

## **CONTINUING PROFESSIONAL EDUCATION FOR THE INFORMATION SOCIETY**

IFLA Round Table on Continuing Professional Education - 5<sup>th</sup> World Conference on Continuing Professional Education for the library and information professions

The Robert Gordon University, Aberdeen, Scotland  
**14-16 August 2002**

### **ABSTRACTS**

#### **FILLING THE EMPTY CHAIR: SUCCESSION PLANNING STRATEGIES FOR SENIOR INFORMATION MANAGEMENT POSTS IN HIGHER EDUCATION**

Christine Abbott, Director of Planning, The University of Birmingham, England

This paper will contribute to the discussion of continuing professional education for information managers, by reflecting on the findings and outcomes of the HIMSS project (Hybrid Information Management Skills for Senior Staff). Misguided assumptions are often made regarding the skills set needed by senior information managers within Higher Education institutions. Institutions struggle to recruit leaders with the requisite mix of generic and specialist skills, and a 'skills gap' has become apparent. Anecdotal evidence suggests that a serious succession-planning problem exists within the Higher Education sector in the UK. The HIMSS project aims to contribute practical solutions to this problem by reviewing the skills set needed by senior managers of library, information and computing functions within converged and non-converged services. Funded under the HEFCE Good Management Practice initiative and led by the University of Birmingham, the project will produce its final report in February 2002. Research findings will be based on interviews conducted by professional researchers with senior institutional managers, backed up by the results of a skills survey conducted amongst aspiring heads of information services. The project will identify the nature and extent of the skills gap which currently exists between these management tiers, as well as other barriers to progression within institutions. The conference paper will:

- summarise the findings of the research project
- draw conclusions and implications from the research for the information community, in the Higher Education and other library sectors
- demonstrate the key role of continuing professional education in helping to address succession planning issues

**STAFF DEVELOPMENT AND CONTINUING PROFESSIONAL EDUCATION: POLICY AND PRACTICE IN AUSTRALIAN ACADEMIC AND RESEARCH LIBRARIES**

Ian W. Smith, Senior Librarian (Personnel), La Trobe University Library, Australia

This paper presents the results of a research project undertaken in 2001. The study examined the pattern of staff development activity in Australian university libraries, State Libraries, the National Library and the Commonwealth Scientific and Industrial Research Organisation Library Network. Data for the study was collected via a questionnaire that was distributed to all libraries in the academic and research library sector. The survey, which achieved a 92% response rate, showed staff development in Australian academic and research libraries to be in a strong and healthy state. The libraries in this sector demonstrate a commitment to staff development that is strategically focused and has a strong emphasis on linking individual and organisational goals. Many of the libraries in the sector, both small and large, have allocated a strategic priority to staff development, have formally stated staff development policies and organised staff development programs. The commitment to staff development in the academic and research library sector has endured despite the pressure of contracting budgets in many parts of that sector. The evidence of this survey is that staff development has established a strong and enduring place in the future of Australian academic and research libraries.

**RETOOLING CATALOGUERS AND INDEXERS FOR THE INFORMATION AND KNOWLEDGE MANAGEMENT SOCIETY: A NEEDS ASSESSMENT FOR CONTINUING PROFESSIONAL EDUCATION IN THE UK AND US.**

Patricia A. Lawton, University of Illinois at Urbana-Champaign

Over the past ten years, Library and Information Science (LIS) programs have hastened to patch together a curriculum that will address new roles and responsibilities of the information professional. We can recognise these new roles in job titles such as Knowledge Manager, Content Manager, and Information Architect, to name a few. Continuing professional education (CPE) needs to address these same concerns, with the working professional in mind. This preliminary study addresses the changing role and responsibilities of working professionals already engaged in organising and describing information, our Cataloguers and Indexers. What new challenges and responsibilities do they perceive in the workplace, and what concepts and skills are demanded? Is there a need for information about metadata generally, specific metadata schema, GIS, how to catalog e-books, indexing theory, how to construct indexes or classifications? What concepts and skills can CPE provide to help working information professionals to better meet the demands of the marketplace? What about the Cataloguer who is interested in helping to build the company's taxonomy? How can s/he best be supported? Through a survey and interviews with Aslib and Special Libraries Association (SLA) members, recommendations for specific components of CPE curricula will be proposed and compared against a sample of current CPE offerings and enrolments in the US and the UK.

## **OPPORTUNITIES AND STRATEGIES FOR CONTINUING PROFESSIONAL EDUCATION IN INDIA THROUGH DISTANCE MODE**

Dr. Dinesh K. Gupta, Associate Professor, Department of Library and Inf. Sc., Kota Open University, Kota, India

*and*

Dr. S.B. Ghosh, Professor and Head, Department of Library and Inf. Sc., Indira Gandhi National Open University, New Delhi, India

In the information society, our knowledge and skills become obsolete more quickly. The 'one-shoot' philosophy of education is no longer tenable. If Library and Information systems need to sustain and prosper, training and education must be on continuing basis. The opportunity for the library and information professionals to be proactive to ensure that the new technologies become a structurally integrated part of the education and training process has never been greater. Moreover, new technologies have increased the academic productivity and have brought a change in the pedagogy and curriculum content. Open and distance learning, characterised as flexible, a more responsive to the demands of learners, is the manifestation of the new learning environment. This new environment, especially with respect to the delivery of appropriate information and knowledge to the learners at a place and time of their choice contributes a dramatic revolution in the education and training of library professionals. The paper analyses the role of distance education in continual professional education of librarians. Discusses the existing opportunities available to LIS professionals in India. Also presents an outlook of the strategies adopted for CPE through this mode in the delivery of L and I Sc. programmes in the country.

## **CPE FOR PUBLIC LIBRARY MANAGERS - A NEW STRATEGY THE DANISH WAY**

Jesper Laursen, Director of Communications, Danish Union of Librarians

In 2000 the Danish government released a new Library Act. Until then, all managers had to be professional librarians. This is not the case any longer, and that fact had all the Danish library community thinking. The result is a new strategy for CPE for library managers. It starts at the Library School before graduating, and has elements for both new and older managers, and for managers for all library sizes.

## **THE SEFLIN TECHNOLOGY TRAINING PROGRAM: LINKING LIFELONG STAFF LEARNERS THROUGH CONTINUING PROFESSIONAL EDUCATION**

Bruce E. Massis, Associate Director SEFLIN (Southeast Florida Library Information Network), U.S.A.

The concept of linking intuitively a natural and common connection. This connection must be clearly established in libraries between library staff and technology. Not only for technology designed to support core competencies necessary for staff to perform their jobs better, but technology intended to best serve both internal and external customers. In the technologically rich environment that the library has become, it is imperative for the staff to achieve a level of learning that supports their professional and service-oriented goals. In order to further these goals, library staff must acquire a heightened awareness of the value of continuous learning. The customers being served by our libraries expect a technological ability inherent in the staff that is at least equal, if not above that of the customers themselves. Successfully servicing internal customers requires a program of continuous learning that assists staff in achieving technological skills whereby they may interact with other library staff in a coherent and knowledgeable manner. Therefore, it is also imperative that not

only the “professional” staff receives a program of continuous and lifelong technical learning, but all of the staff participates as well. In creating and implementing a technology training program for library staff, the Southeast Florida Library and Information Network (SEFLIN), a large multitype library consortium has provided this link through a program of continuous learning that delivers a curriculum targeted to the staff working in those libraries and those they serve. According to the most recent statistics provided by the American Society of Training and Development (ASTD) the top 10 percent of companies surveyed train 98.4 percent of employees in their organisations. Author of the study, Mark Van Buren states, "The top 10 percent of companies surveyed, or ‘Training Investment Leaders’ also spent an average of \$1,665 on training per eligible employee.” He noted, "Training Investment Leaders have made learning a central focus of organization-wide efforts to stay competitive and deliver results in the New Economy." Such statistics as much reflect library needs as private sector ones. As graduate schools concentrate their education efforts on training graduates increasingly fluent in information technology, the attraction of work in the private sector becomes quite alluring. Librarians/information technologists unwilling to work in public service is apparent in constant cry of library short staffing. In light of these issues, a technology training program for library staff must be designed to address these issues. Not the least of which is the hiring and retention of qualified staff. Is continuing technology education and training a cure-all for the hiring and retention of library staff? Can it be an important element in the hiring and retention of library staff? This author contends that if the opportunity for staff to receive technology training on a continuous basis is accepted and promoted by the library, the rewards may be measured in increased staff hiring and a higher retention of qualified staff.

#### **KNOWLEDGE MANAGEMENT AND INFORMATION LITERACY: A NEW PARTNERSHIP IN THE WORKPLACE?**

Jan Houghton *and* Sue Halbwirth, Information Studies Program, Department of Media Arts, Communication and Information, University of Technology, Sydney, Australia

Organisations in both the public and private sectors, have rushed to embrace the techniques and tools of knowledge management because of the perceived benefits in efficiency and productivity. However, there is growing evidence that, without appropriate training of information workers, the effort can be wasted and costly mistakes made in organisations which adopt the practices without understanding the principles. This paper explores the relationship between knowledge management and information literacy and argues that a concept of knowledge literacy offers a clearer guide to the skills and expertise needed to effectively design, manage and use information and knowledge resources. In the changing information environment of the workplace, there are new roles for information professionals which require new approaches in professional education.

## **COGNITIVE APPRENTICESHIPS IN EDUCATION FOR INFORMATION LITERACY**

Dr. Penny Moore, Educational Research Consultant and Executive Director, International Association of School Librarianship

*and*

Nicki Page, Senior Lecturer, Wellington College of Education, New Zealand

This paper reports on the development of a continuing professional education proof of concept trial, funded by the New Zealand Ministry of Education. It involves a team of 12 primary and secondary teachers who were supported in creating, testing and reflecting on lessons designed to promote information literacy. A website featuring the learning activities created and teachers' reflections on practice, together with a wide range of information literacy support materials, will be used as a self-directed professional development resource. During February to April 2002, a second group of teachers will evaluate the website itself, its content in terms of the personal learning it promotes, and the information literacy gains of their students resulting from adopting and adapting tested methods of Teaching for Information Literacy. This last is the ultimate test of effective professional development in teaching. The information gained from this second phase of the project will be used to refine the underlying professional development strategy, evaluate the benefits of making the resource available online to teachers nationally, and provide a model for extending the project across all curriculum areas.

## **TEACHERS' CONTINUING PROFESSIONAL EDUCATION IN INFORMATION LITERACY: THE CASE STUDY OF FRENCH SECONDARY SCHOOLS**

Viviane Couzinet, Laboratoire d'études et de recherches appliquées en sciences sociales  
Equipe MICS, Université Paul Sabatier, Toulouse, France

French school documentalists are in charge of training students in information literacy. The new teaching curricula require study skills to be introduced by subject teachers in collaboration with them. Subject teachers, however, have had no training in teaching these skills. By analysing the themes of articles published in two specialised periodicals - *Interedi* and *Les Cahiers Pédagogiques* - and a local authority's continuing education programmes, this research intends to set into relief the difficulties met by both sides in sharing their competence.

## **LEARNING TO LEARN: AN ICT TRAINING MODEL TO SUPPORT ONGOING PROFESSIONAL DEVELOPMENT AND CHANGE IN SCHOOL LIBRARIES**

Dorothy Williams, Professor, School of Information and Media, The Robert Gordon University, Aberdeen, Scotland

Standards and guidelines stress the importance of the integration of the school library resource centre (SLRC) within the teaching and learning process. Recent developments in Scotland reinforce this further by encouraging schools to evaluate the impact of their SLRC on the quality of learning, despite research findings which show that this relationship is by no means clear to either teachers or librarians. At the same time, information and communications technology (ICT) initiatives are creating opportunities for librarians to take a lead in developing new approaches to teaching and learning. Are school librarians prepared for the challenges and opportunities offered? This paper examines the skills and knowledge needs of professional librarians if they are to respond to these opportunities. In particular it examines the SCOTIA Consortium's current ICT training programme which is one of the CPD options put in place in support of major lottery funded ICT initiatives for

schools in the UK. The programme aims to ensure that school librarians have an appropriate skills and knowledge base to suit a modern teaching and learning environment, providing value-added resources to support the curriculum and developing information literacy and ICT literacy amongst learners. Perhaps even more importantly, the programme has been deliberately structured to provide a launch pad for future CPD. Librarians are expected to appraise and plan their own role and skills in relation to whole-school development. The mixed face-to-face and distance learning approach, which provides online support and networking, stresses the potential of ICT to provide ongoing learning opportunities for librarians throughout their professional life. The paper will review progress and responses amongst school librarians and examine some of the challenges as well as successes of this approach to CPD.

### **INFORMATION LITERACY FOR MERE MORTALS**

Susie Andretta, University of North London, England

The paper will outline the Information Literacy syllabus developed and implemented for first year undergraduate students studying at the Faculty of Environmental and Social Studies at the University of North London. The definition of Information Literacy used to develop the module syllabus is taken from the report by the American Library Association (1995) where Information Literacy is described as: “the ability to locate, evaluate, and use effectively the needed information”. The paper will look at the strategies used to develop searching and evaluative skills through the use of web-based and printed learning resources. In particular the paper will explore the approach used to contextualise the syllabus and the assessment of the module for the following disciplines: psychology, health studies and community nursing; law; sociology and social research; politics and public administration; urban studies; communication and digital media studies. The impact of the module, i.e. the extent to which students have successfully developed Information Literacy skills, will be explored through a detailed examination of students’ engagement with the issues related to Information Literacy, their interaction with the learning resources and their performance at the point of assessment. The module was piloted with first year Law students in 2000/1 and results show the nature of difficulties that these students had in developing searching and evaluative skills. The paper will concentrate on the strategies adopted to address these difficulties with the aim of identifying successful approaches that can be used when teaching Information Literacy skills to students that do not have an information background.

### **INFORMATION LITERACY: HELPING LIBRARIANS APPLY THE RESEARCH TO TEACHING INFORMATION SKILLS TO PATRONS: THE IMPORTANCE OF THE HUMAN INTERFACE**

David V. Loertscher *and* Blanche Woolls, San Jose State University, San Jose, California, U.S.A.

This paper, based on the authors’ book, shares the major studies that have been reported from around the world in English. While it does report the library and information science literature, it also reports research from other professions.

**EAST - WEST CO-OPERATION: BIO-MEDICAL UNIVERSITY LIBRARIES:  
INFORMATION SKILLS FOR ALBANIAN LIBRARIANS.**

Elisabetta Marinoni, Pierangela Mazzon, *and* Maurizio Tiziano Moretto, Biblioteca Biologico-Medica "A. Vallisneri", University of Padua, Italy

The major aim of the three years lasting European Community Project TEMPUS, is the re-qualification and modernisation of didactics at the Faculty of Medicine of the Tirana University. A part of this project concerns the Medical Library of the Tirana University which is the only medical library in Albania. In order to make this Library fitting the basic European standards both the Library of a Faculty of Medicine of Paris and a Biomedical Library of Padua, have been involved for consultancy and support. The major problem that all librarians involved in TEMPUS project has had to face concerned the different levels of library organisation in their own country. This, from one side, forced west librarians to find the most efficient and easy way to explain and transfer their knowledge to the east ones, and, from the other side forced, the Albanian librarians to learn in few months what west librarians learnt and settled in more than ten years. West librarians had, in addition, to choose which of the usually applied technology would have the most fitting features for the Tirana Library, in order to both improve the quality of the facilities and to avoid a distressful change in work organisation. This opportunity of collaboration among librarians coming from different work realities and with different backgrounds has been extremely positive and has opened new perspectives of future European collaboration and integration in the management of University libraries.

**LOCAL TOUCH, GLOBAL REACH: TRANSBORDER CPE IN TEXAS-MEXICO**

Barbara Immroth, Professor, Graduate School of Library and Information Science, University of Texas at Austin, U.S.A.

Exchange of CPE across national borders with different cultures and languages involved can present enormous challenges and rewards. Factors including the long border between Mexico and the United States, English and Spanish languages and different professional expectations present such a challenge. The Texas Library Association (TLA) with more than 9600 conference attendees has taken as a project of its Texas-Mexico Relations Committee an active two-way exchange program with Mexican colleagues. Outstanding LIS students from Mexican LIS schools were funded to attend a TLA conference to see over 400 vendors in the exhibits, attend conference programs and social events and tour local libraries. Individual exchanges of librarians from Texas to Mexico and from Mexico to Texas are an on-going activity, as are groups travelling to the Monterrey Book Fair and seminars with Mexican publishers and vendors. Mutual challenges and cooperative ventures are discussed during these activities. Texas librarians support the development of a strong Mexican professional association. This paper is a case study of an international CPE experience in North America.

**PROMOTION OF THE INFORMATION SCIENCE RESEARCH IN THE REPUBLIC OF SOUTH AFRICA, DISSANET: 1998-2000 IN A SOCIAL AND INTERCULTURAL PERSPECTIVE**

Irene Wormell, Professor, Swedish School of Library and Information Studies, Borås, Sweden

The DISSAnet - project was initiated by Danish information scientists in co-operation with academics from South Africa, and received economic support from DANIDA during the period of time 1998-2000. The aim was to provide co-operation and support for those LIS departments who want to offer a high level education and research programme for staff, MA and Ph.D. students, but their local resources at present do not make them capable to launch this kind of programme themselves. The participants coined their own name as DISSAnet which stands for Developments in Information Science in South Africa. The network aimed to function as a platform to support professional developments and internationalisation in the LIS field. The paper is intended to explore the subtle role played by cultural and other social issues in academic development projects. A better understanding of these issues, it is argued, can potentially enhance our planning and improve outcomes of academic projects and support developments of LIS scholarship in a global perspective

**SPECIAL LIBRARIES ASSOCIATION'S (SLA) GLOBAL 2000 CONFERENCE LEADS TO CREATION OF A COMMUNITY OF PRACTICE FOR DEVELOPING COUNTRY LIBRARIANS; A CASE STUDY**

By Sue O'Neill Johnson, Consultant, *and* Judith J. Field, Wayne State University, U.S.A.

Global 2000 was conceived as a new international direction for SLA. However, no funding was provided to support attendance for librarians from developing countries. The D.C. Chapter became an unexpected catalyst toward this end, and has changed the Association. They began a project to create a competition and raise funds to identify, mentor, and support a group of librarians to attend this Conference, held in Brighton England. Emphasis was on finding highly motivated and productive special librarians who had not had opportunity to realise their potential because of their economic circumstances. Over 400 librarians applied, and enough money was raised to name twenty-five Global 2000 Fellowship winners from twenty-two countries. All winners became members of SLA. These librarians changed the course of the Conference, raising awareness of their issues through over a dozen presentations and papers, and creating regional groups and projects. Using a listserv and web site, progress of regional projects, and papers are posted, and news of fellowships, support, and new job changes is announced. The African fellows are finalising a South African Chapter proposal, and Asian G2k Fellows are changing the direction of the Asian Chapter. All are members of the Library Management Division, which publishes their issues papers. Judith Field went to Nepal to conduct a training session. The World Bank and UN Dag Hammarskjold Library collaborated in creating a web site containing high quality, free training materials, depository library collections, and grant information for librarians in developing countries. The SLA David Bender Fund to support international library education has been created, and another international conference is planned for 2003.

## **GLOBAL CONTINUING PROFESSIONAL EDUCATION VIA THE WEB: THE CHALLENGE OF INTERNATIONALISATION**

Anna H. Perrault, Associate Professor, *and* Vicki L. Gregory, Professor and Director, School of Library and Information Science, University of South Florida, Tampa, Florida, U.S.A.

Many universities use web courseware, digital libraries, and on-line chat to enable distance learners to access and participate in electronic course delivery. But are courses truly designed for global delivery? The majority of the literature on globalisation is written for the corporate e-commerce audience. (The authors presented a paper at the Global 2000, Special Libraries conference entitled "Think Global, Act Local: The Challenges of Taking the Website Global.") But the globalisation/localisation issue is germane to academe as well as business. Delivering a course via the web does not necessarily make it global in concept. In many disciplines, including library and information science, electronic course delivery must include course content and also provide access to an array of electronic information resources for students who have scant local research resources. The School of Library and Information Science at the University of South Florida is actively negotiating to internationalise its programme with course offerings for both degree seeking and continuing education students and is revising course content for this purpose. This paper will address cultural and language barriers for continuing professional education in a global environment. Technical issues for providing content, content integration, portals and intelligence solutions, customisation and personalisation will be explored for their suitability in electronic delivery of continuing professional education. Government information policy and policies regarding transnational border information flow as it can affect access to electronic resources will also be considered.

## **CONTINUING EDUCATION FOR LIS PROFESSIONALS IN CANADA**

Fiona A. Black, Judy Dunn *and* Stan Skrzyszewski, *with assistance from* Rhonda Miller

A literature review reveals the need for a systematic study regarding the availability of, and needs for, continuing education (CE) for information professionals in Canada. The goals of the larger study, of which this paper forms a part, are to describe and analyse both trends and issues in the current provision of CE across Canada and the needs and aspirations of professionals in all types of information settings. Development of criteria for matching CE resources with needs will accrue from the results of this research and will aid in policy making at the national, local and institutional levels. Our study builds on, and is informed by: the trends in LIS education delineated in the international KALIPER Report on Educating Library and Information Science Professionals for a New Century; recent focus group discussions in which Canadian Library Association members identified continuing education as one of their principal concerns; and, professional competencies outlined by Celine Gendron in her recent research on information management specialists in libraries, archives and records management. Our paper for this conference will describe the methodology and analyse the results for the first component of our study. The methodology includes the development of criteria for assessing CE provision and needs, a series of focus group discussions to fine-tune these criteria, and a survey (in the form of a Web-based questionnaire) of Canadian professional library and information associations, library and information centre consortia and all schools of library and information studies regarding their CE offerings. The survey specifically addresses several of the 5<sup>th</sup> World Conference sub themes including: delivery mechanisms, outcomes and rewards for participants, assessment of learning and evaluation of teaching. The paper will include tabulated summaries of responses, and narrative analyses and syntheses of the principal findings. This survey will provide critical information for the subsequent components of our larger study, the goals of which are:

To gather a body of data and information that will serve as a baseline for future longitudinal studies in Canada and elsewhere

- To describe existing continuing education opportunities across Canada with a view to identifying strengths and weaknesses in coverage, by content, delivery method and geographic area
- To analyse perceptions of needs that may be used by professional organisations and educational institutions in planning appropriate continuing education programmes
- To review the “Competency Profile” developed by a group of professional associations as a measure and guideline for continuing education in various information environments
- To compare a) individuals’ perceptions of needs with the content of current continuing education programmes and workshops; and b) perceptions of programme availability in different geographic regions with actual offerings via various delivery methods

Our study acknowledges recent statements of collaborative intent among Canadian schools of library and information studies concerning distance delivery of degree courses. Collaborative offerings of continuing education via distance and onsite methods might prove a natural corollary of benefit to Canadian practitioners and would relate closely to IFLA’s recent statements concerning the important role of schools in the provision of CE.

### **SUCCESSFUL FACULTY PARTICIPATION IN DISTANCE EDUCATION: WHAT RESEARCH AND EXPERIENCE CAN TEACH US**

Pamela P. Barron, Department of Library and Information Studies, The University of North Carolina at Greensboro, U.S.A.

As more and more technology has been incorporated into the delivery of continuing education, new issues and challenges have arisen. Many of these directly impact on the role of the instructor. No matter what type of technology or mode of delivery, there are some common threads. The purpose of this paper is to present the instructor’s perspective on techniques for successful management of instruction and on choosing the correct technology for the delivery of instruction.

### **DEVELOPING A MODEL FOR WEB ENHANCED CONTINUING EDUCATION PROGRAM FOR LIS PROFESSIONALS**

Uma Kanjilal, Faculty of Library and Information Science, Indira Gandhi National Open University, New Delhi, India

Most of the library schools in India follow traditional curriculum which are not capable to address the present needs of the information society. Continuing education programs for LIS professionals are sporadic and follow traditional modes of delivery. Though web based education is becoming popular throughout the world, it has so far not been adopted for imparting LIS education. This paper proposes a model for developing web enhanced training program based on the existing facility available in the country.

## **LEARNING TO TEACH IN THE VIRTUAL WORLD**

Lynne Rudasill, University of Illinois at Urbana-Champaign, U.S.A.

The learning curve for information professionals in the modern academic library has become very steep in the last five years within the realm of electronic instruction. Although the library has been on the leading edge of automation since the 1970's, those employed as professional librarians for more than ten years have rarely had the opportunity to develop and sharpen the skills required to deliver instruction through electronic means for those in need of information on how to use the library. The development of WYSIWYG HTML editors and the development of classroom packages such as WebCT and Blackboard are making the task easier. This paper will discuss the results of a survey of instruction librarians, mostly in the United States, concerning their use of these packages as well as other means by which they have developed skills in the electronic dissemination of information to students. In addition, it will discuss the pros and cons of the most popular software used to deliver information to the classroom. In looking at the specific aspects of the various programs, we seek to determine those that will provide the greatest benefit to the information professional at the least cost in time and effort on the individual's part. Continuing professional education cannot always be done in the traditional manner, it is hoped this paper will provide some alternatives to those interested in expanding their instructional skills.

## **WEB BASED LIS EDUCATION: POTENTIALS AND FEASIBILITY OF REGIONAL MODELS**

Kornelija Petr, Radovan Vrana, *and* Tatjana Aparac, Departments of LIS at the Faculty of Education, University of Osijek and Faculty of Philosophy, University of Zagreb, Croatia

Distance education has been attracting attention of librarians' associations and educators for more than 60 years, even more since the advent of the Internet. With its rapid expansion in the 1990s, distance education got new means for its realisation. In Croatia the Internet is getting more accessible at many access points. One such point is Croatian Academic and Research Network (CARNet), that supports distance education in several ways. There are many topic and issues in relation to the concept of distance education that can be accomplished in electronic environment. This is also valid for the LIS Continuing Professional Development (CPD) in Croatia and wider region. Thus, the paper offers a review of challenges and possible models of LIS Web based CPD in Croatia, as well as plans for further cooperation among interested countries in the wider region.

## **DIGITAL PROFESSIONAL EDUCATION FOR DIGITAL LIBRARIANS**

Alastair G Smith, School of Information Management, Victoria University of Wellington, New Zealand

This paper draws on experiences with teaching on online course in digital library issues. The course is offered as part of an MLIS programme, but is available to practitioners as a form of Continuing Professional Education (CPE). The paper will explore student reactions to the online learning environment, which has been delivered using the commercial products WebCT and Blackboard. Results of surveys show the student reactions to issues such as the use of both synchronous and asynchronous teaching, participating in virtual group projects, delivery of course materials online rather than in print, technical constraints, etc. The paper will compare the use of WebCT and Blackboard for delivery of CPE programmes, and suggest criteria for the evaluation of online learning environments. The learning requirements for Library and Information Management professionals in the area of digital libraries will be investigated.

## **CPE ANYWHERE ANYTIME: ONLINE RESOURCES FOR THE INFORMATION SOCIETY**

Lesley Moyo, Pennsylvania State University Libraries, University Park, Pennsylvania, U.S.A.

Continuing Professional Education (CPE) of information professionals has been an issue of active discussion in recent years. One of the reasons it is being actively discussed is because of the technological developments and changes in the information marketplace, bringing about the need for new skills and competencies among information professionals. This paper considers some of the characteristics of the emerging information society and the implications they have on the continuing professional education of information professionals. The paper promotes the 'anytime anywhere' trend brought about by the online/Web-based programs that allow professionals to participate in training programs globally without necessarily leaving their physical location. The paper addresses some of the issues associated with online CPE, and includes a list of some online resources for continuing professional education of librarians.

## **QUALITY CONTROL AND ASSURANCE FOR CONTINUING PROFESSIONAL EDUCATION**

Jana Varlejs, Associate Professor, Rutgers School of Communication, Information and Library Studies, New Brunswick, New Jersey, U.S.A.

What constitutes "quality" and "quality control" in the context of continuing professional education (CPE)? What methods have CPE providers used to assure that learners can count on a "quality" experience? Does quality assurance exist in the library and information science (LIS) field? What roles do professional associations play in improving CPE? The feasibility of developing best practice benchmarks is explored, and ways of encouraging wider familiarity with and application of quality assurance methods are proposed.

**CHASING CERTIFICATES: PROBLEMS FOR CPE ASSESSMENT AND QUALITY ASSURANCE WITHIN THE SOUTH AFRICAN NATIONAL QUALIFICATIONS FRAMEWORK**

Clare M Walker, Wartenweiler Library, University of the Witwatersrand, Johannesburg, South Africa

The need to focus on formalised CPE has been recognised for some time in South Africa. The desire for certification, and the recognition by employers of such certification, is always present. This paper reports on the limited progress made to date to establish a projected framework of assessment and evaluation of short courses.

**CONTINUING PROFESSIONAL EDUCATION AS AN ETHICAL ISSUE**

Jitka Hurych, Professor and Head, Science, Engineering and Business Department, Northern Illinois University Libraries, U.S.A.

Professional knowledge, building on a theoretical basis, core competencies and professional values have been recognised as hallmarks of professions. Articulation of principles and practices should ensure that members of the profession function at the highest level of competence.