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Medium Term Programme
1998-2001

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News

The CPERT Executive
Committee

Newsletter of the Round Table on Continuing Professional Education (CPERT)

April 2000

**CPERT Round Table Medium Term Programme
1998-2001**

Scope statement

The Round Table on Continuing Professional Education (CPERT), established under the Section on Education and Training (SET), works to encourage and develop continuing professional education (CPE) 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 emphasise 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.

Goals, 1998-2001 - Action Plans, 1998-1999

Goal 1

Encourage and develop international continuing professional education programmes for library and information personnel.

Action

1.1 Hold open meetings of the CPERT at the IFLA Conferences in 1998, 1999 and 2000 with topics covering current developments in continuing professional education and continuing professional development (CPD).

1.2 Develop the 4th World Conference on Continuing Professional Education potentially to be held in 2001 or 2002 in conjunction with the IFLA General Conference.

- Proposals will be submitted to the Round Table with specific details relating to costs and facilities.
- Identify elements that yield quality continuing education and ways to achieve these elements as one of the topics of the 4th World Conference.
- Study alternative delivery systems for continuing education and their effectiveness.

Goal 2

Improve the opportunities of librarians world-wide to contribute to the lifelong learning of individuals both within and outside the field including facilitating collaboration and development of networks for the exchange of ideas.

Action

2.1 Develop electronic information sources for continuing education achievements, needs, problems, programmes, etc.

- Establish a LISTSERV to increase membership and encourage communication and active participation among members world-wide.
- Provide the Round Table's Newsletter on an electronic basis.
- Establish a clearinghouse to facilitate information retrieval for institutions and persons involved in CE, programmes, listings of CE events, etc., as a Website.
- Within the clearinghouse establish a searchable database with descriptions of CE programs and alternative delivery systems.

2.2 Establish contact with other organisations supporting the exchange of international library staff, CE providers and educators.

Goal 3

Increase RT membership worldwide and facilitate communication between members.

Action:

3.1 Establish an active Membership Committee and promote the activities of the Round Table.

Goal 4

Stimulate research in continuing education for library and information personnel.

Action:

4.1 Disseminate the findings of the research project on continuing education programmes sponsored by the Round Table (Aversa/Stone). Promote the published results of the 3rd International Conference on Continuing Professional Education (1997). Explore further research topics and financial possibilities in this field.

Action Plans, 1998-1999

1a. Develop the 4th World Conference on Continuing Professional Education to be held in conjunction with an IFLA Conference.

- Proposals will be submitted to the Round Table relating to cost and facilities, etc.
- Identify elements that yield quality continuing education and ways to achieve these elements as topics of the 4th World Conference.
- Study alternative delivery systems for continuing education and their effectiveness

1b. Hold open meetings of CPERT with topics concerning Continuing Professional Education.

2. Develop electronic information sources for continuing education achievements, needs, problems, programmes, etc.

3. Establish an active Membership Committee to solicit members and promote the activities of the Round Table.
4. Disseminate the findings of the Continuing Professional Education Research and Literature Database research project. Promote the published results of the 3rd International Conferences on Continuing Professional Education (1977). Explore further research topics and financial possibilities for research in this field.
Establish contact with other organizations supporting the exchange of international library staff, CE providers and educators.

To 1a:

Our response is that the 4th World Conference on Continuing Professional Education will be held in conjunction with the IFLA Conference in Boston. A 5th World Conference is being planned for Scotland.

To 1b:

We regularly hold open meetings of CPERT and our program in Bangkok was especially well attended.

1. The present secretary established an electronic list for members of CPERT and John Harvey regularly makes use of this. As soon as we can help him expand the newsletter we might be able to establish a web site and link to IFLA for continuing education achievements, problems, programmes, etc.
2. We have not established a Membership Committee. It continues as a goal.
3. Someone will be assigned to disseminate the findings of the CPERT Research and Literature Database research project as soon as we know it's status. We will establish a method to promote the published results of the 1997 Conference.
4. We will continue to try to contact other organizations supporting the exchange of international library staff, CE providers and educators.

***The Journal of Academic Librarianship, Vol 26, no. 1, January 2000
Editorial: Distance Education, by Peter Hernon***

Distance Education has been a part of higher education for years. Chatauqua, that venerable intellectual and education retreat in New York, granted bachelor of arts degrees through distance education at the turn of the last century. What is new to distance education is the Internet. Despite the hype and program failures, the most amazing aspects of this digital education movement are how fast it has occurred and how it is changing the delivery of education for many individuals. Already the literature of even one to two years ago is outdated, and some of the promises suggested by the authors were never met, whereas others have been surpassed. This issue of the *Journal of Academic Librarianship* devotes articles and one essay in the "Perspectives On" column to distance education. The papers illustrate the success of digital education and the unfolding of more virtual universities. Perhaps some faculty and others might remain skeptics, yet the papers presented here indicate that key stakeholders, such as businesses, accrediting bodies, and state legislatures, are not.

The delivery of higher education is occurring in a highly competitive environment, one that focuses on the quality of the education process, outcomes and learning. Legislatures, industry leaders, and parents have been questioning the quality of higher education for years. We now ask, do students

learn more and better in a traditional classroom setting? Probably not! Does the traditional classroom necessarily provide higher quality interaction among the students and with the professor? Again, probably not. Leslie Hitch, one of the authors of a paper in this issue, uses an example to illustrate that the educational process associated with traditional education is not necessarily exemplary. As she asks, "*Could you judge a car by the same terms as a horse? We tried to and have the word "horsepower" as the anachronistic example. Is a 250 person lecture hall taught by a guru but executed by TAs {teaching assistants} for whom English is not their primary language "education?" One of the top ten issues in higher education listed in the **Chronicle of Higher Education** each year for the past several has been the inability of teaching assistants to speak English!*"

A strength of digital education programs, at least the ones that I am familiar with, is that there is excellent opportunities for students to interact and to get to know each other - not always face-to-face, but electronically. In some cases, there is face-to-face interaction when students, perhaps, meet for a couple of weeks of the year at some campus; the rest of the year, they take electronically delivered classes. Obviously, the number of students enrolled in digital education courses and programs (or likely to do so in the future) is a good indication that there is an increasing demand and that demand will be met somewhere. A large population wants digital education, at the undergraduate and graduate levels, especially if that education leads to jobs or to career advancement.

As distance education programs and virtual universities become more commonplace, the concept of a credit hour will change. A cursory examination of the history of the credit hour indicates that, in the 1860s, there was some attempt to produce standards across disciplines, but that attempt never resulted in an accepted formula. Clearly, faculties have the right and responsibility to set the formula for how much credit is awarded for the extent of work put out by faculty and students. Thus, programs can define credit as they choose as long as accrediting bodies and others concur. Thus, programs will likely become even more flexible.

As more opportunities arise for faculty to teach in distance programs, there may well be a change in the way that the faculty is taught, and hence, teaches. In a number of instances, the faculty of these distance programs is adjunct and part-time. They tend to work full time in other capacities or to be retired, and they often focus on practice. The full-time faculty of the traditional campus, on the other hand, may have no interest in digital education and prefer to impart theory. It is as if the full-time faculty is divorced from practice and might engage in theoretical research and scholarship, whereas the adjunct faculty is already employed and impacts practice. The popular perception is that there is a wide gap between the full-time faculty and the teachers of digital programs. How true is this? How do we ensure a proper balance between practice and theory, resulting in improved student critical-thinking and problem-solving skills?

As state legislatures, corporations and businesses, for instance, enter the debate and implement (or have implemented) their point of view, we are likely to see academe of the future as something vastly different. Younger faculty, especially those in disciplines and fields where there is an overabundance of doctorates seeking gainful employment, will likely seek positions in digital programs if they want to teach or be associated with higher education. Assuming they do, they will probably not receive regular salary and benefits compensation from the institution, and they will

have to teach a sufficient number of courses and attract a sufficient number of students to support themselves and perhaps their families. They may also have to pay their own health care, contribute to their own retirement, and so forth. Presumably, they would want to engage in the conduct of research. If they do, to what extent will that research relate to digital teaching and learning? If the answer is completely or largely, will the virtual university be supportive financially? If not, they might try to engage in other types of research, looking at some point to migrate to a prestigious institution, one where they need not partake of digital teaching or at least not do so entirely. As this brief example illustrates, we are likely to witness a change in the definition of faculty. Furthermore, who controls education and the curriculum? The answer is less likely to be the present faculty.

Another issue relates to library collections and resources to support digital programs and courses. I see this as being far more complex than many supporters of digital programs and courses and virtual universities realise. The cost of providing electronic resources is expensive. Yet, there are some interesting products and services emerging, such as netLibrary (<http://netlibrary.com>). Still, the proponents fail to realise that a common or *generic* set of products and resources will not meet all discipline, course, and assignment needs. Any discussion with collection development librarians would disclose the complications of matching resources, expenditures, and class needs. Nonetheless, I see library collections and services as solvable.

Another difficulty is how to *make* a virtual university adhere to current standards. The digital environment and the Internet require us to be more visionary, while, simultaneously, linking the present and the future through accountability. In the case of schools of library and information science, the American Library Association's Committee on Accreditation (COA), I am told, has still not developed a method likely to gain consensus that will result in an assessment of quality and learning outcomes for distance education. Undoubtedly, as this example illustrates, there is some burying of heads in the ground. Yet, digital education, standards and assessment should not (and cannot) be left to the ostrich. We need an effective report card that provides insight into the graduates of these programs and courses (or any programs and courses, for that matter).

In conclusion, we can all learn from the authors of the papers in this issue and have a stimulating discussion, not one limited to the debate over the efficacy of digital education, but one intended to improve teaching and learning and to implement meaningful outcomes.

Continuing Education Via the Internet The University of Wisconsin-Madison School of Library and Information Studies will offer two interactive continuing education courses via the Internet this summer. These non-credit courses will run for six weeks, July 17-August 25, 2000.

Virtual Collection Development: Every day new resources (both free and licensed) become available in electronic format on the Internet. How does this impact traditional library collections? In this on-line course, you'll learn how to select and evaluate these resources, what policies should be in place, how libraries are developing electronic resources to patrons, and how to use the Internet as a collection development tool. Course fee: US\$285.

The Automated Public Library: Selecting an Integrated Information System: If you are choosing a new or second-generation integrated information system for your public library, this course will introduce you to the turnkey vendor marketplace, examine the data conversion alternatives, and provide tools for developing an RFP and strategies for evaluating the vendors. Course fee: US\$325.

We provide a password to access powerful WebCT courseware - no software for you to buy! Readings will be included in the course web site or provided as links to other sites. Our courseware provides the means to post assignments, do readings, discuss the topics with other students, and contact the instructor. Questions? Interested in registering for the course? Please contact Jane Pearlmutter, director of continuing education, UW-Madison School of Library & Information Studies, 600 N. Park Street, Madison, WI 53706, (608) 262-6398, e-mail: jpearl@slis.wisc.edu

TRAINING CENTER Rudomino School VGBIL: Development Strategy By Natalia V. Jadko, Moscow

History

The Training Center Rudomino School was established in 1997 as one of the departments of the Russian Library for Foreign Literature, Moscow. Rudomino School organizes short-term training on management and works out training workshop methods. In the last four years Rudomino School has given twenty-eight training seminars in thirty regions of Russia for heads of public, scientific and university libraries with Russian and foreign specialists taking part in them.

From 1997 to 1998 Rudomino School organized a training session of regional partners from libraries and other educational institutions. It made possible the organization of professional networks in the frameworks of regional training center projects in Novosibirsk, Nizhni Novgorod, Tver and Bryansk. These projects were supported by Network Library Program OSI (Moscow - Budapest). The aim of the project is activation of regional resources for forming continuing training of librarians in management and introducing the application of up-to-date technologies in library activities. In 1998 Rudomino School began to work together with a regional Section of OSI in working out and organizing pilot training programs for CIS libraries (Uzbekistan, Tadzhikistan, Kirgizstan, Azerbaijan). We consulted with national experts and prepared various base-training programs, including seminars and practice.

The two - year project "Internet for Access to Information in Libraries" was worked out and put into practice in the Rudomino School (Russia) and the Mortinson Center (USA) in 1998 - 1999. In the course of this project twenty-four librarians from 12 Russian regions were trained to use up-to-date technologies in Russia and USA. Some of them have launched projects of their own. The Rudomino School has taken an active part in the activities aimed at training personnel for the international conference CRIMEA IFLA. The activities of Rudomino School are financed mainly with grants. The consultations of library specialists at the Rudomino School are free of charge.

Activity Priorities

1. Formation of conditions for network collaboration with Russian regional libraries, other educational and training institutions within the frameworks of joint projects.
2. To provide Russian libraries with information on up-to-date library management, project management, human resource management, strategic planning, and fundraising.
3. To monitor and consider up-to-date approaches to library management in Russia while working out training programs, with Russian and foreign specialists taking part.
4. To create information and methodic resources for development of innovative training projects for librarians.

Rudomino School Strategy, VGBIL for 2000

Basic training programs were formed and approved, the circle of regional and international partners defined, key education requirements analyzed in 1996-1999. That's why the following strategy directions were selected.

1. Organization and realization of training projects, workshops, and practical studies and consulting for Russian and CIS librarians with Russian and foreign specialists involved.
2. Inter-regional co-operation to prepare for participation in education and staff training sections of the international conference CRIMEA IFLA.
3. To provide the continuing education infrastructures with necessary recourses.
 1. **Organization and Implementation of Training Projects**
 - Preparation and publication of methodic manuals on strategy planning, fundraising, and project management.
 - Organization and realization of regional training workshops on library management.
 - To get new partners among international and regional libraries, library departments of universities, continuing training courses.
 - Coordination of inter-regional library activities.
 - Partner co-operation with regional and foreign trainers, experts, and consultants under organization and realization training programs.
 - To be involved in organization and educational work with the local authorities of the regions.
 - Partners participation in working out, organization and realization of training programs for librarians of the CIS (Kirgizstan, Uzbekistan, Tadzhikistan, and Azerbaijan).

Workshop Themes "*LIBRARY CHANGE MANAGEMENT*" - Three-day training course on strategic planning, library change management and project management.

"*LIBRARY FUNDRAISING*" - Three-day intensive training course on fundraising principles and methods of interaction with charity foundations, grant-writing.

"*HUMAN RESOURCE MANAGEMENT*" - Two-day intensive training course to train library managers to analyze the principles of HR management, selecting people for project teams, employment.

"THE PARTNERSHIP OF LIBRARIES AND OTHER CULTURAL AND SOCIAL INSTITUTIONS" Three-day training workshop for library managers and representatives of local authorities. This workshop will provide ideas, problems and benefits of social partnership. Participants will determine possibilities and prospects for collaboration, using the experience of Rudomino School projects.

2. **Inter-regional Co-operation at the International Conference CRIMEA - IFLA.**
 - Co-operation with The Education and Professional Training Section (IFLA), which is dealing with the library departments of universities and continuing training structures in Russia.
 - Participation in the activities of the education and professional training Section of The Russian Library Association.
 - Organization and implementation of the workshop "Partnership Co-operation Between Higher Library Institutions and Continuing Training Structures for Librarians" at the Conference CRIMEA 2000.
3. **Resources for The Continuing Library Education Infrastructure**
 1. "Summer Library School" 2000 In the course of this project training of 20 library subject teachers will be held at Moscow State University of Culture and Art. Among the trainees will be library science instructors of the Universities of Moscow, St-Petersburg, Kazan, Krasnodar, Tambov, Kemerovo, Perm, Ulan-Ude, Chelyabinsk, Ryazan and representatives of university training centers - Kirgizstan, Kazakhstan, Uzbekistan, Moldavia, Lithuania. This training is to improve the teaching methods in library science dealing with conceptual modernization of library science (including using new technologies and the Internet). A collective methodical manual will be prepared as a result of two - weeks' training. The manual will be printed in 1000 copies and distributed among all the participants and sent to regional training centers.
 2. Preparing and Publishing the Pilot Bulletin "Continuing Education for Librarians" The 80 page Bulletin will be printed in 1000 copies. It will contain information about various library education projects, programs of training courses, information about charity activity, problem articles by specialists. The Russian version of this edition will be presented on the Internet. The printed version will be sent to the largest libraries of Russia, universities, regional training centers, and it will be spread among participators in Rudomino School projects.
 3. Conducting International Conference "Continuing Education for Librarians: Perspectives of Development The conference plans for the participation of leading specialists, presenting continuing librarian education in CIS, Baltic States and foreign countries. The conference will take place in Moscow, for three days. Participation of 80 specialists from different countries, including international specialists, will be planned for.

June 28, 2000

"Role and Tasks of LIS Education" Workshop

Leader: N. V. Jadko (Director of Training Center, Rudomino School, VGBIL)
Speaker: Y.P. Melentieva (Professor, Dean of Librarianship Dept., Moscow State University of Culture and Art).

Workshop Description: While discussing the workshop the question of the up-to-date condition of continuous library education in regions of Russia and countries of the former Soviet Union will be considered. Alongside these issues, we will discuss the development strategy of library education in the context of professional higher education, role of courses "Organisation of Library Service." Special attention will be given to participants training in planning methods and analysis of long-term results of professional training.

June 26-July 7, 2000
"Summer School for LIS Education," Moscow

Supported by NLP grant. Organised by the Center of Applied Human Technologies, Rudomino School VGBIL and the Librarianship Faculty of Moscow State University for Culture and Art. Conducted for mid-professionals and faculty members who provide LIS Education on the subject "Library Services Management" in universities and regional training centers of Russia and CIS.

Course description: the aim is to create conditions for continuing education of faculty members on LIS Education. The program includes various courses on management of the training process, training methodology, new technologies applied to it, up-to-date principles of training preparation. Leading Russian and foreign specialists are invited. Working language is Russian.

Participant Profile: participants will be selected on a competitive basis. Meals and travel will be paid for selection passers. Participants have to be teachers, lecturers or consultants from universities, colleges and training centers, up to the age of 35.

For more information contact: 109798, Moscow, Nikoloyamskaya 1, Rudomino School, VGBIL or e-mail to ars@libfl.rub. Course coordinator: Ms Olga Arsenieva.

Library and Information Science Education Statistical Report 1999 edited by Evelyn H. Daniel and Jerry D. Saye

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INTRODUCTION

1999 ALISE Statistical Report and Database
Evelyn H. Daniel and Jerry D. Saye

This paper is excerpted from the twentieth annual statistical report on library and information (LIS) education published by the Association for Library and Information Science Education (ALISE). Its purpose is to compile, analyze, interpret, and report statistical (and other descriptive) information about library/information science programs offered by library schools that are members of ALISE. The *Statistical Report* is published as a service to the Association membership. A *Database* is produced as a means of collecting the data systematically and making it available to researchers and administrators in a manipulable format. Together, the *Report* and *Database* support the mission and goals of ALISE through the provision of empirical data on the state of LIS education in member schools and by documenting trends in curriculum change, funding, continuing education, and other aspects of LIS education. Selected tables are reproduced in this excerpted report but others are available only in the original. For the selected tables reproduces here the original table numbers are retained.

About This Report. The 1999 edition numbers 287 pages and reports information about the 56 member schools offering degree programs in library and information science that have been accredited by the Committee on Accreditation (COA) of the American Library Association (ALA). Any researcher or administrator wishing a copy of the data now available in database format may request it directly from the editors (daniel@ils.unc.edu or saye@ils.unc.edu). It can be made available on disk in compressed format for cost. A database service is also available whereby key variables can be selected and specialized tables created for a selected set of peer schools.

Use of the Report. The 1999 *Report* presents a snapshot of LIS education. We believe the data provided here are of value to researchers, administrators, faculty, students and the LIS press. The data may be used to examine a single school by accumulating the data points throughout the *Report*. The data may be used to compare a school's relevant statistics to peer schools or to the field as a whole. It may be used to draw attention to competitive emphases and benefits of particular programs. It may also be used to examine key variables over time or combinations of such variables. Howard White, in the 1998 Summary and Comparative Analysis chapter, demonstrates how the data may be used to consider distinguishing characteristics of the "best" LIS programs as reported in rankings like those provided by the *US News* and *World Reports*. And the data help all of us monitor the overall health of LIS education.

CONTINUING PROFESSIONAL EDUCATION

by Jana Varlejs

Forty-eight of the 56 schools with ALA-accredited programs in library and information studies submitted data on their 1997-98 continuing education (CE) activities, as opposed to 44 last year. The nine that did not provide information, or reported no activity for the year were: Alabama, Albany, Arizona, California-Berkeley, Dominican, Indiana, Montreal, Queens, and Syracuse.

Continuing Education Events. -- Continuing professional education offered by library and information studies programs exhibits a wide array of formats. Length of offerings reported this

year range from less than one-hour colloquia to a 96-hour "short course." Participation may be recorded as simple enrolment counts, or may be recognized through the awarding of Continuing Education Units (CEU's) or academic credit. Below, data on the on-credit events and credit bearing courses are tabulated and discussed separately.

Table V-1

Number, Duration, and Enrolment in Non-Credit Continuing Education Events 1997-98
(n = 48)

ALA Schools	Number of Events	Contact Hours	Attendance
Total	804	5,476.5	20,438

Table V-2 summarizes non-credit continuing education by type of activity. As in previous years, workshops were the prevalent mode of delivery, and the general pattern of offerings did not change much. One difference in the 1997-98 year is notable: on-campus activities rose to 81% from 74% last year, and alternative delivery edged up only slightly in proportion to the total. The %age of events for which Continuing Education Units (CEU's) were offered barely changed, dropping from 37% to 36%. CEU's are a standard way of reporting non-credit continuing education, and awarding them constitutes a kind of seal of quality.

Table V-2

Summary of Non-credit Continuing Education Events in Reporting ALA Schools
By Type of Activity, 1997-98
(n = 48)

Non- Credit Activity	Number Held	Contact Hours	Attendance	Programs Offering CEU's	Number Held On-Campus	Number Held Off-Campus	Delivered by Alternative Method
Institute Symposium Conference Forum	76	639.5	4,354	45	58	16	2
Workshop	367	2,405	5,699	131	306	57	4
Seminar	56	459	2,053	41	44	11	1
Colloquium Lecture	152	294	5,777	3	138	7	7
Short Course	46	894.5	1,109	32	28	3	15
Tutorial or Individualized Instruction	47	361	455	3	44	0	3
Other	60	423.5	991	31	31	24	5

Total	804	5,476.5	20,438	286	649	118	37
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Table V-5

Summary of Credit Course Offerings for Continuing Education in Reporting ALA Schools
1997-98

(n = 11)

Credit Activity	1 Credit Hour	2 Credit Hours	3 Credit Hours	Total Number of Events	Total Enrolled	Number Held On-Campus	Number Held Off-Campus	Number Delivered by Alternative Methods
1-2 Week Short Course	30	5	5	40	719	31	9	0
3-4 Week Short Course	5	0	6	11	124	6	5	0
5-6 Week Short Course	4	0	0	4	60	4	0	0
7+ Week Short Course	2	0	9	11	164	6	5	0
Evening	10	0	26	36	355	30	1	5
Weekend	32	1	3	36	644	30	6	0
Other	11	6	21	38	474	11	0	27
Total	94	12	70	176	2,540	118	26	32

The Continuing Education Environment. -- Until last year, data on the geographic origin of participants and the sources of financial support for continuing education programs were tabulated by school. From last year on, these data are being aggregated. Changes from year to year have been relatively slight in the past, and it is easier to discern overall patterns when the information is summarized. A further table shows that the audience attracted to the schools' continuing education events was largely local. The pattern of distribution is very similar to that of previous years.

Of the 41 schools reporting the geographical distribution of their continuing education clientele, 37 (90%) drew at least half of their attendees from the local and state area. Illinois was again an exception, reporting that 100% of participation was national and/or international. Schools were asked to indicate %ages of funding sources: for salaries for the CE portion of administrators and support staff, for stipends or salaries of instructors, for travel, facility rental, and other direct costs (the use of one's own facilities is excluded).

Table V-8

Summary of Methods of Determining Compensation of Continuing Education Program Faculty in Reporting ALA Schools

1997-98

(n = 47)

Method of Compensation	Non-Credit Activities		Credit Courses	
	Schools' Own Faculty	Outside Instructors	School's Own Faculty	Outside Instructors
Negotiated	12	23	5	5
Flat Fee	15	28	2	5
Formula	4	4	3	2
Part of Teaching Load	14	0	2	0

Table V-10

Summary of Methods of Administration and Coordination of Continuing Education Activities in Reporting ALA Schools

1997-98

(n = 47)

Method	Total Program		Individual Activities	
	Administered	Coordinated	Administered	Coordinated
a. Library School Coordinator (other than d, e, or f)	12	17	13	19
b. University Office of CE or Extension	5	6	1	6
c. Faculty Committee	4	5	3	6
d. One faculty member as Permanent administrator	8	5	3	4
e. Faculty rotate	2	1	4	6
f. Dean or director	19	6	7	6

Eleven schools had clearly designated continuing education coordinators/administrators as judging by the titles of those who completed the continuing education questionnaire. These 11 schools were: Emporia, Maryland, Michigan, Pittsburgh, Pratt, Rhode Island, Rutgers, Tennessee, Toronto, Washington, and Wisconsin-Madison. Several other schools assigned the continuing education responsibility to the same administrative assistant or faculty member as in the preceding year: Iowa, Puerto Rico, Simmons, and Wisconsin-Milwaukee.

Summary -- If contact hours for non-credit offerings and credit hours for academic courses are taken as measures of effort in providing continuing education, 10 schools fall into the top six in one or both categories: Kent State, Michigan, Missouri, Pittsburgh, Rutgers, Southern Connecticut, Toronto, Washington, Wisconsin-Madison, and Wisconsin-Milwaukee. Of these ten schools, six have individuals whose titles indicate that they are specifically responsible for the continuing education program. Half of these schools depend on fees to finance the programs 95 to 100% of the time, while the others derive 65 to 85% from fees. Half of the ten award CEU's for non-credit activities.

Library Literature/Catholic Library World, Bibliography lists

Library Literature & Information Science, February 2000

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News

Library Services for Distance Education: NODE

The NODE Learning Technologies Network is a not-for-profit electronic network facilitation information and resource-sharing, collaboration and research in the field of learning technologies for postsecondary education and training. The functions of the NODE are to gather and disseminate information in areas of need; to offer professional development activities; to facilitate collaboration among universities and colleges; and to commission projects and research in issues and practices in technologically-mediated teaching and learning.

Visit: <http://node.on.ca>

The Development of Virtual Education

Funded by the Commonwealth of Education and the British Department for International Development, this 170-page report examines the use of virtual education, or distance learning, by regions around the world, including India, East and Southeast Asia, Africa and Europe.

Visit <http://www.col.org/virtualed/index.htm>

Darlene E. Weingand has relocated to Hawaii.

She is Professor Emerita at the University of Wisconsin-Madison and is now Adjunct Professor at the University of Hawaii at Manoa. She is teaching Collection Development this semester and is scheduled to teach Customer Service and Marketing in the second summer session. She continues to present the LAMA Institute on Customer Service Excellence, with her last two institutes at the University of Maryland last month. Darlene will be keynoting the ATLA preconference in Chicago in July. Her new edition of "Administration of the Small Public Library" is in press with ALA Editions.

The First Siberian Seminar on Continuing Professional Education for Library and Information Workers

As part of the Siberian Library Center for Continuing Education Programme the State Public Scientific-Technical Library of the Siberian Branch of the Russian Academy of Science hosted in October 12-21, 1999, a seminar on "Library Professional: Continuing Education in Changed Conditions" sponsored by the "Open Society Institute." It welcomed around 100 participants from all parts of Siberia, the Russian Far East, Yakutia, Kchakassa and Altai, as well as Moscow, St. Petersburg, Tararstan, the Urals, etc. There were representatives not only from different libraries; public libraries for children and young adults, libraries for the blind, university and research libraries, but also from educational establishments teaching library and information professionals. A variety of topics concerning staff education, development and training were discussed, including new developments in library legislation, psychological motivation, and economic components of libraries' activities. Special attention was paid to new perspectives in domestic and international cooperation, among them being educational programmes within the IFLA Section: Asia/Oceania. This significant information, mostly based on material kindly presented by Dr. G. Gorman was altogether new to the majority of the audience and aroused everybody's interest. All reports and papers will be published by the end of the year. The seminar was followed by the RLA SC Section: Library Profession, Staff and Continuing Education meeting that discussed its activities as well as current and future plans and projects. *E. B. Soboleva, E.B. Artem'eva, O.P. Fedotova, IFLA RSAO Newsletter 11, 2 Dec, 1999: 10*

The American Center for the Study of Distance Education, ACSDE Research Monograph Series Now Available:

ACSDE Monograph No. 16, Presence at a Distance: The Educator-Learner Relationship in Distance Education. Authored by Jane Southwell Munro, this monograph presents a framework for understanding the complex educator-learner relationship in distance education. Munro's model, based on an extensive review and analysis of the distance education research and theory on the subject, addresses one of the major challenges of distance teaching: creating an environment in which the teacher effectively develops and maintains, through dialogue, both the support and autonomy learners need to succeed at a distance. For further information about the publications available from ACSDE visit <http://www.ed.psu.edu/ACSDE/> or The American Center for the Study of Distance Education, The Pennsylvania State University, 110 Rackley Building, University Park, PA 16802-3202, Tel: (814) 863-3764, Fax: (814) 865-5878.

World Wide Learn - Online Learning and Education

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