills will entice retired librarians back to work for six-figure salaries...." The audience laughed.

Fragmented Cottage Industry

Speaker Dave Jennings of the American Society for Training and Development asserted that "there is a problem in your profession if you have trouble explaining to your relatives what you do for a living." He went on to suggest that "there is a link between training and outcomes – that is higher returns." He said investors see the entire field of education as a "highly fragmented cottage industry." They also

think it could be a multibillion-dollar industry, “with more business with fewer providers.” He also observed that education is viewed as a human essential service, but very inefficient, low-technology, and lacking professional management.

Consultant Maureen Sullivan urged librarians to “ask questions about how we are putting our time, our resources, and our intellectual capacity to work for our community.” She said most staff training programs are fragmented and undercapitalised. “It’s not so much how many formal hours are spent in training but how effectively they are spent.” We must “transform this profession,” she asserted.

Before the delegates hammered out a set of outcomes for the congress, a trio of speakers offered more challenges. Ken Haycock, director of the library school at the university of British Columbia, emphasized the amount of time it takes for research to make it into practice; two to five years in medicine, 10-25 years in education. “There is no study for librarianship, so you can draw your own conclusion.”

Judy Card of the Memphis-Shelby County (Tenn.) Public Library and Information Center, talked about individual responsibility for ongoing professional development. “We all have the same amount of time in a day; we just have to decide how we are going to use it.”

Janice Dost, director for library human resources at the University of California/Berkeley, described the school’s controversial Master’s in Information Management and Systems program, which eschews ALA accreditation. “Librarian is just one of dozens of job titles that the program is preparing students for,” many with starting salaries of \$59,000 and up. She also argued that continuing education for professionals is their own responsibility, not their institution’s. “Will there be librarians in 2020?” she asked. “We don’t know, but there will be work to do!”

For more information about the congress, including video clips, visit the ALA Web site at www.ala.org/congress/2nd_congress/

22 Things to Do

The second Congress on Professional Education (COPE II) developed 22 outcomes, suggests for what the profession’s leaders can do to improve continuing professional development (CPD) for library and information professionals:

1. Design and implement a CPD clearinghouse.
2. Disseminate information about model programs.
3. Design a curriculum in leadership development.
4. Convene a think tank to identify innovative directions.
5. Investigate the managerial concept of “learning organisations.”
6. Advance a national conversation about CPD through local agencies and institutions.
7. Learn from other fields how research can be put swiftly into practice.
8. Promulgate models for building portfolio career strategies.
9. Look into certification or other methods for increased professional credibility.
10. Examine the organizational and economic impact of CPD.
11. Define CPD content for LSTA reauthorization and develop an advocacy plan.
12. Promote collaboration among library associations and other organizations.
13. Expand the use of digital and network technologies for CPD delivery.
14. Encourage communication and collaboration between individuals.
15. Understand ethnic, cultural, physical, and learning-style differences.
16. Survey regional and global CPD offerings to identify critical gaps.
17. Expand guidelines and methodologies for standards and evaluation.
18. Document the level of library investment in CPD and establish benchmarks.
19. Establish professional competency levels.
20. Define and allocate roles and responsibilities for CPD between professionals and their employers.
21. Identify effective ways to turn continuing education into organizational practice.
22. Articulate the role of mentoring or coaching.

Source: *American Libraries*, January 2001

**International Federation of Library Associations and Institutions (IFLA)
Continuing Professional Education Round Table (CPERT)
Annual Report 1999/2000**

Scope Statement

The Round Table on Continuing Professional Education (CPERT), established under the Section on Education and Training, works to encourage and develop continuing education programmes for information and library personnel and to provide a focal point for relevant activities. New trends in information sources, technology, users' needs and management of libraries and information services emphasize the requirement for continuing education and retraining. The Round Table brings together those interested in and/or responsible for providing delivery systems for continuing education, persons interested in improving the quality of continuing education, etc.

Officers

Linda Ashcroft (Chair)
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Liverpool John Moores University
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Goals 1998-2001

1. Encourage and develop international continuing professional education programmes for library and information personnel.
2. Improve the opportunities of librarians worldwide to contribute to the lifelong learning of individuals both within and outside the profession including facilitating collaboration and development of networks for the exchange of ideas.
3. Increase membership worldwide in the Round Table and facilitate communication between members.

4. Stimulate research in continuing education for information and library professionals.

Newsletters

2 newsletters were produced and distributed - October 1999 and April 2000.

Projects

IFLA Preconference –15-17 August 2001
(Approved by Professional Board)
“Delivering Lifelong Continuing Professional Education Across Space and Time”
(4th World Conference on Continuing Professional Education for the Library and Information Professions)
Venue: Chester, Vermont

Meetings

One Executive Committee business meeting was held in Jerusalem - August 12, 2000. Attendance was 4 plus 4 observers.

Program

Open Session (60 attendees)
“Continuing Professional Education: A contemporary update”
August 15, 2000 –15.30-18.00
Chair: Linda Ashcroft

Developing an electronic textbook for continuing professional development of librarians

Olga Lavrik
Laboratory of Information Analysis, Siberian Branch of the Russian Academy of Sciences, Novosibirsk, Russian Federation
Victor Glokhov
Department of Electronic Technologies, Inion Ras, Moscow, Russian Federation

Digital distance education for continuing education

Presented by Blanche Woolls on behalf of Kenneth Dowlin, San Jose State University, San Jose, California, USA

Workplace learning for information professionals in a changing information environment

Chutima Sacchanand, Thailand

Author: Linda Ashcroft December 2000

THE MODERN CHINA – DISTANCE EDUCATION PROJECT AND ACADEMIC LIBRARIES

By Jinhong Tang

The development of distance education programmes in China is making new demands on academic libraries. Distance education employs information and communications technologies to provide education, combining computing technology, multimedia technology, networking technology with traditional education technology to form a channel which is student-centred. Students are free to choose time and space to study. So it offers a new mode of education with the advancement of networking and multimedia technologies. It overcomes the obstacles of space and time, affecting the education mode and structure profoundly.

The 21st century will be a knowledge society; fundamental changes are confronting us. The production, dissemination, organisation and application of knowledge play an important role in societal and personal development. Learning will decide whether or not an individual, an organisation or a whole nation will succeed. Education will inevitably undergo great changes to cultivate creative talents. Distance education is regarded as an integral part of the educational provision in the United States and some other countries. (Hahn and Li, 1998).

The People's Republic of China is a vast country with the biggest population in the world. Nearly 80 percent of the population live in the countryside, but educational resources are mainly distributed in the big cities. It is difficult to spread compulsory education in rural and remote areas. Distance education can offer a suitable method of producing high quality citizens so as to provide a skilled workforce for economic construction and social development.

Three Generations of Distance Education in China

Distance education in China is not a new phenomenon. It has undergone three generations. The first generation was implemented by correspondence education which employed the method of sending

study materials by mail; the second generation took the form of broadcasting and television universities by making use of radios, televisions and videotapes to impart knowledge; the third one or the newest one is characterised by interactive study under the digital information environment with the aid of computing, networking and multimedia technologies.

Improved Information Environment

The information environment in China is improving with the development of networking. There are four major networks in use in China. They are the China Network (ChinaNet), The China Science and Technology Network (CSTNet), the China Education and Research Network (CERNET) and the China Golden Bridge Network (ChinaGBN). ChinaNet and ChinaGBN are two commercial networks, while CSTNet and CERNET serve the education and scientific research communities.

People show great interest in connection to and searching on the Internet. More and more organisations and individuals are getting connected to the Internet, either in their offices or at home. More and more organisational and personal homepages are being set up.

According to the Fifth Survey on the Internet in China, accounted by the China Network Information Center (CNNIC) and issued in January 2000, 3.5 million computers and 8.9 million users were connected to the Internet by 31 December 1999. There are more than 15,000 websites operating in China. China is connected to many countries via the Internet, such as the USA, Canada, Australia, the United Kingdom, Germany, France, Japan, Korea and so on. Nearly 60 percent of Internet users have paid the connection costs themselves, which shows the level of interest in the Internet (Tan, 2000).

The Modern China Distance Education Project and CERNET

CERNET was launched between late 1993 and late 1995 and is sponsored by the Department of Education. It is the first nationwide education and research network in mainland China. It aims at connection all universities, colleges, primary and

secondary schools and other institutes in China; connecting them to the Internet and providing Internet-related services (Yang, Lin and Zheng, 1998: 210).

So far, 400 universities have been connected to CERNET. With the establishment of CERNET, academic libraries have an opportunity to provide their services online and have their collections digitised. CERNET has laid the foundation for distance education.

In order to accomplish the “Policy of Renovating the Nation by Science and Education Policy”, the Department of Education finalised its “Actions on Education Renovation towards the 21st Century” in December 1999. Six projects are put forward in the “Actions;” the Modern China Distance Education Project is one of them. It has two purposes: one is to enlarge the scope of education via distance education, making it possible for more people to receive higher education than before; the other is to enhance the quality of education through distance education. Distance education will thus assume the role of spreading education and improving the educational quality of various kinds of institutes. China will invest CNY 360 million in distance education and will also attract attention from abroad and home.

Target

The target of the Modern China Distance Education Project is to construct a multi-scale, multi-layer, multi-functional distance education system with Chinese characteristics.

Guiding Principles

- *Central Planning* – Education administration at all levels will finalise the policies, targets and procedures of distance education. This at making full use of existing networked information resources to avoid any kind of waste
- *Further Opening* – Out-dated thinking should be abolished; the content and modes of education need reforming to make education available to more audiences than ever before.
- *Improving Education Quality* – Lessons should be learned and

experience summarised promptly to enhance the educational quality.

- *Meeting Social Needs* – Taking into consideration social needs, distance education aims at promoting economic development.

Tasks

The major tasks are as follows:

- promoting the application of CERNET
- improving the satellite education network
- developing education resources

Current Status of Distance Education in China

Television Universities

Television universities in China have some advantages in distance education. They have formed a nationwide education network and accumulated considerable teaching experience. The “Project on Talents Cultivation Reform and Open Education of Central Television University was put forward in June 1999. This project consists of seven groups:

1. target of distance education
2. curricula, teaching contents, students’ knowledge structure of distance education
3. teaching practice of distance education
4. the application of information and education technologies to distance education
5. the relationship between learning and teaching in distance education
6. the mode of education management and learning support system
7. education assessment and quality assurance system.

This project is organised by the Department of Education and will be implemented by the Central Television University, local television universities and other higher education institutes.

Networked-Based Distance Education Tsinghua University

The project of Information and Computer Infrastructure has been completed at Tsinghua University. Some CNY 43 million has been invested in this project. It is made up of three sub-projects:

the campus network, the information and networking application system, and the electronic library.

Five hundred computers on all the campuses of Tsinghua have been connected online; every office has been connected to the campus network. The Computer Laboratory of Tsinghua is the largest one in China. In this laboratory, 580 computers have been connected to the Internet; it opens to students 14 hours a day. The information and networking application system aims at the paperless office and office automation. Tsinghua University Library pays much attention to the construction of electronic information resources and services, besides printed materials. It has built considerable online information resources.

Shanghai Jiaotong University

Shanghai Jiaotong University Distance Research laboratory was founded jointly by the Shanghai Learning Committee and Shanghai Jiaotong University in December 1995. Now the laboratory has been equipped with a 100Mb high-speed Ethernet, more than twenty powerful PCs, several servers and an SGI work station. With other equipment like the video conferencing system and a large screen projector, it can undoubtedly be classified as a modernised research centre. In 1997 the centre acquired the first research fund in mainland China sponsored by Intel; the Intel-SJTU Distance Learning Research Centre was born in the same year. Through four years' continuous effort, a group of young elitists from the centre has made achievements in the realm of live distance learning, based on video meetings, multimedia teaching and distance testing on the Web, and has established the relevant communication and learning management system through the Web. These results have evoked great repercussions among the public.

Besides planning and implementing distance learning in Shanghai, the centre is also in charge of developing distance learning technology. Meanwhile, it is engaged in several domestic collaborative activities on distance learning technology with such institutions as Shanghai Medical University, Shanghai University and the

Shanghai Broadcast and TV University. In addition to these domestic projects, the centre has also gone international through receiving assistance from the Intel Research Fund, the AT&T Research Fund and the Yuanzhi Engineering University Research Fund from Taiwan. Presently, the centre has already set up extensive cooperative research relations with numerous universities in Taiwan, Japan, the USA, Germany and other countries.

Distance education at Shanghai Jiaotong University is made up of two major elements: real time education and web-based education. Through providing a virtual classroom, real time education enables an academic to give lectures which the students can attend in different places via the Web. Sounds and images can be communicated immediately between the academic and the students, just as in a real classroom. Tests of this system made between Shanghai Jiaotong University and Shanghai Medical University have provided satisfactory. Based on this system, a live multimedia distance learning classroom spanning the Minhang and Xuhui campuses of Shanghai Jiaotong University is now in the running-in phase. In Web-based education, the model comprises of a Web answer system, a Web-based distance examination system, a Web-based distance discussion environment, a system for publishing multimedia assignments and the relevant management system.

Peking University

Peking University is one of the institutions of higher learning in China that initiated adult or continuing education. The first stage of the distance education programme of Peking University was launched by correspondence in 1956 and 1958. Since then, various departments at Peking University have been offering courses through night classes and correspondence, and some courses on TV.

The Division of Distance Learning was founded by Peking University in 1999 with a view to making the educational resources of the university radiate effectively to the whole of society and providing new opportunities for life-long learning for students without the limitation of time and space.

The modern distance education programme at Peking University concludes undergraduate education and graduate education. These take the form of diploma education and non-diploma education. Legal Science and International Economics and Trade are two of the major subjects of the distance education programme at Peking University. Up till now, nine extension training centres have been set up outside Beijing; they are located in Guangzhou, Wuhan, Hangzhou, Kunshan, Jinan, Qingdao, Taiyuan, Dalian and Dandong. Students can study together in these extension training centres by visiting the local VOD server to browse or download the course software or using the videoconferencing system to interact with their professors at Peking University and with classmates in other training centres. Discussions, correction of students' homework, answering questions can be conducted through e-mail or other communication means.

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MORE ON DISTANCE EDUCATION

Distance education in library and information science: experience in Pakistan.

K. Mahmood. *Library Review*, 48 (5&6) 1999, p.232-41. il. tbls. refs.

Describes the distance learning method used for professional library and information science (LIS) education and offered by Allama Iqbal Open University, Pakistan. The only open university in the country has offered Certificate and Bachelor's programmes in the subject since 1988 and is planning to offer Master's and some other advanced programmes in the future. Presents a brief history of the Open University and the establishment of the Department Library and Information Sciences. Describes the system of education, including admissions, study

materials, regional services, tutors, study centres, assignments and examination. Analyzes enrolment data up to spring 1996 by area and gender and cites the opinions of senior library professionals in the country about these LIS courses.

Library services for distance learning: what librarians need to know!

- A. L.
- B. Slade *PNLA Quarterly*, 63 (1) Fall 1998, p.19-21. refs.

Reviews the knowledge base required by academic libraries to provide library services to off campus and distance education students. Discusses the terminology, characteristics of distance learners, models of service to distance learning programmes, guidelines for distance learning library services and key issues in distance learning library services (macro issues, external variables, logistical factors, planning and administrative issues, and service and instructional issues). Concludes with brief notes on what librarians need to know about distance learning library services.

Off-campus library support for distance adult learners.

J. A. Niemi, B. J. Ehrhard, L. Neeley. *Library Trends*, 47 (1) Summer 1998, p.65-74. refs.

Article included in a special issue devoted to the prospects, challenges, and newly created services at libraries providing online support to remote users. The phenomenal growth in the number of adults enrolled in graduate level classes that are delivered through distance education methods, such as video teleconference technology, has implications for library support services. Discusses the characteristics of adult learners and higher education provided in a distance delivery format, case studies centered on adult learners, library services and support needs specific to this segment of the learner population, distance adult learners' expectations of library service support, some potential online resources, and the implications for library services to enhance this non traditional learning environment.

Neither Pandora nor Cassandra

M.G.R. McManus, *College & Research Libraries News*, 59 (6) Jun 1998, p.432-5. refs.

Sets out some of the reasons for delivering education by distance technology warning that careful planning of extended campus services is vital if the library wants to continue to be a key player in the field. Offers the following points for consideration by librarians wishing to remain in the forefront of distance education provision: being involved at the planning stage; demonstrating the added value of the academic library to the educational process; and providing the same services to on- and off- campus students.

Services to remote users: marketing the library's role.

A. Wolpert. *Library Trends*, 47 (1) Summer 1998, p.21-41. Refs.

Article included in a special issue devoted to the prospects, challenges, and newly created services at libraries providing online support to remote users. Distance learning is an emerging educational market of compelling interest to higher education. Driven by economics and enabled by innovations in education technology, this new market presents significant marketing challenges to academic libraries. Libraries should approach support to distance education as a new business opportunity, utilizing techniques of market evaluation and analysis. Close alignment with faculty and administrators, together with meaningful performance measures, can position academic libraries to provide appropriate educational support while improving awareness of the importance of libraries as a competitive advantage in distance education.

(From *Library and Information Science Abstracts*)

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LIBECON2000 and the Future of International Library Statistics

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Abstract

LIBECON2000, is a project funded by DG13 of the European Commission within the Telematics Applications Programme and will run for 3 years (until early 2001). The project collects and publishes library statistics of 29 European countries on its web-site, www.libecon2000.org. This paper gives some account of the project's progress and speculates about the future of the collection and publication of library statistics at the international level, including consideration of the roles of UNESCO and ISO.

(This paper was presented at the 65th IFLA Council and General Conference in Bangkok, August, 1999)

BRIEF DESCRIPTION OF LIBECON2000

Libraries are developing an ever increasing role in the supply of knowledge and it is estimated that at the beginning of the decade in the main countries of Europe, total expenditure on libraries amounted to 8.45 billion euros per year. As we progress to the end of the century, rapid progress in methods of distributing knowledge by electronic means is being made and librarians are playing a key role in managing this information revolution. In this context, we have a concern to monitor the economic place which libraries occupy and it is the objective of LIBECON2000 to provide the appropriate statistical evidence to better inform policy judgements and investment appraisals by international, national and local governments and the private sector. A network of contacts representing the 474,000 staff employed in the libraries industry has been established to co-ordinate the return of statistical information on a regular basis and these data, and useful source references, are maintained on the LIBECON 2000 web-site [1](#).

The LIBECON2000 project is funded by the European Commission until 2001, by which

time a rich source of important research material will have been collated. This will provide the basis for a "Millennium Study" of the economic importance of libraries. The work is being undertaken by the National Library of the Czech Republic, the Library Information Statistics Unit and the Institute of the Public Finance, which compiles all statistics for local government services in the United Kingdom.

The project collects statistical data about European libraries and publishes the data on the web and in print. Neither activity is unique. UNESCO, which pioneered standardisation in this field has also been publishing library statistics of many countries for many years and recently has aimed to cover the six standard sectors on a three-year cycle. There are a number of sites where library statistics can be found, though few European countries are covered in this way. This material is ideal for web publishing which can:

- Overcome language barriers
- Potentially achieve more rapid publication than print [though LIBECON currently draws mainly on published sources]
- Achieve more effective dissemination than print sources to users who are scattered and mainly require facts rather than whole publications
- Facilitate communication between producers and users.

What LIBECON2000 does is both more extensive and more limited than what UNESCO has done. It is more limited in that it covers only 29 countries [comprising EU members, signatories to the European Free Trade Agreement (EFTA) and the Association Agreement with the EU in Central & Eastern Europe (C&EE)], whereas UNESCO aims to cover the whole world. It is more extensive in that it asks more questions [see coverage outlined below in Figure 1] and attaches importance to financial data which are presented in standardised form [euros] and not in national currencies. It also has the resources to check more thoroughly with its sources and, unlike UNESCO, it estimates to compensate for missing data and provides a bibliography, list of contacts and translations of major column headings in the original publications. Like UNESCO,

LIBECON2000 surveys countries, not libraries. In other words, it does not undertake primary survey work. It goes beyond UNESCO also in publishing a commentary on trends. Previous publications in the series include *Library Economics in Europe*² and *Library Economics in Central and Eastern Europe*³. The data, though not the text, from these publications is on the LIBECON2000 web-site [www.libecon2000.org]. The web-site is being updated all the time with new data as it becomes available. A commentary on the trends up to 1998 will be delivered at the end of 1999 and will be published on the web-site and possibly in print. A major objective of LIBECON2000 is to create a virtual community of those who create and use library statistics of European countries. The European focus of the project arises from the policy aims of its funding body, the European Commission, and the work could usefully be extended more widely if a way could be found to do so. The discussion area of the web-site is of course open to all but the project is mainly in contact with European practitioners and, of course, international bodies with an interest in this area. A major problem in assembling meaningful statistics is gaining access to information prepared to consistent definitions. ISO, the world-wide federation of national standards bodies (ISO member bodies) undertakes the work of preparing International Standards through its technical committees. International organisations, governmental and non-governmental, in liaison with ISO, also take part in the work of refining the definitions, and LIBECON2000 will seek to inform the standards debate. Its ability to do this arises from the fact that it is one of the few organisations to have attempted to collate and compare library statistics from many countries and has first-hand experience of the pitfalls.

SOME PROBLEMS AND SOME ANSWERS

Gathering consistent information about the part played by libraries in developing the information resources within Europe is a difficult process and involves overcoming a number of practical problems. The major problem relevant to this paper is that one can only collect data which exists - unless

one has budget for primary survey work, which would not be appropriate even if it were affordable as it would involve an additional survey burden and redoing the work of the responsible agencies at national or in some cases, provincial level. Using existing data presents some or all of the following problems, the position varying from country to country:

- Missing data, for example:
 - Missing data, for example:
 - Sectors missing⁴[e.g. no survey or sampling of school libraries in many countries]
 - Sectors incomplete [libraries missing]
 - Sectors not internationally comparable [the Other Major Non-Specialised and the Specialised Sectors give the most headaches]
 - Data not available [questions not asked or not answered].
 - Language problems

To improve the quality of the data, all of these problems need to be addressed.

Missing sectors can probably only be addressed at the national level by would-be users of the data bringing pressure to bear on the relevant authorities and institutions to undertake the work. LIBECON2000 has had some success in a number of countries both in stimulating coverage of sectors which were not previously covered and in widening the scope of pre-existing surveys and promoting the adoption of standardised definitions. Public libraries, national libraries and higher education libraries are usually, but not always, covered in Europe. Coverage of schools and of the other two sectors is much rarer.

Incomplete sectors [i.e. sectors which need to be estimated] is also best tackled at national level but is not commonly attempted in the published documents. LIBECON2000 aims to do this using the advice of informed local sources. It is possible that a section in a revised ISO 2789 recommending that this be done and outlining an approved

methodology could over time be influential and beneficial.

The remaining two problems are standardisation issues, though not easy to solve. The problem of **sectors not being internationally comparable** only partly relates to the way the definitions are applied. An example of this would be where one country decides to include only libraries above a certain size and another aims for complete coverage or where one includes all specialised libraries and another excludes those in the private sector. A more deep-seated difficulty arises when the institutional geography of countries is not aligned. Some countries may have many "other major non-specialised libraries" that directly effect other sectors such as the national or public or higher education sectors. Libraries of academies of science in some countries of Eastern Europe are an example of this. The fact that the term "major" is not defined in the Standard adds to the problem. Ideally there needs to be a forum where countries discuss such questions and find the best practical compromises. The forum envisaged is not TC46 [where the standard is defined] but a kind of implementation group. Unfortunately the IFLA conference would not be a suitable forum as most of the compilers and implementers of the standard are not librarians. In fact the forum probably needs to be a virtual one such as that provided by the LIBECON2000 web-site.

The problem of **non-availability** of data is one which the revisers of ISO 2789 should be encouraged to tackle. Reading between the lines of the preface to ISO 2789, it seems clear that its authors had a limited objective in mind, namely to standardise the definitions used in the UNESCO questionnaire. If UNESCO did not ask the question then the authors did not attempt to define it. The UNESCO questionnaire has become the de facto standard for library statistical questionnaires and many countries do not venture outside its limits even though there is much more data which could usefully be collected for use at national level and some which seems essential at international level. This makes it difficult to get answers to new questions not already covered by the UNESCO questionnaire. UNESCO pioneered this area

by adopting the *Recommendation concerning the international standardisation of library statistics* in 1970 which led to the publication of the first edition of the ISO Standard in 1974. Everyone interested in this field has reason to be grateful to UNESCO and of course UNESCO neither requests nor implies that national questionnaires be limited to the areas covered by its own forms. Unfortunately, some countries do confine their efforts at national level to answering the UNESCO questions. Arguably, this could be overcome, as it has been in many countries, by librarians and other would-be users of the data agreeing to national definitions for topics not covered by ISO 2789 and ensuring their adoption but it would be influential if ISO were to widen the range of its definitions somewhat to avoid wholesale reinvention of the wheel.

There is also a need at this time to begin a modernisation process and to widen the range of definitions in order to begin to recognise recent technological developments. Most European libraries, for example, would not now be thought by their users to reach adequate standards without pervasive use of Information and Communication Technologies including access to networked resources and the internet. Whilst definitions in this area remain somewhat problematic, it is clearly essential to tackle these questions. Failure to do so gives the impression that librarians think inter-library loans and microfilms are more relevant to their business than modern information transfer methods. It would also be useful if the revised ISO 2789 were to make recommendations about the presentation of the data. The use of graphs, ratios and time series in national publications would improve many of them enormously and there are examples of good practice on which to build. A recommendation from ISO that library statistical publications should include an English summary and a translation of the column headings would solve the language problem for many people. A translation of definitions would please the connoisseurs! A recommendation for parallel publication on the web would also be welcome.

SOME FUTURE CHALLENGES

The future of this activity [the collection and publication of library statistics on an international basis] is surrounded by some uncertainties at the time of writing.

UNESCO, which has pioneered this work since the 1970s is reducing the numbers of its statistical staff and it is not clear what the consequences of this might be for library and other cultural statistics. EUROSTAT, which collects statistics for the European Union, has recently been asked to compile cultural statistics at the EU level but has not included libraries in its programme.

LIBECON2000 will end in 2001 unless it is successful in obtaining a new lease of life in some form under the Fifth Framework Programme. Whilst this is likely to be the most pragmatic approach, it would be better if the initiative could extend its activities beyond Europe but this could only be achieved with funding from other sources. It seems highly desirable that a broader initiative should be established with a wider geographical remit.

At the same time, libraries and the world of information are changing rapidly as technologies change and governments emphasise the role of libraries in supporting education, social inclusion and economic growth as well as the more traditional cultural role. Digitisation is going ahead on a large scale in some countries, increasingly undertaken by libraries but not measured in the statistics. Questionnaires are routinely used to measure quality and user satisfaction but are not yet recommended for use in the library statistics standard.

Connectivity and access to electronic content are other major current concerns which the current statistics do not address.

REFERENCES

1. www.libecon2000.org
2. Ramsdale, P. Library Economics in Europe: an Update 1981-1990. Luxembourg, Office for Official Publications of the European Communities, 1995. ISBN 92 826 9197 7
3. Ramsdale, P. and Fuegi, D. Library Economics in Central and Eastern Europe. Luxembourg, Office for Official Publications of the European Communities, 1997. ISBN 92 828 1562 5
4. By sectors I mean types of libraries as defined in ISO 2789 [public libraries, national libraries etc.]

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For those plan to attend the 2001 IFLA preconference, Fourth World Conference on Continuing Professional Education for the Library and Information Science Professions, Chester, Vermont is about three hours west of Boston through New England countryside. The conference site is the training facility for a database company and the accommodations for participants are large old New England homes named for their former owners. They have been converted into apartments. Participants will have a living room, dining room and kitchen as well as bedrooms and baths. The conference facility is one of the newest buildings in downtown Chester with a large meeting room and smaller breakout rooms. We will eat our meals at Fletcher House, one of the homes where some participants will stay.

An application form follows with pertinent information concerning transportation from Logan Airport in Boston to Chester and return after the conference to the Convention Center, registration, housing in conference housing, and meals. Applications are requested by June 1, 2001. After that date we cannot guarantee reservations.

If you prefer private accommodations or are bringing an accompanying person, the following area Bed & Breakfasts are located in Chester, Vermont, ZIP 05143. You will be responsible for arranging our own accommodations in these locations.

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The draft conference program concurrent sessions will include session speakers and multiple break-out sessions with one or more workshops. Please see the www.IFLA.org for the complete program.

Questions:

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