

**The 6th World Conference on Continuing Professional Development
& Workplace Learning for the Library and Information Professions**

**Continuing Professional Development – Preparing For New Roles In Libraries:
A Voyage Of Discovery**

10 - 13 August 2005, Oslo University College (Høgskolen i Oslo),
Faculty of Journalism, Library and Information Science. *Oslo – Norway.*

Street address: Pilestredet 48
On-site contact person: Anne Drag Tidemand-Fossum
Phone: +47 22 45 26 29, Fax: +47 22 45 26 05

Program Schedule, List of Presenters and Abstracts of Papers/Presentations

5th Version - updated on August 1, 2005

Preliminary Day	Wednesday 10/8/05
16.00 – 18.00	Registration
18.00 -	Welcome reception – Venue: <i>Oslo University College</i>

Day 1	Thursday 11/8/05 a.m.			
Start/ Finish	Activity	Title	Presenter	Country
8.00 – 9.00	Registration			
9.00 – 9.30	Welcome, introductions and opening of the conference	Opening address by the Chair of the CPD&WL Section.	Ann Ritchie	Australia
9.30 – 10.00	Plenary session # 1	Developing Models Of Professional Competence To Enhance Employability In The Networked World	Sheila Corrall	United Kingdom
10.00 – 10.30	Plenary session # 2	Developing For The New Academic Library Function: Knowledge And Skills Requirements Among Library Staff And Teaching Faculty	Kari Gulbraar	Norway
10.30 – 11.00	Plenary session # 3	Preparing Academic Librarians For A Changing Role : A Case Study Of A Canadian Information Literacy Program	Ganga Dakshinamurti & Betty Braaksma	Canada, Norway
11.00 - 11.30	Break			
11.30 – 12.00	Parallel session # 1	Educational Technology: A New Niche For Librarians	Corrine Laverty	Canada
11.30 – 12.00	Parallel session # 2	An Online Course For Research Library Assistants: Design, Implementation Issues, And Outcomes	Jana Varlejs	United States

Day 1	Thursday 11/8/05 p.m.			
Start/ Finish	Activity	Title	Presenter	Country
12.05-12.35	Parallel session # 3	The Bespoke Approach To Developing And Delivering Online Staff Development.	Lindsey Martin	United Kingdom
12.05-12.35	Parallel session # 4	Becoming a marketing specialist in an academic library	Lotta Haglund	Sweden
12.40 – 13.15	Parallel session # 5	How Do They Know What They Don't Know? Teaching Others About Digital Preservation.	Chris Erickson	United States
12.40 – 13.15	Parallel session # 6	Supporting CILIP's New Framework of Qualifications: the Career Development Group's Registration Liaison Officer Network	Joanne Ball	United Kingdom
13.15 – 14.15	Lunch			
14.15 – 14.45	Plenary session #4	Understanding Librarians' Motivation To Participate In Professional Development Activities	Donna Chan	Canada
14.45 – 15.15	Plenary session #5	Meeting The CPD Needs Of The E-Librarian	Lynda Ayiku	United Kingdom
15.15 – 15.45	Break			
15.45 – 16.15	Parallel session # 7	Library assistants: are they undervalued?	Judith Field	Australia
15.45 – 16.15	Parallel session # 8	Volunteer workers in library activities in Slovenia - training and workplace development issues.	Eva Pohar-Susink	Slovenia
16.15 – 18.30	Free time			
18.30 -	Conference Dinner	Venue: <i>Oslo University College.</i>		

Day 2	Friday 12/8/05 a.m.			
Start/ Finish	Activity	Title	Presenter	Country
8.00 – 9.00	Registration			
9.00 – 9.15	Welcome to Day 2			
9.15 – 9.45	Plenary session # 6	Effective Work Based Learning Across Professions And The Impact On The Roles Of Library And Information Services: A Case Study Of U.K. Probation Workers	Graham Walton, & Jamie Thompson	United Kingdom
10.00 – 10.30	Plenary session # 7	Multifaceted CPD: Developing A Program To Meet The Diverse Needs Of LIS Professionals	Rae-Anne Montague & Marianne Steadley	United States
10.30 – 11.00	Parallel session # 11	Understanding The Big Picture : What Is Needed From A Professional Development Programme To Support Health Service Librarians In England?	Alison Turner	United Kingdom
10.30 – 11.00	Parallel session # 12	Developing the learning organisation library: case study at Kenton County Public Library - USA.	Susan Calloway- Nimmersheim	United States
11.00 - 11.30	Break			
11.30 – 12.00	Parallel session # 13	The Development of Post-Masters Programs In Administration for Public Librarians in the U.S.	Michael Koenig	United States
11.30 – 13.00	Parallel session #14 (<i>Workshop</i>)	Hands-on workshop: Free CPD resources on the Internet: supporting your own professional development. <i>Please note:</i> <ul style="list-style-type: none"> • <i>this event runs from 11.30 – 13.15 inclusive</i> • <i>places are limited and pre- registration is required. See ** below.</i> 	Gwyneth Morgan	United Kingdom
12.05 – 12.35	Parallel session #15	Towards preliminary educational activities for quality improvement of the library working processes	Milena Matic	Serbia
	Parallel session #14 continued.	Continuation of workshop (as above)		
12.40 - 13.15	Parallel session #16	<i>Note: No presentation – scheduled presenter unable to attend.</i>		
	Parallel session #14 continued.	Continuation of workshop (as above)		
13.15 – 14.15	Lunch			

Day 2	Friday 12/8/05 p.m.			
Start/ Finish	Activity	Title	Presenter	Country
14.15 - 14.45	Plenary session # 8	Academic Library And Information Training Consortia In The United Kingdom: A Model For Success?	Jean Yeoh	United Kingdom
14.45- 15.15	Plenary session # 9	Where to from here? Continuing Professional Development in New Zealand	Amanda Cossham	New Zealand
15.15- 15.45	Break			
16.20 – 16.50	Parallel session #20	Multi-Professional Working And Learning? – Teams Or Territorialism In The E-Learning Age	Sue Roberts	United Kingdom
15.45 – 16.15	Parallel session # 18	The Impact of National Board Certification On School Library Media Continuing Professional Development And Workplace Learning	Gail Dickinson	United States
15.45 – 16.15	Parallel session # 17	Recognition And Quality Assurance In LIS: New Approaches For Lifelong Learning In Europe	Anna Maria Tamaro	Italy
16.20 – 16.50	Parallel session # 19	Leadership training for all: Providing professional development opportunities for degreed and non- degreed librarians in rural areas	Janelle Zauha	United States

Day 3	Saturday 13/8/05			
Start/ Finish	Activity	Title	Presenter	Country
8.00 – 9.00	Registration			
9.00 – 9.10	Welcome to Day 3			
9.10 - 9.45	Plenary session # 10	Elizabeth Stone Memorial Lecture: Continuing Professional Education to Continuing Professional Development & Workplace Learning: The Journey and Beyond	Blanche Wools	United States
9.45 – 10.15	Plenary session # 11	International Partnership, National Impact: The South African Library Leadership Project	Ujala Satgoor & Susan Schnuer	South Africa
10.15 – 10.30	Presentation by <i>Emerald Group</i> , IFLA CPDWL Section Gold Corporate Sponsor http://www.emeraldj	Writing for the professional literature.	Nicholas Joint (Editor of the <i>Emerald</i> journal: <i>Library Review</i> .)	United Kingdom

	nsight.com			
10.30 – 10.45	Break			
10.45 – 11.15	Plenary session #12	Responding To Membership Needs For Continuing Education: The Special Libraries Association Strategy For The 21 st Century	Sylvia Piggott	Canada
11.15 – 11.45	Plenary session #13	Different approaches: common conclusions. The skills debate of the 21 st century.	Biddy Fisher, & Gillian Hallam	United Kingdom, Australia
11.45 – 12.00	Conference closing, thanks and farewells.			

Note **: Free CPD resources on the Internet: supporting your own professional development. Hands-on workshop - Friday 12/8/05, 11.30 to 13.15 inclusive.

Places in the workshop are limited and prior registration is required.

To register for the workshop before the conference email i.smith@latrobe.edu.au.

Registration for the workshop may also be made at the conference Registration Desk at Oslo University College.

Ian Smith

Convenor - Conference Program Committee. i.smith@latrobe.edu.au

27/7/05

List of Presenters & Abstracts of Papers/Presentations

(In alphabetical order – by presenter's name)

MEETING THE CPD NEEDS OF THE E-LIBRARIAN

Lynda Ayiku*, **Anthea Sutton***, **Alison Turner+**, **Andrew Booth*** and **Alan O'Rourke***

*School of Health and Related Research,
University of Sheffield

+National Library for Health

Correspondence:
Lynda Ayiku,
Information Officer,
School of Health and Related Research,
University of Sheffield,
Regent Court, 30 Regent Street,
SHEFFIELD, UK, S1 4DA
L.Ayiku@sheffield.ac.uk

Abstract

Purpose: To demonstrate the potential usefulness of the Facilitated Online Learning Interactive Opportunity (FOLIO) Programme's low technology approach to e-learning in delivering continuing professional development to librarians in the health community.

Setting/Participants/Resources: Healthcare librarians supporting staff working within the UK National Health Service

Methodology: Discussion list mediated communication supplemented by icebreaker exercises, group and buddy interactions, case studies, briefings, guided reading, interactive powerpoint presentations, quizzes and voting, competitions, guest telephone lectures, self-reflection, practical exercises and course summaries.

Results: Evaluation is both formative, during the FOLIO Programme as a whole, and summative, after each of the 12 modules. The FOLIO Programme appears to meet requirements for a social, cognitive and teaching presence within delivery of an e-learning course. Initial results have been promising and the Course Team have taken the opportunity to modify the Programme in the light of feedback.

Discussion/Conclusion: Issues relating to the technology, assessment, buddy system, and applicability materials are explored together with practical responses devised by the team to meet such challenges. The FOLIO Programme provides a potential model for delivery of continuing professional development to meet the particular needs of the health library community.

SUPPORTING CILIP'S NEW FRAMEWORK OF QUALIFICATIONS: THE CAREER DEVELOPMENT GROUP'S REGISTRATION LIAISON OFFICER NETWORK

Joanna Ball,

Sub-Librarian. Trinity College Library, Cambridge CB2 1TQ

CILIP Councillor

President, CILIP Career Development Group Special Interest Group

jeb30@cam.ac.uk

Abstract

In April 2005 CILIP: the Chartered Institute of Library and Information Professionals launched its enhanced and expanded Framework of Qualifications. In addition to the existing Chartership and Fellowship qualifications, it provides a new qualification to recognise the contribution of para-professionals and library assistants, and introduces a voluntary revalidation scheme for members who have already gained chartered status and who wish to gain evidence of their commitment to personal professional development. CILIP is also developing a mentor scheme to support individual members through the Framework of Qualifications.

The Framework is being supported by the Career Development Group (CDG), a Special Interest Group of CILIP, in partnership with the Personnel, Training and Education Group and the Affiliated Members Group. CDG has an established regional network of voluntary registration liaison officers who have traditionally provided advice and guidance to candidates working towards Chartership. Work is underway to expand the network to encompass both Certification and Revalidation, providing valuable opportunities for members to become professionally involved and engage with the qualifications process.

Joanna Ball is immediate Past President of the Career Development Group, a special interest group of the Chartered Institute of Library and Information Professionals (CILIP). As a CILIP Councillor and member of its Professional Development Committee, she has been involved with the development of the new Framework of Qualifications. She currently holds the post of Sub-Librarian at Trinity College Cambridge.

UNDERSTANDING LIBRARIANS' MOTIVATION TO PARTICIPATE IN PROFESSIONAL DEVELOPMENT ACTIVITIES

Donna Chan

Faculty of Information and Media Studies

University of Western Ontario

London, Ontario

N6A 5B7

dchan39@uwo.ca

Ethel Auster

Faculty of Information Studies

University of Toronto

140 St. George Street

Toronto, Ontario

auster@fis.utoronto.ca

Abstract

It is widely recognized that change in libraries requires staff to pursue professional development and workplace learning opportunities. Libraries can provide a supportive environment for staff, but staff must be motivated to take up the opportunities and learn to adopt new roles, innovate new services and master new technologies. Motivation is the most important factor determining participation in professional development. The results of a study of the participation of reference librarians in large urban public libraries in Ontario, Canada, in 2001 are reported. The study examined the role of factors such as professional commitment, age, barriers to participation,

organizational climate, managerial support and motivation on the participation of 553 reference librarians in formal and informal professional development. Motivation emerged as the most important factor determining the time spent in professional development activities, including courses, workshops, conferences, reading the literature, discussions with colleagues and on-the-job training. The intrinsic rewards of professional development activities are perceived as more attainable than extrinsic rewards. Implications of these findings for policies and practices related to professional development include the provision of tangible and achievable rewards for pursuing professional development, and the recognition of the role of managers and supervisors in encouraging participation in professional development activities.

DEVELOPING MODELS OF PROFESSIONAL COMPETENCE TO ENHANCE EMPLOYABILITY IN THE NETWORK WORLD

Sheila Corral

Professor of Librarianship & Information Management
The University of Sheffield,
Department of Information Studies
Regent Court, 211 Portobello Street, Sheffield S1 4DP, UK
s.m.corrall@sheffield.ac.uk

Abstract

Key drivers of change today include rapid advances in computing and networking technologies, continuing growth of the information and knowledge economy and expectation of value-added personalised services. Related effects of environmental forces on the library and information profession include a convergence of interests around electronic delivery, a blurring of boundaries between professional specialisms and the emergence of composite services, combining libraries with other areas. Employment patterns and workplace practices have shifted towards project-based working and cross-functional teams. Vacancy advertisements for library and information workers reveal a wide range of job titles and a broader set of skills than sought historically in the sector. Research on skills needs and development priorities indicates that information professionals require a mix of specialist, generic, personal and contextualised knowledge and skills. Different models of professional competence are needed to help library and information professionals make sense of their position in the networked world, manage their own continuing development and define their unique contribution to their organisations and communities. Drawing on published literature and empirical evidence, this paper discusses the need for new conceptual frameworks and practical tools to enhance the employability of library and information professionals and presents some models developed for this purpose.

WHERE TO FROM HERE? CONTINUING PROFESSIONAL DEVELOPMENT IN NEW ZEALAND

Amanda Cossham, Alison Fields and Gillian Oliver

School of Information and Social Sciences,
The Open Polytechnic of New Zealand
Private Bag 31914
Lower Hutt
New Zealand

Amanda.Cossham@openpolytechnic.ac.nz

Alison.Fields@openpolytechnic.ac.nz

Gillian.Oliver@openpolytechnic.ac.nz

Abstract

This paper examines the current situation relating to continuing professional development (CPD) for librarians and other information management professionals in

New Zealand. New Zealand has a lack of homogeneity as regards qualifications held by librarians, and consequently professional staff may have widely varying educational backgrounds ranging from undergraduate certificates to postgraduate master's degrees. There is no formal requirement on the part of New Zealand's library association for librarians to undertake CPD in order to achieve or maintain professional status. The New Zealand government is currently formulating a national digital strategy, which has implications for the provision of library services. New Zealand librarians need therefore to have access to CPD to ensure that they are able to meet the demands of a digital society. However, given the relatively small population, the lack of a formal requirement for CPD, and a lack of clarity surrounding professional qualification and position status, CPD provision tends to be sporadic and limited to one or two urban centres. This paper is informed by research literature and experiences developing professional information management qualifications including feedback from employers, students and practitioners.

PREPARING ACADEMIC LIBRARIANS FOR A CHANGING ROLE: A CASE OF A CANADIAN INFORMATION LITERACY PROGRAMME

Dr Ganga Dakshinamurti

Albert G. Cohen Management Library
University of Manitoba
Winnipeg, Manitoba
Canada. R3T 2N2
gdaksh@cc.umanitoba.ca

Betty Braaksma

Information Literacy Coordinator
University of Manitoba Libraries
University of Manitoba
betty_braaksma@umanitoba.ca

Abstract

The growing importance given to integrated information literacy programmes in universities is correspondingly enhancing and changing the teaching role of the traditional academic reference librarian. How are librarians facing the challenge? This paper examines one of the schools surveyed by Kari Gulbraar in her paper "Developing for the New Academic Library Function: Knowledge and Skills Requirements among Library Personnel and Teaching Faculty". Using a case study approach we consider the implications of integrating information literacy into a newly created academic programme. Through SWOT analysis, we identify the steps involved in the evolution from a traditional reference librarian role, in which the delivery of orientation and library tours is the norm, to that of a team player who partners with faculty in course and curriculum design. The librarian who undertakes this new role must be aware of the different and perhaps conflicting expectations of four distinct groups of stakeholders: students, faculty members, other librarians and library and faculty administrations. What new skills and competencies are needed to achieve this evolution? In what way must they be adapted to work with each of the stakeholder groups?

The Impact of National Board Certification
FOR SCHOOL LIBRARY MEDIA SPECIALISTS

Gail Dickinson

Assistant Professor
Darden School of Education
Department of Educational Curriculum and Instruction
Old Dominion University
Education Building Room 249-6
Norfolk, Virginia, USA, 23529
gdickins@odu.edu

Abstract

The National Board for Professional Teaching Standards (NBPTS) offers a unique opportunity for school library media specialists in the United States to apply for certification as a National Board Certified Teacher (NBCT). Almost 1200 school library media specialists have successfully undertaken this opportunity for workplace learning, referred to by most candidates as the best professional development experience they have ever had. The process is rigorous and voluntary, with a low passing rate for first-time attempts. This paper explains the process for school library media NBCT candidacy, and discusses some impacts the certification process has had on continuing education for U.S. school library media specialists.

**HOW DO THEY KNOW WHAT THEY DON'T KNOW?
CREATING A DIGITAL PRESERVATION TRAINING PROGRAM**

Chris Erickson

Brigham Young University
Digital Preservation Officer
Harold B. Lee Library
Provo, Utah 84602, USA
801-422-1851
chris_erickson@byu.edu

Abstract

An effective education and communication program is necessary to implement an organizational digital preservation program. Cooperation and coordination is needed when implementing a digital preservation program because it is more than just one person, and more than a single event. It is a series of managed activities. An educational program is needed to let the designation community know why digital preservation is important, as well as what is happening. The educational program should address the needs of different levels, such as the institution, departments within the institution, and individuals. This paper presents the program at one university, the materials they created, and how they implemented an educational and communication program they put in place to help promote their digital preservation processes.

LIBRARY ASSISTANTS : ARE THEY UNDERVALUED?

Judith Field

Course Developer and Tutor, Certificate III (Library and Information Services)
ACE North Coast, New South Wales, Australia
judithlib@optusnet.com.au

Abstract

This presentation is concerned with the important role played by library assistants and the desirability of providing certified training for this level of library staff. The presenter draws on her experience of teaching and assessing at this preliminary level as well as recent Australian

survey data to share concerns about staff training for this category of library staff and the importance of library assistants and their skills.

DIFFERENT APPROACHES – COMMON CONCLUSIONS: THE SKILLS DEBATE OF THE 21st CENTURY

Biddy Fisher

Sheffield Hallam University
Sheffield, UK

b.m.fisher@shu.ac.uk

Gillian Hallam

Queensland University of Technology
Brisbane, Australia

g.hallam@qut.edu.au

Helen Partridge

Queensland University of Technology
Brisbane, Australia

h.partridge@qut.edu.au

Abstract

This paper presents the findings and analysis of research undertaken in both the United Kingdom and Australia to identify the range of knowledge and skills required by library and information professional to meet the challenges of the 21st century. In the United Kingdom, the Chartered Institute for Library and Information Professionals has developed a new qualifications framework and revised the body of professional knowledge for information professionals. In Australia, the research has focused on the two complementary and intertwined strands of discipline knowledge and generic capabilities. The issues that arise from the two projects are relevant to all sectors of the library and information profession, to stimulate discussion about possible strategies for workforce planning. Career-long learning has become an imperative for information professionals, with the research findings highlighting the importance of a collaborative approach to professional development to involve the individual, educators, employers and professional associations.

DEVELOPING FOR THE NEW ACADEMIC LIBRARY FUNCTION: KNOWLEDGE AND SKILLS REQUIREMENTS AMONG LIBRARY PERSONNEL AND TEACHING FACULTY

Kari Gulbraar

Assistant Director

Oslo University College Learning Centre

kari.gulbraar@adm.hio.no

Abstract

This study across seven Canadian and three Norwegian universities concentrates on library developments involving Learning Centres and Information Literacy. Library personnel and teaching faculty responded to questionnaires, and Canadian library personnel were interviewed. Change processes in academic libraries affect the organisational level as well as the individual employee's everyday work situation. There is a lack of awareness about library development and practice among teaching faculty. Half of the library personnel respondents feel a high demand for 'training in database search knowledge' and 'general electronic resources'. Norwegian respondents show greater need for developing teaching skills, but assessment of learning outcomes', 'classroom instruction' and 'one-on-one tutorial' reached the highest score in both countries. Pedagogy/teaching is the area where people felt the most overt need for more focus in LIS university or college curricula. Job descriptions will to a certain extent keep pace with developments in academic libraries. 80-90 % of

teaching faculty require 'new knowledge of available information resources' and 'search technique skills'. 'Skills to teach bibliographical management' are required by almost 2/3 of the Norwegian participants, twice the number compared to the Canadian material. Nearly 1/3 of the teaching faculty respondents would like to develop their co-operation with library instructors.

BECOMING A MARKETING SPECIALIST IN AN ACADEMIC LIBRARY

Lotta Haglund

Karolinska Institutet, University Library
P.O. Box 200
S-171 77 Stockholm, Sweden
lotta.haglund@kib.ki.se

Abstract

The paper discusses the librarian's role as a marketing professional, and the educational needs required to prepare for this work. Starting with an introduction to library marketing and related literature, the paper draws its data from two surveys of Swedish schools of library and information science and Swedish university libraries. The paper concludes with suggestions for professional development for librarians involved in library marketing.

WRITING FOR THE PROFESSIONAL LITERATURE.

Presentation by Emerald Group, an IFLA Gold Corporate sponsor
<http://www.emeraldinsight.com>

Nicholas Joint
Editor - Emerald journal "Library Review".

EVALUATING EFFECTIVENESS OF CPD AND MEASURING RETURNS ON INVESTMENTS: A CASE STUDY OF UGC REFRESHER COURSES (INDIA)

Professor Sudhir Kumar

Reader & Head, S.S. in Library & Information Science,
Vikram University, Ujjain (Madhya Pradesh) India 456010
skumarram2000@yahoo.co.in

Dr Leena Shah

Librarian,
Government College Mehidpur Distt.
Ujjain (Madhya Pradesh), India 456443.
leenataksali@yahoo.co.in

Abstract

The purpose of this paper is to measure the effectiveness of continuing professional development (CPD) held on a regular basis. The paper provides a brief history of CPD in India. It considers the role of the University Grants Commission in CPD via the Career Advancement Scheme for academic librarians. The effectiveness of CPD is measured through a survey of attendees at four refresher courses held at the School of Studies in Library and Information Science, Vikram University, Ujjain, and the return on investments made in these courses is assessed. It is concluded that at present CPD is not as effective as desired and needs modification to meet the needs of the new technological environment. The paper also suggests that there is a need for CPD for public and school librarians in India.

**THE CHANGING ROLES OF LIBRARIANS AND INFORMATION PROFESSIONALS:
RECOMMENDATIONS FOR CONTINUING PROFESSIONAL DEVELOPMENT AND
WORKPLACE LEARNING IN ACADEMIC LIBRARIES**

Elvira Basibas Lapuz
College Librarian II
University Main Library
University of the Philippines
Diliman, Quezon City, Philippines
elvira.lapuz@up.edu.ph

Abstract

This study was conducted to determine the effects of technological innovations on academic libraries in the Philippines. Specifically, it sought to examine how these innovations affect the formal organizational structure in the library. It also sought to determine the effects of these changes on human resource management, and on the job requirements, tasks and functions of the library staff. Four academic libraries were included in the study; Ateneo Professional Schools Library, the University of Asia and the Pacific Library, the De la Salle University Library and the Asian Institute of Management Library. A structured questionnaire was used to gather data on library staff opinions regarding the management of change resulting from technological innovations. The number of respondents totaled eighty-six. Findings of the study indicate that changes in organizational structure due to the introduction of technological innovations did take place. The findings also measure the attitude of respondents to the various changes.

**EDUCATIONAL TECHNOLOGY: HARNESSING NEW TOOLS TO SUPPORT
INFORMATION LITERACY**

Corinne Laverty
Head, Education Library,
Queen's University,
Duncan McArthur Hall, Kingston
Ontario, K7L 3N6, Canada
lavertyc@post.queensu.ca

Abstract

Educational technology is changing the face of teaching and learning. It can play a stimulating role within a single class or it can provide the mechanism for delivering an entire course. The exploration and adoption of new technologies offers librarians an opportunity to evolve their role. Librarians are logical contributors in the development of project work in which electronic resources and learning tools are required. Librarian expertise in the digital environment spans a complex array of scholarly resources, learning objects, and Web documents. Instruction librarians are at the forefront of information technology and are ideally suited to participate in new institutional experiments with educational technology. Digital learning resources must be selected and organized. Methods of access to online journals, electronic collections, and multimedia must be developed. New types of assignments that foster active learning and collaboration must be invented. Ways of creating and delivering information literacy resources must be created. This paper describes how librarians can use their knowledge of information and educational technology to enhance their involvement in curriculum development. The primary goal of this participation is to foster information literacy. Some scenarios are simple and require little investment. Others require full partnership as a course designer where information literacy objectives align with course goals.

THE BESPOKE APPROACH TO DEVELOPING AND DELIVERING ONLINE STAFF DEVELOPMENT

Lindsey Martin

Academic Liaison Co-ordinator, Learning Services
Edge Hill College of Higher Education
Ormskirk, Lancashire, L39 4QP. UK.
martinl@edgehill.ac.uk

Abstract

The library at Edge Hill has been closely involved with the institution's virtual learning environment (VLE), WebCT since its introduction in 1999. Early library activity with WebCT focused on collaborating with learning technologists and academics to embed electronic resources, and support students through the Help Desks. Ongoing involvement has resulted in the library, now part of a converged Learning Services, creating a suite of online staff development modules. This paper will describe how an e-learning ethos has been engendered within the service. It will also describe the suite of online courses available to Learning Services staff, explaining why bespoke online courses were created. It will describe the underpinning pedagogy and the process of developing and delivering these courses in a way that ensures that the technology adds value to the learning. The paper will use the most recently developed online module, Customer Care, as a case study. This module provides a context-rich, theoretical and practical grounding in customer care for staff in a converged service. The case study will describe the beta testing of the module and the learner feedback. It will consider the future challenges for e-learning support and development within the department.

TOWARDS PRELIMINARY EDUCATIONAL ACTIVITIES FOR QUALITY IMPROVEMENT OF LIBRARY WORKING PROCEDURES

Milena Matić

University Library «Svetozar Markovic», Belgrade
Secretary - Serbian Academic Library Association
Kralja Aleksandra 71 street
11000 Belgrade
Serbia and Montenegro
mmatic@unilib.bg.ac.yu

Abstract

Education and learning activities – from users' information literacy acquisition (as one of the most important types) to different types of continuing education for the librarians – appear as an imperative in the literature of the developed librarianship. Due to an indisputedly great importance of the information literacy, the professionals themselves (are also invited to) attend these instructional activities intended for the users. The need for both types of educational activities is all the more evident and more urgent among library workers in developing countries. In spite of their aggravated situation the awareness of the necessity for continuing education emerges but nevertheless more concrete projects must be conceived and launched in order to prevent merely partial adherence to working standards and partial achievement of goals. In seeking a means for possible elimination of future omissions, a working group of library professionals in Serbia makes efforts aimed to facilitate working procedures of colleagues in small academic and research libraries and thus examines the ISO 9000 standards.

MULTIFACETED CPD: DEVELOPING A PROGRAM TO MEET THE DIVERSE NEEDS OF LIS PROFESSIONALS

Rae-Anne Montague

Assistant Dean for Student Affairs,
Graduate School of Library and Information Science,
University of Illinois at Urbana-Champaign,
501 East Daniel St., Champaign, IL USA
rae@uiuc.edu

Marianne Steadley

Continuing Professional Development Program Director,
Graduate School of Library and Information Science,
University of Illinois at Urbana-Champaign,
501 East Daniel St., Champaign, IL USA
steadley@uiuc.edu

Abstract

Library and information science (LIS) professionals face an ongoing need to update and augment their knowledge and skills. In response to this professional reality, the University of Illinois Graduate School of Library and Information Science (GSLIS) has adopted a holistic approach to providing opportunities for continuing professional development (CPD). This paper presents a case of the GSLIS experience in creating and implementing a multifaceted CPD program by examining key factors that have influenced recent interest in and growth of CPD at GSLIS including the alignment of CPD with institutional mission; emerging roles and responsibilities of LIS professionals; increasing demand by alumni; and increased accessibility via Internet. Subscribing to the definition of CPD developed by the American Library Association Second Congress on Professional Education, the GSLIS CPD program encompasses a broad spectrum of activities and methods, so as to accommodate time constraints, funding limitations, learning styles, and evolving roles and responsibilities of LIS professionals. This case provides details of the rationale for, approaches to, and challenges and benefits of developing a holistic model of CPD for LIS within a model of continuous quality improvement.

WORKSHOP: DO IT YOURSELF CPD – USING THE INTERNET TO SUPPORT YOU OWN PROFESSIONAL DEVELOPMENT

Gwyneth Morgan

Information Consultant - Hebden Consultants Ltd
13 Osborne St, Hebden Bridge
West Yorkshire, HX7 8BE
United Kingdom
Telephone + 44 1422 843 338
Email: gm@hebdenconsultants.co.uk
Web: www.hebdenconsultants.co.uk

Abstract

This hands-on workshop session will demonstrate the range of resources that are freely available on the internet and can be used immediately, by anyone with internet access, to support their individual professional development. It will focus on resources made available by the UK library community and show how these can either be used directly, by information workers throughout the world, or serve as models which colleagues could use for developing similar resources of relevance and use to their own national, regional or sectoral communities.

**DEVELOPMENTS IN POST-MASTERS EDUCATION FOR PUBLIC LIBRARY
ADMINISTRATION IN NORTH AMERICA: WITH PARTICULAR REFERENCE TO THE
PUBLIC LIBRARY ADMINISTRATORS' CERTIFICATE PROGRAM AT THE PALMER
SCHOOL OF LIBRARY AND INFORMATION SCIENCE**

Jerry Nichols

Director,

Palmer Institute of Public Library Organization and Management,
Long Island University, C.W. Post Campus,
Palmer School of Library and Information Science,
Long Island University, 720 Northern Blvd., Brookville, New York, U.S.A. 11548
gerald.nichols@liu.edu

Michael Koenig

Professor,

Palmer School of Library and Information Science
Long Island University. C.W. Post Campus.
Palmer School of Library and Information Science,
Long Island University, 720 Northern Blvd., Brookville, New York, U.S.A. 11548
Michael.Koenig@liu.edu

Abstract

This paper describes the development of a movement within American public libraries to provide a mechanism to support formal post-masters degree education for public librarians in the area of management and administration, and examines the critical aspects of one such successful programme. The paper traces the developments within the North American library education community of programs addressing the need for continuing professional development for public librarians to prepare them for administrative and managerial positions. In addition, it provides a case study of the development of a formal five-course post-Masters Certificate in Public Library Administration now hosted at the Palmer School of Library and Information Science, Long Island University, New York. Recognised by the New York State Education Department, this is the first such program in the U.S., and offers a workable prototype for similar efforts. The recent American Library Association – Allied Professional Association discussions regarding the need for quality continuing education in the area of public library administration and management has generated considerable interest throughout the profession yet the overall response to this concern from the library education community has so far been modest.

**DEVELOPING THE LEARNING ORGANISATION LIBRARY:
CASE STUDY AT KENTON COUNTY PUBLIC LIBRARY – USA.**

Susan C. Nimersheim

Head of Adult Services

Kenton County Public Library

502 Scott Blvd.

Covington, KY

41011

United States

snim@kenton.lib.ky.us

Abstract

Viewed as a life-long learning institution by the public, public libraries are more recently looking at better ways they can promote themselves as a learning organization to their employees at all levels. The Kenton County Public Library in Northern Kentucky began to feel this need to not only meet state certification requirements, but also to promote a more

cohesive and informed staff. Through efforts extracted from long-range planning and employee work groups, as well as an emphasis provided from the Director and Board, KCPL has put into place a vehicle to promote learning at all levels and through a variety of opportunities. Employees are encouraged to expand their knowledge by taking formal university and college courses, attend seminars and conferences, and also to provide in-house trainings to their colleagues in an area of their expertise. Even though this effort is relatively recent, there are already benefits being observed in employee attitudes and work habits. This paper serves as a case study and is an example of the development, promotion, and continuation of a public library transforming into a supportive learning organization for its staff at every level.

COMPETENCY BASED TRAINING: A SPECIAL LIBRARY ASSOCIATION (SLA) STRATEGIC PROFESSIONAL DEVELOPMENT TOOL FOR THE 21ST CENTURY

Sylvia E.A. Piggott

Chair, Professional Development for SLA,
Montreal, Canada, H4A 3K9
spigot@sympatic.co

Abstract

The Special Libraries Association (SLA) was founded in 1909 and currently has its headquarters in Alexandria, Virginia, USA and serves more than 12,000 members in 83 countries. SLA embraces innovative solutions for the enhancement of services and intellectual advancement within the profession. This is achieved through the SLA Professional Development Department which provides educational products and services to increase its membership value in the information profession and to further members' career goals. The document *Competencies for Information Professionals of the 21st Century* which guides these products and services was developed and first published in 1997 and revised in 2003. This paper describes how within the framework of this document SLA is meeting the professional development requirements of its membership through competency based training and the use of diverse delivery mechanisms.

VOLUNTEER WORKERS IN LIBRARY ACTIVITIES IN SLOVENIA – TRAINING AND WORKPLACE DEVELOPMENT ISSUES.

Eva Pohar-Sušnik

Assistant in the Department of Education and Training
National and University Library Ljubljana
Turjaška 1
Ljubljana, 1000
Slovenia
eva.pohar-susnik@nuk.uni-lj.si

Abstract

This presentation examines the training and development issues that arise from the utilization of volunteer workers. For example, what are the training needs which arise in both preparing existing staff to work with volunteers?, what are training of the volunteers themselves?, is the training required by, and given to, the volunteers the same as or different to the non-volunteer staff? The presentation draws on the results of a pilot study made among eleven Slovenian libraries in the year 2003 on the question of engaging volunteers in library activities.

MULTI-PROFESSIONAL WORKING AND LEARNING?: TEAMS OR TERRITORIALISM IN THE E-LEARNING AGE

Sue Roberts

Head of Learning Services,
Edge Hill College of Higher Education,
Ormskirk, Lancashire, L39 4QP UK
robertss@edgehill.ac.uk

Abstract

This paper focuses upon the changing roles of library and information professionals in educational settings in the context of e-learning. The focus is on UK higher education but the issues explored have resonance with other contexts. The paper particularly highlights the impact of the rise of learning technologists as a professional group over the last decade and their relationship with the role of the information professional. Several studies of the roles of learning technologist and subject librarian/information specialist highlight similarities and blurred boundaries as a result of the growth in e-learning. Evidence suggests that this 'convergence of roles' can either lead to the development of multi-professional teams and multi-professional learning, or to conflict and disputed territories. This paper explores developments in the two roles, reviewing the literature and providing a case study; it then proceeds to suggest models for multi-professional working and learning. Whilst partnership with academic staff is not the subject of this paper, it must be stressed that this is key to e-learning developments.

INTERNATIONAL PARTNERSHIP, NATIONAL IMPACT: THE SOUTH AFRICAN LIBRARY LEADERSHIP PROJECT

Ujala Satgoor

SALLP Project Coordinator,
Library and Information Association of South Africa (LIASA)
u.satgoor@liasa.org.za

Susan Schnuer

Assistant Director,
Mortenson Centre for International Library Programmes,
University of Illinois, U.S.A.
schnuer@uiuc.edu

Abstract

This paper reviews the elements of a successful international partnership that led to the development, implementation, and evaluation of the South African Library Leadership Project (SALLP). This innovative project, funded by the Mellon Foundation, was managed jointly by the Library and Information Association of South Africa (LIASA) and the Mortenson Centre for International Library Programmes at the University of Illinois at Urbana-Champaign. The SALLP, begun in June 2001, will be completed by December 2004. The goals of the SALLP are to develop leadership qualities, to refine communication and advocacy skills, to highlight best practices and future trends in the management of library services, and to learn about change management and organization structures. Twenty-three South African librarians, senior and middle managers of academic and public libraries, have participated in this professional development programme, which took place both in South Africa and the United States. The strengths and weaknesses of the project and its outcomes are discussed. The paper also explores aspects of the joint management of an international professional development programme. This includes opportunities for developing partnerships, elements of a successful partnership, funding and budgeting strategies, and sustainability.

RECOGNITION AND QUALITY ASSURANCE IN LIS: NEW APPROACHES FOR LIFELONG LEARNING IN EUROPE

Anna Maria Tammaro
University of Parma,
Department of Cultural Heritages. Section Librarianship,
Piazzale della Pace 7A,
43100 Parma, Italy
annamaria.tammaro@unipr.it

Abstract

The term 'lifelong learning' is used for combining formal, informal and non-formal education and training, with a reconsideration of professional recognition and quality assurance processes. The objectives of the paper are to demonstrate the need of cooperation in quality assurance and recognition between higher education institutions and vocational education and training accreditors. There is a particular focus on exchange of models and methods of accreditation (which have been adopted in LIS) as well as common criteria and principles. In Europe, the internationalisation process – with the Bologna Declaration in 1999 and the Copenhagen Declaration in 2002 - have identified certain concrete outputs in the fields of quality assurance, transparency and recognition of qualifications. This has served to improve the overall performance and attractiveness of European Higher Education and foster students and workers mobility. The European Qualification Framework, Europass and ECVET are discussed as the means by which learning outcomes and recognition of competences can be linked to European Commission action lines. The need for a broad definition of continuing professional development in LIS is outlined.

UNDERSTANDING THE BIG PICTURE: WHAT IS NEEDED FROM A PROFESSIONAL DEVELOPMENT PROGRAMME TO SUPPORT HEALTH SERVICE LIBRARIANS IN ENGLAND?

Alison Turner
Library Partnership Co-ordinator,
National electronic Library for Health, NHS Information Authority,
Aqueous 2, Rocky Lane, Birmingham, West Midlands, B6 5RQ, UK
alison.turner@cfh.nhs.uk

Linda Ferguson
Deputy Director – Learning and Skills Development,
NHS North West Health Care Libraries Unit, North West Centre for Learning and Skills,
Ground Floor, Brew House, Wilderspool Park,
Greenall's Avenue, Warrington, Cheshire, WA4 6HL, UK
lindaferguson.nhs@nwda.co.uk

Pauline Blagden
Service Development Librarian,
Library, Education Centre, St Marys Hospital,
Portsmouth, Hampshire, PO3 6AD, UK
pauline.blagden@porthosp.nhs.uk

Abstract

This paper focuses on work underway in England, to design and deliver a programme of professional development for all library staff in the National Health Service (NHS). This work is a partnership between various stakeholders. It is widely recognised that the role of the librarian in twenty-first century healthcare is changing. The new co-ordinated programme of professional development will provide a range of training opportunities based on nationally agreed learning objectives, with a commonly agreed structure and delivery mechanisms that connect and build on existing work. The programme will address various levels of delivery including national, regional and local. The programme

will be informed by an examination of the training and professional development needs of library staff, within the wider context of a changing health service. This early work (September 2004 – January 2005) will result in an overview of the key training and professional development needs of library staff including priority areas for development. Examples of training successfully delivered across the country, which may provide valuable models will be identified. There will be a review of other work relating to training needs within the wider library community. Recommendations for future work will be made. The presentation of this paper will share results from this initial work.

AN ONLINE COURSE FOR RESEARCH LIBRARY ASSISTANTS: DESIGN, IMPLEMENTATION ISSUES, AND OUTCOMES

**Jana Varlejs and Marilyn Wilt
with Morit Shavelsky**

Rutgers, The State University of New Jersey, U.S.A.

varlejs@scils.rutgers.edu

mrwilt@rci.rutgers.edu

Abstract

While an increasing number of degree and professional development courses for librarians has become available online, training and continuing education for library support staff has remained largely a local, on-the-job effort. Typically, library assistants are taught the specific job for which they are hired, and do not receive the kind of broad-based orientation to their library's mission, policies, and procedures that would help them to place their work in a broader context. In order to address this situation, a pilot project was conducted in three libraries to develop and test an online course for academic and research library assistants that could be offered regularly for open enrollment. The paper is in two parts: (1) from the point of view of the project directors, how the pilot was designed, implemented, and evaluated; and (2) from the point of view of a staff development officer of one of the participating libraries, how the project affected the assistants who were selected to take the course. Lessons learned that will influence the course revision conclude the paper.

EFFECTIVE WORK BASED LEARNING ACROSS PROFESSIONS AND THE IMPACT ON THE ROLES OF LIBRARY AND INFORMATION SERVICES: A CASE STUDY OF U.K. PROBATION WORKERS

Dr Graham Walton

Service Development Manager
Loughborough University Library
Leicestershire, UK, LE11 3TU

Graham.Walton@lboro.ac.uk

Jamie Thompson

Principal Lecturer,
Teaching and Learning,
Northumbria University,
Ellison Place, Newcastle Upon Tyne, NE1 8ST, UK

jamie.thompson@unn.ac.uk

Deborah Trayhurn

Associate Dean,
School of Informatics, Northumbria University,
Ellison Place, Newcastle Upon Tyne, NE1 8ST, U.K.

deborah.trayhurn@unn.ac.uk

Abstract

Work based learning is occurring in many professions and learners will need access to learning material, information and support if they are to be successful in their learning. Supplying these services within the work context will influence the roles that libraries and librarians fulfil. There is a need to develop a deeper understanding of these developments and the impact on the work of learning resource providers.

A case study approach will explore issues around work place learning using the profession of UK probation workers. We pose key questions:

- are crucial aspects of knowledge (e.g. tacit knowledge, implicit knowledge, ineffable knowledge) being overlooked?
- does this approach to knowledge requirement and assessment mean that essential characteristics of professional values, critical judgement, self directed learning and motivation are developed or promoted less as part of learning programmes and support?

Challenges for library and information professions are in creating new relationships with workplaces and workplace learners unconstrained or mediated by programme content. The paper draws on research into the processes of professional development and suggests the need for a new set of relationships to address a changing epistemology of workplace learning.

CONTINUING PROFESSIONAL EDUCATION TO CONTINUING PROFESSIONAL DEVELOPMENT AND WORKPLACE LEARNING: THE JOURNEY AND BEYOND

Inaugural Elizabeth W. Stone Lecture, 2005

Blanche Woolls

San Jose State University
San Jose, California

Abstract

This paper traces the contributions of Elizabeth W. Stone, founder of the Continuing Professional Education Round Table (CPERT), now the Continuing Professional Development and Workplace Learning Section (CPDWL), to continuing professional development for librarians. It follows with a review of the challenges being faced currently, provides considerations for preparing programs at the present time, and offers suggestions for the future. Much of the information presented in this paper derives from the proceedings of the previous five CPERT conferences, with additional material drawn from other relevant literature.

REGIONAL ACADEMIC LIBRARY AND INFORMATION TRAINING CONSORTIA IN THE UNITED KINGDOM AND IRELAND: A MODEL FOR SUCCESS

Dr Jean Yeoh

Head of Corporate Services,
King's College London, Strand,
London WC2R 2LS. UK
jean.yeoh@kcl.ac.uk

Abstract

Training provision through consortia has a substantial track record in the United Kingdom since their emergence in the 1970's. Since then training consortia have

reconfigured and reinvented themselves in various ways and still remain a major force. Brief reference will be made to the recent history of training consortia. The paper will then largely focus on an overview of current consortia training and development activity in the higher education information sector. Consortia activity will be located in the context of current staff support frameworks and current trends in staff development and workplace learning.

CPD25, the staff development and training group for the M25 Consortium of Academic Libraries, grew out of a merger between two smaller associations following an extensive review of training and development for academic libraries in the London region. Some of the challenges facing training consortia will also be considered through an analysis of CPD25. These include funding models, charging mechanisms, organisational structures, administrative support operations, relationship to the parent consortium, competition, marketing and the evaluation of effectiveness. Finally, consideration will be given to factors which are likely to influence the future direction of academic consortia, including a new UK professional framework and the widespread introduction of virtual learning environments in higher education

LEADERSHIP TRAINING FOR ALL: PROVIDING OPPORTUNITIES FOR DEGREED AND NON-DEGREED LIBRARIANS IN A REGIONAL INSTITUTE

Janelle M. Zauha

Montana State University Libraries,
PO Box 173320
Bozeman, MT 59717-3320, USA
jzauha@montana.edu

Abstract

Developing library leaders for the future is an issue of global concern. Faced with rapidly changing roles, escalating ethical and political challenges, and varied pre-career educational opportunities, our profession is looking for the best ways to identify and nurture new leaders from all levels of its ranks. This paper focuses on one region's efforts to address leadership development needs. It discusses current thinking about leadership, reviews a current popular trend in professional development for librarians, and presents a case study of a new leadership institute offered by the Pacific Northwest Library Association (PNLA), a bi-national organization that serves a large region spread over the western United States and Canada. A summary of preliminary participant evaluation and survey data concludes the paper.
