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First papers from Gothenburg

Stephen Parker

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This issue presents the first group of papers from the World Library and Information Congress in Gothenburg which were selected for publication by the Editorial Committee from 34 recommended by Section Committees.

If the future of both the library and the book is increasingly being called into question as those in search of information or entertainment come to rely more and more on the Internet and electronic media to meet their needs, the first two papers consider ways in which the future might, in fact, be virtual.

In 'Sustaining learning for LIS through use of a virtual world', Sheila Webber of the University of Sheffield and Diane Nahl of the University of Hawaii show how librarians have become major participants in the virtual world online education movement by developing services and resources for this new information ground. Their paper identifies ways in which the virtual world Second Life is being used by librarians and describes how the authors teach LIS students in Second Life and use it for continuing professional development. The virtual world offers sustainable learning opportunities by saving space, time, funds, and resource consumption, and by increasing international and interdisciplinary interaction among programs, educators, librarians and students. The benefits to students include easy access to distant tutors, professionals and experts in every field; flexible meeting times; experiencing content in unique forms; and acquiring information literacy in relation to virtual worlds.

The second paper, by Mari Aaltonen, Petri Mannonen, Saija Nieminen and Marko Nieminen of Aalto University in Finland, describes a study carried out in the Helsinki University of Technology Library (part of Aalto University) to test the suitability of e-book readers for academic studies. In 'Usability and compatibility of e-book readers in an academic environment: A collaborative study', the authors note that as e-book readers and other portable devices grow in

popularity, library collections can no longer be evaluated purely on the basis of content; their adaptability and ease of use on various platforms has to be taken to account. Digital rights management and technical compatibility issues should become standard considerations in all acquisition of electronic materials. In the study reported here, e-book readers were given to students for one study period with all the course material provided in electronic format. Feedback from the students and the results of tests of the e-book readers in the library suggest incompatibilities with many licensed e-materials, whereas most open access materials can be easily downloaded and used.

To keep pace with developments such as those described in the first two papers, continuing professional development for information professionals is vital. In their paper, 'Keeping the information profession up to date: Are compulsory schemes the answer?' Judith Broady-Preston of the University of Aberystwyth in Wales and Amanda Cossham of the Open Polytechnic of New Zealand explore issues relating to the contribution and importance of mandatory continuing professional development in re-energizing and motivating the profession. The paper compares the mandatory schemes offered by professional associations in the UK and New Zealand and assesses their advantages and disadvantages.

A different aspect of LIS education is considered in the next paper, 'Integrating diversity across the LIS curriculum: An exploratory study of instructors' perceptions and practices online', by Bharat Mehra of the University of Tennessee and Hope A. Olson and Suzana Ahmad of the University of Wisconsin. The paper reports on research into how to introduce diversity across the library and information science (LIS) curriculum in the USA and best practices for its implementation online. The results led the authors to emphasize the need to take a more holistic approach to diversity integration in both the online and the face-to-face LIS curriculum in order to avoid

fragmentary and isolated efforts with minimal impact such as those seen in the recent past.

The next paper, 'Parliamentary library and research services in the 21st century: A Delphi study', by Roxanne Missingham of the Parliament of Australia Library, reports on a study using the Delphi method which aimed to identify key challenges for library and research services for parliaments. The participants in the study were nine leading innovators and thinkers in these services who are active IFLA members. The study found that members of parliament expect library and research services to support them in new ways, and to assist the parliament to adopt new technologies. Although there are competitors to the traditional services of library and research services, the values, skills and expertise of library and research services can be recognized and enhanced in the online environment. Fundamental challenges exist to innovate within constrained budgets, and to ensure that members of parliament and citizens are better informed.

A different role for libraries is considered in the next paper, 'Uniting information literacy promotion and reader development in schools: Two forms of library-based intervention', by Andrew K. Shenton. The paper investigates similarities between the information-seeking process and activities associated with the reading of fiction in order to present a case for school librarians adopting principles that both promote reader

development and help to foster information literacy. Various practical suggestions that may contribute to both young people's information literacy and their development as readers are offered for intermediaries. The paper concludes with some caveats, and the dangers of the recommended approach are acknowledged.

The final paper in this issue also discusses aspects of diversity, or multiculturalism. In 'Collection development for immigrants – what to purchase, and why? Findings in Gothenburg, Sweden', Ingrid Atlestam, Ann-Christine Brunnström and Randi Myhre report on a study carried out by the Gothenburg City Library of immigrant library users' views of the library, its collections and services which showed that the most important factors behind the demand for reading materials among immigrant groups are: why a person has moved to Sweden; for how long she/he has lived in Sweden; and, what future plans the individual has. These factors result in different needs of fiction, non-fiction and digital access. The results should help the library to plan its media purchases and provide appropriate collections to meet the needs of an increasingly diversified society.

There is no President's Page in this issue, but the latest issue of the Presidential Newsletter available at the time of writing (No. 5, November 2010), may be consulted at <http://www.ifla.org/en/news/ifla-presidential-newsletter-no-5-november-2010>.



Sustaining learning for LIS through use of a virtual world

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Abstract

The virtual world (VW) online education movement is well underway, and librarians have become major participants by developing services and resources for this novel information ground. In this paper we identify ways in which the VW Second Life (SL) is being used by librarians, and describe our teaching of LIS students in SL, and the value of SL for sustainable Continuing Professional Development (CPD). The VW has become the new LIS laboratory for innovation, outreach, career development, research and curriculum development, offering sustainable learning opportunities by saving space, time, funds, and resource consumption, and by increasing international and interdisciplinary interaction among programs, educators, librarians and students. LIS education can develop sustainable education practices by optimizing interaction with the VW library and educator and discipline-based communities active in SL, thereby providing a vibrant VW educational environment for students, educators and researchers. The benefits to students include, unprecedented access to geo-distant tutors, professionals and experts in every field; flexible meeting times; experiencing content in unique forms; and acquiring VW information literacy.

Keywords

library and information science education, continuing professional development, online learning, virtual worlds, Second Life

Introduction

In this paper we identify ways in which use of a virtual world (VW) can open new opportunities for teaching and for Continuing Professional Development (CPD) in the library and information science (LIS) field. We draw on our experience of teaching LIS students and organizing Continuing Professional Development (CPD) events in the virtual world, Second Life (SL). As one facet, we will identify how virtual worlds (VWs) enable international collaboration: the co-authors Webber (based in Sheffield, UK) and Nahl (based in Hawaii, USA) have never met in person but they have worked together successfully in SL.

We start by describing the key features of SL, which is the VW that is currently most used internationally by university educators, and identify affordances of SL that match some of the requirements for LIS education. We indicate key ways in which it

is being used by librarians and proceed to describe how we have used SL with our own students. Following this, we outline the many activities in SL that are relevant to CPD, and conclude with our own reflections on how using a VW has affected our lives, and the potential of VWs for sustainable learning.

Second Life and sustainable LIS learning

Second Life is a 3-dimensional VW and the trademark of Linden Lab. Virtual Worlds have been characterized as persistent (existing whether or not an

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Diane and Sheila in SL as their avatars Adra Letov (Diane, left) and Sheila Yoshikawa (right): this is where they met to discuss this paper

individual is logged in), multi-user, enabling representation through avatars, and facilitated via a wide area network (Robbins-Bell, 2008). Via their 3D avatars in SL, people can create and trade objects, rent land, and participate in a variety of activities organized by other SL residents. There is a main grid (for over-18s) and a teen grid for younger users. People can create avatars without charge, and a distinguishing characteristic of SL is that most things within it (virtual houses, clothes, educational tools, etc.) have been created by SL ‘residents’ rather than by Linden Lab. However, if people want their own customized space, they have to rent this from Linden Lab for a monthly fee.

Whilst there are now many different VWs, SL is the publicly-accessible VW that is most used by educators worldwide. This is, for example, evidenced in the regular series of surveys of the use of VWs in UK Higher Education (HE) carried out for the Edu-serv Foundation (e.g. Kirriemuir, 2009), which give examples of SL use in a wide variety of disciplines. J. Kirriemuir (Personal email communication, 9th August 2009) estimated that 90 percent of UK higher education institutions have some kind of SL presence. The largest SL campus is that of the University of Texas, which committed to SL as a major learning environment in 2009 (Aujla, 2009). Use of VWs generally has been growing, with young people using worlds such as Club Penguin and Habbo Hotel socially in increasing numbers: VW specialists Kzero estimated that there were 803 million VW accounts in the fourth quarter of 2009 (Kzero, 2010).

Jarmon (2008) has identified affordances of SL, including the variety of ways in which people can communicate (text, voice, instant message or visually), the tools which enable building and scripting, the embodied social presence created by customizable avatars and through personalized spaces, the options for organizing, presenting and using content with interactive objects and live web pages, and the community which

enables activities such as teaching, learning and fundraising. The opportunities to build environments have led to use of SL for simulations: Salmon (2009) notes that these “enable learners not only to see how a place looks, but also ‘feel’ what it is like being part of it” (Salmon, 2009:532) and the ability to create simulations of environments and activities has led to use in diverse applications including training in mid-wifery, quarrying and border policing. In some cases it has gone beyond simulation: there is a reference desk in SL, with services provided by volunteer librarians globally, 70 hours a week.

Since it is a virtual platform, SL can provide a distance-learning environment. In a time of recession, distance-learning has become particularly attractive. Wilde and Epperson (2006) found that reluctance to relocate and unwillingness to quit a current job were the top reasons for LIS students to choose distance education. However, the importance of community building within LIS courses, and the particular difficulties in building community in online courses, have been identified through research (Kazmer, 2007; Luo and Kemp, 2008) and accounts of personal experience (Fortin, 2007). Holmberg and Huvila (2008), in their study of a Finnish LIS program, noted that learners viewed Second Life as better than Web-based learning environments for enhancing interactions between peers, and between students and instructors.

SL has attracted international participants, resulting in regions in SL which reflect the language and culture of different parts of the world, and there are opportunities for immersive language learning. With increasing emphasis on globalization, this again makes SL an attractive environment for sustainable learning: sustainable in the sense that people can enrich their experience without using up environmental and financial resources on international travel.

Librarians are active in SL in a number of ways (Bell and Trueman, 2008; Grassian and Trueman, 2007; Mon, 2009; Ostrander, 2008). Some of these activities are carried out through the Community Virtual Library (CVL), which “provides free library resources and services to the residents of Second Life” (Community Virtual Library, 2010) and is maintained by volunteers. Librarians in SL:

- Support academic staff and students who are teaching and learning in SL, through virtual information and library services (e.g. at Stanford University). Parker (2008) has proposed SL as the “Seventh face” of the library, alongside the physical (print) collection; the learning and social space; the website; the university portal; the virtual (or managed) learning environment and social networking tools.

- Teach or co-teach virtual classes (e.g. at George Fox University).
- Run reader development activities and book groups (including author readings and exhibitions).
- Recreate historical or fictional environments (e.g. the Land of Lincoln).
- Create interactive learning objects.
- Run information and inquiry services.
- Use SL to plan and ‘mock up’ new services or buildings (giving potential users a chance to try things out and comment, at low cost to the library).
- Use SL to provide extra space for students to meet and study in project groups.
- Organize, and participate in, Continuing Professional Development (CPD) activities.
- Participate in other aspects of the SL community. For example, one librarian designs and sells virtual jewellery.

As well as providing the ‘seventh face’ of a library in an existing job, these activities have led to some new real life jobs: for example a part-time paid post as librarian on the SL island Karuna, which promotes HIV/AIDS awareness, funded by the US National Institutes of Health.

Two-dimensional online tools might offer some of these possibilities (e.g. real time advice via an online chatroom; links to resources from a web page; a lecture delivered via Elluminate). However, SL brings these together; for example, enabling a librarian to create a 3D exhibit on experiences of cancer, with information embedded in the exhibit and with links to web resources, as well as an interactive quiz to assess knowledge after interacting with the poster content. Creating and developing use of such material demands, and develops, skills in communication and information. Work in SL also often stimulates interest in use of other tools, such as image and video editing software, to enrich further the skill set of the library and information professional. Educators and librarians capture events with media including snapshots and animated video or ‘machinima’ of student activities for performance-based assessments.

In the next section we will describe how we are using SL to teach some of these skills to our own students.

Teaching students in SL

We have both taught students in SL as part of the formal curriculum. In this section we will describe the ways in which we have worked with them, and identify some benefits of using SL.



Sheila's students show visitors round a model of the 7 Pillars of Information Literacy

Webber (at the University of Sheffield) has taught two cohorts of students in SL, in three successive years 2007–2010: first year undergraduate students (taking the compulsory Information Literacy module as part of the 4 BSc Information Management) and Masters students (taking the optional Educational Informatics module as part of an MA Librarianship, MSc Information Management or MSc Information Systems). Activities were based on Sheffield University's SL island, Infolit iSchool.

There have been between 25 and 35 students in the undergraduate (freshman) cohort. The main activity requires each student to carry out a research interview with a SL resident, investigating that person's information behaviour in SL. The students analyse the interview transcripts and reflect on their performance as interviewers: this work is of one the principal marked assignments for the module, which is taught with an Inquiry Based Learning approach (further details are given in Webber, 2010).

Additionally, in 2009/2010, these students undertook a group exercise in SL. The groups had already created PowerPoints in which they presented their solutions to problem scenarios involving swine flu. As a follow up, they exhibited their slides in SL on 3D models of the SCONUL 7 Pillars of information literacy (SCONUL, 1999; a model used widely in HE in the UK) and showed visitors round their exhibits as part of Information Literacy Week in SL. Particular benefits to this cohort were access to a wider range of interviewees, from different countries, making the research experience more meaningful; encouraging students to think more deeply about the requirements of a good interview (comparing face to face and virtual experiences); and increasing understanding of information literacy, through having to explain their presentation, and the 7 Pillars model, to visitors from outside the university.

Webber's Masters-level Educational Informatics students studied SL as a teaching and learning

environment, with 10–20 students taking the module each year, many of them international students. The main assignment for the class requires them to identify a learning outcome and propose how this could be met using different learning environments, including SL (other environments they study include WebCT and WIMBA). Webber created a virtual village for the students, with one of the first tasks being to select a home in the village. As well as participating in visits to educational sites in SL, students had to attend a session at the 2010 Virtual Worlds Best Practices in Education conference (a SL-based event which had several thousand delegates). Each student was asked to create a poster with a picture of their chosen session, and notes about it, and the final SL activity in the module involved going from house to house in the virtual village, where students talked about their experience.

Benefits of using SL included interacting with 3D models of educational concepts (e.g. an interactive build on multiple intelligences; a model of Inquiry Based Learning) which can help in developing understanding of abstract ideas; and opportunities (on the visits and at the conference) to hear from, and interact with, educators from around the world.

SL has also provided opportunities to give tours and guest lectures to students at other institutions and both authors have presented at various library conferences and meetings. Whilst this could also have been achieved by using a two dimensional learning tool such as WIMBA, SL enabled us to gain an impression of the personality and culture of the different universities and students, from the buildings, clothes and behaviour of those involved (for example, Webber enjoyed dancing at a University of Hawaii virtual disco whilst wearing a free Hawaiian lei). In addition, expanded connectivity facilitates greater interaction at all levels of the profession, enabling faculty, students and practitioners to collaborate virtually and learn from each other in unprecedented ways.

At the University of Hawaii Nahl teaches four Masters courses using SL to deliver the course or with SL modules and assignments. MLISc in Library and Information Science students may take SL electives. Enrollment has averaged 10 students per elective course and 15 in a core course. The Human Dimension in Information Systems was taught in the spring term of 2009 and will be offered again in the fall 2010 term. Virtual World Librarianship was taught in the fall 2009 term and will be offered in 2011. Beginning in the spring 2010 term students in the core reference course, Introduction to Reference and Information Services, did a reference shadowing unit at the reference desk in SL. Students

in the spring 2010 information literacy pedagogy course, Teaching Information Technology Literacy, designed and taught an inworld session to undergraduate seniors in a cyberpsychology course in SL.

These courses were taught in a computer lab on campus and included 30% completely online sessions. Students who on occasion could not attend class logged into Second Life to attend inworld, and distance learning students logged in remotely. The courses are taught within an active learning paradigm designed to increase engagement by blending multiple technologies, support from professional librarian mentors and guest instructors, and collaborative VW projects (Nahl, 2010a in press). For example, the VW librarianship course had a Google Group and used Google Documents to collaboratively plan SL events and record results at each step. Students planned and produced five professional events on the Info Islands and ALA Island, working with librarian mentors in several professional organizations, and using collaborative technologies to work in virtual teams with fellow students and librarians. The main activities vary for each course, but the aims of the VW librarianship course assignments were directed towards acquiring abilities common among professional librarians working in SL:

- producing professional events, subject guides, and interactive exhibits for the library community of the Info Islands, American Library Association Island, and the University of Hawaii Island
- shadowing and observing librarians at the Reference Desk on Info Island International
- collaborating with professional organizations, librarians, and MLIS students in various programs
- acquiring online and VW collaborative skills, reference skills, building and creation skills, communication and marketing skills, content presentation skills, and participant observation skills
- integrating and managing Web 2.0 cloud computing for planning, collaboration, and archiving.

The universal benefits for students of using SL in these four master's courses (LIS 601, LIS 665, LIS 677, LIS 694) include:

- learning and mastering innovative information technology;
- creating useful services, tools, and professional activities in a novel information environment.

In the past three semesters in SL MLIS students at the University of Hawaii have produced seven

well-attended professional events for students, librarians, and educators:

- Alliance Virtual Library (AVL) LIS Career Fair with speaker programs and booths.
- American Library Association (ALA) Banned Books Week program with Dr. Rebecca Knuth speaking on book banning in the U.S.
- Alliance Virtual Library (AVL) Hot Topics Panel with Kansas public librarian Bill Sowers and Dr. Leon James speaking on managing judgment in SL.
- Special Libraries Association (SLA) Buzz Session Panel with Dr. Andrew Wertheimer, Librarian Ben Hoganson, SJSU MLIS student Chris Nelson, and SLA Librarian Cindy Hill discussing the relevance of LIS education to current workplace demands.
- ACRL Information Literacy and Web 2.0 Panel for Information Literacy Week in SL.
- Alliance Virtual Library (AVL) 50th Anniversary of Statehood Event and Exhibit with Professor Dan Boylan speaking on the history of the Hawaiian Sovereignty movement.
- LIS Student Poster Conference in Second Life (described below).

The students and instructor recorded events and activities of the class with photographs and posted those on a Flickr site in event sets. The Flickr site also serves to inform alumni and others of what the LIS Program is doing in VWs. The sloop site provides web-based Teleports into SL to specific locations. People can add locations (Landmarks) using a sloop HUD (Heads-Up Display worn by an avatar) that sends locations to the sloop website. Users add descriptive tags to the Landmarks that serve as keyword tags to find SL sites on certain subjects. Students and librarians use such tools to create annotated pathfinders in SL. The courses have a YouTube channel and website hosting student work and productions including instructional machinima. Students present their information behavior research and subject collections of SL landmarks for immersive sims [simulations] on the topic to librarians and faculty at the end of each term.

The LIS Student Union (LISSU), founded January 2009 by Nahl, serves as a home base, building sandbox, resource center, meeting space and presentation area for all LIS students in SL. It is located on Info Island International near the main Reference Desk, the Learning Curve orientation area, bordering the San Jose State University campus. The parcel and building were donated by Lori Bell, Director of

Innovation, Alliance Virtual Library System (AVL), and is currently hosted by CVL.

The LISSU hosts student events such as the LIS Student Poster Conference in SL held in April 2010 on Info Island. Eight librarian adjudicators selected seven winning posters in five categories and provided feedback to students on their work, promoting rapport among students and SL librarians in widely dispersed locales. Winning posters remain on display at the LISSU. The poster conference event allows LIS students from various programs to present their research and practice professional communication skills.

The LISSU houses several collections, including an international LIS Careers collection and rotating displays of LIS student collections and projects from SL field research, and links to the Flickr, sloop, YouTube and web sites. It provides a variety of free SL educational tools (presentation viewers, speaker assistants, building tools, terraforming tools, etc.) needed by students and educators.

To sum up, between us we have students studying on different programmes, with diverse career goals, and of diverse ages. However they are all able to learn about using VWs as places for learning and work (Webber, 2008) giving them a competitive edge when they look for jobs in libraries, or in information and knowledge management, in different countries of the world. Other benefits we have identified for all our students include:

- involvement of a number of tutors, including librarians, who were able to ‘drop in’ for an hour or two (Parker, 2008) whilst at desks which were, in some cases, very far away
- showcasing students’ work in exhibitions, for example, posters presenting Information Management or information behaviour research projects
- enabling people to meet up with course tutors and each other outside scheduled times (e.g. at night) safely, and from remote locations
- encouraging discussion on issues such as identity, ethnicity and communication (since in SL you may represent yourself how you want).

Mentor and student feedback

Students in Nahl’s MLISc courses commented about a reference shadowing assignment during live VW reference service at the CVL on Info Island international. One comment reflects an insight about the role of context in virtual reference “... *experience of information*, which SL is well suited to provide, can be more important to a patron than information alone.” Another student concluded “In spite of the

highly technologically mediated nature of personal interaction in SL, reference interviews were conducted in much the same way and were just as effective as interviews in 'Real Life' (RL)." Regarding the differences in using text chat and voice a student points out "We react at various parts of other's sentences in real life with nods and short phrases throughout the conversation, but in SL sometimes someone is reacting to a specific part of a sentence in chat, not necessarily the sentence in its entirety."

In Nahl's courses librarians mentored students conducting group projects in SL. Esther Grassian, a senior instruction librarian at UCLA, mentored two students who produced an Information Literacy and Web 2.0 panel for ACRL on ALA Island. She gave comments to the students at several intervals throughout the project, consulting with them at the beginning, providing resources for content and names of potential panelists, giving feedback on goals and objectives for the panel, checking in with them throughout the planning process and publicity schedule, then acting as moderator for the panel, and giving summative evaluations to the students.

Another team was mentored by members of the Special Libraries Association (SLA) in SL that hold a monthly CPD series called SLA Buzz. Three librarians mentored a student team by teaching the students how SLA plans, organizes, publicizes, produces and evaluates their professional events. The librarians shared planning documents, model email messages inviting presenters and publicity announcements, suggested topics for the panel and potential panelists. Mentors communicated with the student team throughout the project process and gave evaluative comments at the end. The librarian mentors provided the structure to support the work of the teams. By the end students felt they established a rapport with the professionals and informally asked them for career advice and letters of reference for scholarship and job applications.

Librarian adjudicators for the LIS Student Poster Conference in SL provided constructive feedback to students on their poster presentations. One librarian wrote the following about the winning User Services poster, "Professional layout, design, color, and balance. Enough text to be informative, but not overwhelming. Excellent references to the legislation – definitely needed to convince administration to implement programs and buy equipment." Another commented "Excellent methodology statement summarizing the project. Good job mentioning the style guide! The subject, Archaeopteryx, was unique and I liked the photos which added visual cues to help identify and relate the word to the item it represents.

The update was interesting, and I loved the reference to the reliable and prestigious *Nature!*"

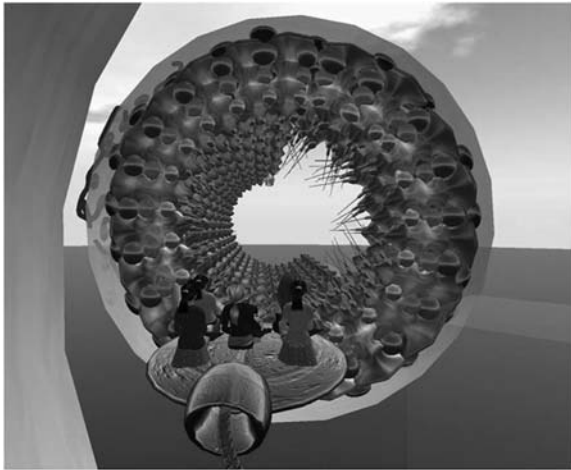
CPD and networking in SL

A professional and social landscape has developed in SL that has some of the same characteristics as professional life outside the VW. Librarians in SL form inworld professional interest groups that host professional activities, events and meetings. Appendix 1 lists key groups that include librarians representing all sorts of RL institutions and collections. One of the functions of the groups is to enable one to find out about the many events that take place in SL. A very large number of CPD events are available, ranging from informal discussions to full scale virtual conferences with refereed papers. Some are priced, but the charges tend to be modest, and the majority of events are free of charge. The particular value of SL for CPD is:

- It draws on expertise from around the world, for speakers and audience.
- There is no travel cost or travel time, means that you can participate in events more easily. As well as participating in more LIS events, it also means you may be able to attend more events outside the LIS area, e.g. educational conferences or conferences in your workplace sector (such as engineering conferences, if you work in an engineering firm). This may be particularly valuable for solo librarians who find it very difficult to find time away from work. With increasing pressures on time and budgets, though, anyone may be grateful to find additional ways they can network and learn from home or office.
- 'Social presence' means that people can and do chat and get to know each other and engage in professional collaborations.
- The variety of formats. Below are examples of different types of event.

Major conferences

Some conferences now take place entirely within VWs. One of the largest is the Virtual World Best Practices in Education conference, which attracts thousands of people (represented by their avatars). In 2010 this was a continuous 48-hour event, enabling people from different time zones round the world to participate. There were formal presentations, demonstrations, tours, discussions, workshops and social events. Webber has been on the organizing committee for two successive years, and in 2010 helped to run the exhibition area, which had 50 displays. The website



Some of Sheila's students take the Tour of the Testis

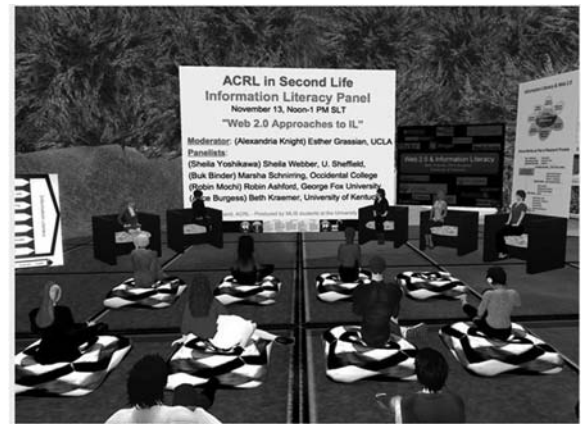
(Virtual World Best Practices in Education, 2010) has links to machinima (videos) of some of the sessions, and selected proceedings are also being published.

Tours

People who want to find out what is going on in SL can benefit from tours, including regular tours (such as Info Island areas, which include SL libraries and exhibits) and tours of specialist areas. An example of the latter is the First World War Poetry experience created by Cambridge University. Visitors get free virtual soldier or nurse outfits, which they wear to enhance the experience, and fly down to the trenches, where they can hear and read poetry from the time, and learn about day-to-day life on the front line. Some other tours are automated: for example, you can get aboard a giant sperm to take the tour of the testis, flying through a giant interactive model created to teach biology.

Themed and commemorative events

Webber and Nahl each planned activities for Information Literacy (IL) Week in SL, a themed event in November 2009 sponsored by the Centre for Information Literacy Research at Sheffield's Infolit iSchool. Nahl's MLISc students produced a panel on Information Literacy and Web 2.0. The event featured a panel of four academic librarians and Webber, and interactive posters with information that participants could take away. It was advertised to the groups listed in Appendix 1 and attended by 45 avatar librarians. The comments from the participants expressed their appreciation for holding an information literacy CPD that addressed their information needs at work. Participants gained ideas to apply in their RL libraries. Other IL Week events included a Spanish language



Panel discussion for ACRL in SL, arranged by Diane's students

discussion organized by a colleague in Colombia, an information-literacy focused educators' discussion, and a number of exhibitions.

Event series

Some events take place regularly. Webber has organized over 50 events on Infolit iSchool for the Centre for Information Literacy Research (of which she is Director), normally one hour discussions or presentations taking place every couple of weeks. The focus is on IL and learning: past events are listed on the Infolit iSchool wiki, and forthcoming ones on the Second Life Educators calendar. Another long running series is the Virtual Worlds Educators Round Table, which has a session every Tuesday at 2.30 SL time (relevant URLs for all these are given at the end of the article).

Short events

There are frequent brief professional meetings on specific topics in SL. Some include openings of new college and university sims, monthly meetings of professional groups, and people presenting research in a wide variety of venues. For example, the Texas Woman's University sim opened in April 2010 and held a panel session with five speakers on the theme 'Adopting Virtual Worlds in Libraries and Education.' The Association of College and Research Libraries group regularly hosts meetings with speakers, for example, in 2009 Nahl spoke to the group about 'Creating Student Involvement with SL Professional Groups.' Universities offer short talks allowing their faculty to share their SL work, for example a 2010 noon session presented in SL and RL with four panelists at the University of Hawaii on 'Active Learning in Second Life (SL): Teaching in a Multi-User Virtual Environment.'

Training courses

The University of Illinois offered a series of SL workshops between 2007–2009, including sessions on VW librarianship, establishing a library presence in SL, avatar development, managing a course in SL, and instructional tools for SL, among others. Many librarians and educators took these courses to gain VW building and teaching skills. The CVL offers free weekly skills classes for librarians, students and educators. The CVL Instruction Coordinator schedules and publicizes classes taught by CVL volunteer librarians. The classes are announced on librarian groups in SL, a Google group and email lists. Free educator resources are available at the Virtual Learning Library on Info Island near the Learning Lab where classes are taught in a ‘sandbox’ where new users learn building and creation skills.

Interactive exhibits

Distinctive features in SL are the exhibitions that you can not just look at, but also walk (or fly) round and interact with. These can be stimulating, informative, and can be experienced in the company of others. Two examples created by librarians are on health information literacy by Brielle Coronet (SL name) and a multilayered exhibit on human trafficking created by Rolig Loon and Abbey Zenith (SL names).

There are limits to participation in these events, most notably that participants need good broadband connections and computers with good graphics and processing power to be able to connect. They also need to spend a little time learning how to function in a VW, and (if they want to get the most out of the opportunities) be willing to contribute something themselves, by organizing or presenting. However, this is no different from any other kind of CPD: to get the most out of it, you generally have to put something in. Certainly, some feel this is very worthwhile. Ashford (2010), blogging from one of the Infolit iSchool events says that “I’m consistently amazed by the quality of professional development opportunities afforded me by participating in virtual worlds. . . . I really love what I learn from such diverse groups of librarians in this way. I still can’t believe I attend these discussions/presentations and some very large events all for no cost other than the time it takes me to login on my laptop. Truly an amazing time for educators to be able to connect like never before.”

Reflections and conclusions

In conclusion, we each reflect briefly on what working in SL has meant to us, and summarize ways in which SL can support sustainable learning.

Webber writes “For me SL is an environment where I teach, learn, feel creative and also have fun. Through membership of the Educators’ Coop (Gonzalez, 2010), and organizing and attending educational meetings and conferences, I have had the chance to learn from educators in many countries, formally and informally. It has been much easier to meet academics in other disciplines, enlarging my disciplinary horizons, and to form friendships with people in countries that I have not visited much in person. This paper, written without having met in ‘the flesh’ (and without using the telephone, video conference or Skype) is testimony to the possibilities for sharing practice and ideas. The 3D nature of SL has enabled me to explore my own ideas about information literacy, by creating 3D models and exhibits, and then sharing them with others. Being active in SL has also given opportunities to show how my discipline is innovative and tech-savvy. I feel that it is important for my students to be able to grasp all the opportunities there are for new types of job, and I also relish the possibilities for reaching out to new students through the medium of VWs.”

Nahl writes “After entering Second Life in 2008 to write about its use by librarians for an encyclopedia article on the expansion of user-centered design (Nahl 2010b), I experienced an intensely stimulating induction period during which all of the librarians I encountered at the SL reference desk, on ALA Island, Infolit iSchool Island and other LIS sims readily taught me things I needed to know on demand, at the point of need (Nahl, 2010a). Their work in SL in reference services, collection development, exhibits and programming, community-building and CPD provide a rich and engaging information ground for learning how to operate as an information professional in a novel VW environment. In addition SL enabled me to attend many more conference programs, research presentations, discussion series, and professional meetings than ever possible in my geographic location surrounded by thousands of square miles of water and limited travel budget. The CPD experience allowed me to meet new research collaborators willing to work at a distance across time zones on projects of mutual interest. Through SL I have been able to expand the exposure of graduate LIS students to views, knowledge, and practices of librarians across the world, to find librarian mentors for students, and introduce students to an environment that sparks creativity.”

We finish with some key reasons why VWs are valuable in supporting sustainable LIS learning. Firstly, we need to prepare for the next generation of virtual learners (currently 803 million 5–15 yr olds). These will be LIS students themselves, and will

also be clientele for LIS professionals. We need to develop our own skills and understanding of being information literate and professionally competent in a VW, so we can support them and their virtual learning. We also need the pedagogical skills to teach effectively when our students are physically dispersed, but still want to feel ‘part of the course’ and benefit from learning with students from different backgrounds and cultures.

Secondly, we need to educate librarians to create sustainable libraries, libraries which change and thrive. As part of this, we can seize opportunities to create services in virtual environments. There is a growing amount of content in VWs (bringing challenges for retrieval and preservation): already librarians are creating ‘born in-world’ libraries. 3D worlds also provide opportunities to augment, but in some cases, eventually, substitute for the physical presence of libraries and librarians.

Thirdly, we have already emphasized the opportunities for worldwide collaboration in formal learning and professional development.

Finally, VWs enable us to create interactive and innovative tools, learning objects and learning environments, and share them internationally. Many places in SL are open for others to visit and use, so that Nahl’s students have been able to visit and use the material on Webber’s SL island (whether or not she is there) and similarly Webber’s students are able to visit and interact with material created in New Zealand or the USA, all as part of the same immersive experience.

VW librarianship provides significant benefits in distance learning, reaching nonusers, communicating and collaborating with international communities, recruiting students, and greater accessibility for disabled users. Engaging with a VW may require effort initially, but we have found that this effort is repaid by an enriched professional life, and the warmth of new friendships, spanning the globe.

Additional websites

- Infolit iSchool wiki: <http://infolitischool.pbworks.com/>
- Infolit iSchool in SL, SLURL: http://slurl.com/secondlife/Infolit_iSchool/132/194/22/
- Infolit iSchool on Flickr: <http://www.flickr.com/photos/23396182@N00/collections/72157604063164433/>
- Information Literacy in Second Life Wiki (also the focus for Information Literacy Week in Second Life): <http://infolit-week-in-sl.ning.com/>
- LIS Student Union in SL, Sloop site: <http://www.sloop.org/avatars/id/Adra-Letov/places>

- LIS Student Union in SL, Flickr site: <http://www.flickr.com/photos/lis-students-sl/sets/>
- LIS Student Union in SL, Website: <http://www2.hawaii.edu/~nahl/studentunion/lis-su.html>
- LIS Student Union in SL, YouTube Channel: <http://www.youtube.com/LISstudentunionSL>
- LIS Student Union in SL, SLURL: <http://slurl.com/secondlife/Info%20Island%20International/74/233/32>
- SLED Calendar: http://www.google.com/calendar/embed?src=f3b7ubjteso0776u83v4i38qm8%40group.calendar.google.comVirtual_Worlds_Educators_Round_Table: <http://virtualworlds-edu.info/>

Appendix I: Selected librarian and educator groups in SL

- Librarians of Second Life [1,400+ members]
- Second Life Library 2.0 [2,200+ members]
- LIS Student Union [100+ members]
- Information Literacy Group [100+ members]
- ACRL in Second Life [100+ members]
- Virtual Worlds Education Roundtable [300+ members]
- LIS Educators in Virtual Worlds [50+ members]
- Library Reference Group [100+ members]
- ISTE: Educational Technology Association [6000+ members]
- Real Life Education in Second Life [4400 members]

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Usability and compatibility of e-book readers in an academic environment: A collaborative study

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Abstract

New technologies create great opportunities as well as new challenges when libraries build their virtual collections. As e-book readers and other portable devices grow in popularity, collections can no longer be evaluated purely on the basis of content; their adaptability and ease of use on various platforms has to be taken into account. Collaboration between libraries, users and usability professionals is paramount in building virtual collections of the future. Only users can tell how these platforms are going to be used, as mobile tools for study or as entertainment devices. It is important to learn how usable the e-collections really are and what essential materials are currently incompatible with these devices. Digital rights management and technical compatibility issues should become standard considerations in all acquisition of electronic materials. This paper will present a study conducted in the Helsinki University of Technology Library, currently part of the Aalto University, from autumn of 2009 until summer of 2010. In collaboration with the Strategic Usability Research Group, various e-book readers were tested by both professionals and students. In the study, e-book readers were given to students for one study period with all the course material provided in electronic format. Feedback from the students was collected through discussions, study diaries and questionnaires. In the library, the e-book readers were tested in order to see what demands and restrictions they pose on e-materials and how well the current e-collections of the library are usable on these devices. Results suggest incompatibilities with many licensed e-materials, whereas most open access materials can be easily downloaded and used.

Keywords

usability, human–computer interaction, e-books, e-readers, digital rights management, collection policy, academic libraries

Introduction

E-books and e-readers in academic libraries

Electronic books have been just around the corner for decades. Now finally, with the Amazon Kindle first leading the way (60 percent of US e-book reader market share in the beginning of 2010; The Tech FAQ, 2010), e-reader technology has taken off. E-book readers are becoming everyday technology and we can expect to see much more of them and their new competitors, the tablet computers, in our libraries (Rotman Epps and McQuivey, 2009). Some libraries are already lending out electronic material on e-readers, such as the Turku City Library in Finland (Turku City Library, 2010), the West Vancouver

library in Canada (Hui, 2010) and the university libraries of the American University in Washington, DC (American University, 2010) and the North Carolina State University (NCSU Libraries, n.d.) in the US, just to name a few. The University of California Irvine School of Medicine has provided all of the incoming medical students with Apple iPad tablet computers which have already been loaded with

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the course material for the first year (Vasich, 2010). The Cushing Academy Library is taking it one step further and is getting rid of all printed material, with all the library resources to be used on laptops, tablet computers and e-readers (Abel, 2009).

How are these devices going to affect the way academic libraries offer material to users? Are they just a “passing fad or trend of the future?” as William C. Dougherty asked in his analysis of the current state and the future of e-readers (Dougherty, 2010)? He gives us no answers but raises important questions on policy, licensing, availability and technical issues that have to be solved before these devices can threaten the position of printed academic material. Karl Drinkwater (Drinkwater, 2010) emphasizes the importance of organizational content that can be loaded to the devices: lecturer’s notes and library information packages, for example. But, he notes, while the readers can easily be filled with out-of-copyright or readily available material for English literature or contemporary fiction studies, there is a lack of available material in many other fields of study. He also brings up the issue of Digital Rights Management, which makes the use of some materials impossible on the readers, while other materials can require installations of new software with regular updates, creation of customer accounts and authorizing devices for them to work. Furthermore, e-books come in many different file formats, which causes incompatibility with the different platforms. Several universities have been testing the usability of e-readers and how these restrictions affect their use in academic libraries.

Penn State University Library teamed up with Sony to introduce the Sony Reader to the university community and to influence changes in e-book technologies with the viewpoint of academics and librarians (Behler, 2009). The library experimented how to best provide material on the 100 readers to the users and to work around the licensing structure of a device meant for private use. The readers were used by students on multiple courses to find out how well they were suited for academic work. It was found that the readers still lack many functionalities required for academic use, such as better interaction with the text, and that the devices were not at all suitable for use in the hard sciences, which require good representation of diagrams and color and utilize a more non-linear reading technique.

The Lloyd Sealy Library also studied the technical applicability of Sony Readers and student’s views on the devices (Kiriakova et al., 2010). They found that the users expected the e-readers to have colour touch screens, like their PDAs or iPhones, and to be simple

enough to be used intuitively, without looking at a manual or even brief instructions of use. They also noted the e-reader service’s emphasis on individual users; most needed scholarly titles were not available and the content management and copyright issues faced by libraries had not properly been taken into consideration.

At a study conducted by the Open University and Cranfield University in the UK (Mallett, 2010) four Sony PRS-505 and two iPod Touch readers were given to students for testing during a three month period. The portability and light weight of the readers was found positive in both cases. The Sony was criticized for the slowness of navigation and the annotation tools. The lack of in-text linking and formatting issues were found to be a problem with both devices. The touch color screen, quick page turning and variety of functions were mentioned as the strengths of the iPod. Its weaknesses were found to be the smallness of the screen, the dependence on a wifi connection and the difficulty of uploading materials. On the whole laptops were still preferred by the students. Licensing issues were found to be a problem with library subscribed e-books.

The Amazon Kindle e-readers have been tested in several studies. University of Washington, Princeton University, Arizona State University, Case Western Reserve University, Pace University, Reed College and Darden School of Business at the University of Virginia participated in Amazon’s Kindle pilot program for the term 2009–2010 (University of Washington, 2009; Arizona State University, 2009). Princeton trialed Kindle DX’s to try to cut down on the printing and photocopying done in the three pilot courses (Princeton University, 2010). They did succeed in cutting the printing in half compared to the control groups. They also wanted to test the current e-reader technology and its applicability in the classroom. They found that while the reading experience was good, the writing tool did not compare to old fashioned pen and paper. The preliminary analysis of the Darden trial (University of Virginia, 2010) shows that “Most Darden students prefer not to use the electronic reading devices in the B-school classroom.” The readers were found to be too slow to be used for reference materials in the fast paced case studies.

Pattuelli and Rabina (2010) studied LIS students’ attitudes toward Kindle and were interested in the social and cultural impacts of the e-readers. They studied individual reading practises and found that the e-readers easily fitted into the daily routines of the students. Students reported on reading more due

to the ease and portability, but commented on the limitations of sharing and transferring ebooks, the dependency on one company for content and the price of both the device and subscribed materials such as blogs.

Also Clark et al (2008) studied the usability of the Kindle and collected the views of 36 academic librarians about the e-reader. Their findings mirror the results from the other studies, regardless of the e-reader tested: "Analysis of the discussions indicates overall interest in the Kindle as a basic reading device for fiction. However, its use in an academic setting is limited due to content availability and licensing issues, graphic display capabilities, organizational issues, and its prohibitive cost." Other common findings were that the annotation tools were too cumbersome to use and moving within the text was too slow. As quickly checking previous information or references is essential in academic study, this was found to be one of the biggest disadvantages of the readers. The North West Missouri State University tested both the Kindle and the Sony Reader and decided they would instead focus on providing e-books to their students through the laptops they were already provided with (Rickmann et al., 2009) to avoid these serious problems with usability.

Research questions and scope of the study

From the library acquisition point of view it is no longer enough to consider which content is needed for the collections but also in which formats and on what platforms it is available. How does this new technology contribute to the way e-books are selected by the library? Until recently we have accepted the deficiencies of different platforms as long as the books were usable in one way or another. Most services required the installation of reader programs or plug-ins, some of which did not work with Linux, for example. As we start to use e-books as substitutes for print, we need to be more demanding. We should be able to provide the content the user needs on a platform he or she prefers.

How compatible are the current e-resources, which are originally meant to be used on a computer, with this new technology? Do the license agreements even allow the transfer of e-books to these devices? If the customers asked which of the e-readers worked best with the library resources, would one know how to reply? In the first place, would the customers want to use these new devices for study or work, or will they be used purely for entertainment?

This study was conducted to answer the questions above and in general to increase the knowledge on e-readers in the library. The five tested e-readers were

chosen on the basis of availability at the time and the library testing focused on the licensed e-book material in use at the university. The user testing was set up to collect feedback from individual students on their general views of the e-readers as well as their applicability on delivering course materials. The number of participants was very restricted, but valuable information was collected to be used as a basis for further studies and to raise important questions in virtual collection development.

As was noted by the librarians at the Lloyd Sealy Library (Kiriakova et al., 2010), the scene of e-readers is changing rapidly and by the time any body of research is completed the devices in question are becoming obsolete or at least tired and old compared to the new ones that have come up during the process. When our testing was being done, only rumours of the upcoming iPad had been heard. The Aalto library bought an iPad as soon as it became available in Finland, but the student testing could not yet be repeated on this device. An overview of the compatibility of the iPad with the library resources is however included.

E-book collections in Aalto University Library

Aalto University was newly created from the merger of the Helsinki School of Economics, the University of Art and Design Helsinki and the Helsinki University of Technology. The libraries of the three former universities have also merged and strive to provide the best resources for strong multi-disciplinary education and research. The University has three schools and campuses: the School of Art and Design, the School of Economics and the School of Science and Technology. The same electronic collections are now available on all three campuses. This study was begun in the Helsinki University of Technology Library and continued in the Aalto University Library, Otaniemi, which is situated on the campus of the School of Science and Technology.

The Aalto University Library acquires e-books through 13 services, shown in table 1. About 50,000 of the e-books are subscribed to on an annual basis, while perpetual access has been bought for 830 titles. In addition to these numbers, the Finnish consortium FinElib has provided access to the vast ECCO (Eighteenth Century Collections Online) and EEBO (Early English Books Online) collections of historic material. Some of the services, such as Ebrary, provide big package deals, while others, like DawsonEra and Myilibrary are used to select individual titles. Acquisition of new e-books is done mostly to the platforms that allow individual title purchases.

Table 1. E-book services in use and their characteristics.

Service	Amount of e-books in use at Aalto University	Subscription or perpetual use	Package or individual titles
DawsonEra http://www.dawsonera.com/	44	Perpetual use	Individual titles
Ebrary http://www.ebrary.com/corp/	45000	Subscription	Package
ECCO (Eighteenth Century Collections Online) http://gdc.gale.com/	150000	Perpetual use	Package
EEBO (Early English Books Online) http://eebo.chadwyck.com/home	100000	Perpetual use	Package
Ellibs http://www.ellibs.com/	80	Perpetual use	Individual titles
Elsevier http://www.elsevier.com	400	Perpetual use	Package
Knovel http://why.knovel.com/	1800	Subscription	Package
LNCS (Springer) http://www.springer.com/ computer/lncs	6900	Subscription	Package
Morgan & Claypool http://www.morganclaypool.com/	108	Perpetual use	Package
Myilibrary http://www.myilibrary.com/	200	Perpetual use	Individual titles
OECD http://www.oecd-ilibrary.org/books	20	Subscription	Package
Safari http://www.safaribooksonline.com/	100	Subscription	Individual titles
WSOY http://www.wsoypro.fi/	22	Subscription	Package

Customers of Aalto University Library

Aalto University Library is a scientific library that is open for all, from within and without the university. It recognizes the life cycle of its customers and their information needs and strives to create high quality customer-oriented services and processes. The library integrates into the research and learning processes of the university and values openness and social impact. One of the important missions of the library is to acquire world class electronic and printed collections for the use of the university staff, students and other customers. (Aalto University Library, 2010)

The target group in this study are the customers of Aalto University Library, Otaniemi. In the year 2009 there were over 8300 active clients using the services of the library. The three largest client groups were Aalto University students (67.5 percent), Aalto University staff (9.7 percent), and industrial clients (8.2 percent). The researchers and student of the university have remote access to the electronic materials in addition to on-campus use. (Aalto University Library, 2010)

E-readers

Five different e-book readers were selected for the study and two copies of each were purchased for the library. The main criteria for the devices were their availability and reasonable pricing; consumer products in the 200–300 Euro range were chosen, i.e. devices designed for professional usage were not considered. The five evaluated devices were:

- Foxit eSlick (http://www.foxitsoftware.com/ebook/eslick_eol.html)
- Bookeen CyBook Opus (<http://www.bookeen.com/en/>)
- BeBook (<http://mybebook.com/>)
- Amazon Kindle (<http://www.amazon.com/Kindle>)
- Sony Reader Touch Edition PRS-600 <http://www.sonymstyle.com/>).

Their main characteristics can be seen in Table 2.

All of the devices use the same E Ink Vizplex technology. They also can all hold over 1,000 books, so the memory capacity was not an issue, especially when they all also had slots for memory cards.

The iPad

The library also purchased an iPad as soon as it became available in Finland. The iPad (<http://www.apple.com/ipad/>) is a tablet computer, which is now seen as an alternative to dedicated e-book readers. It differs from the readers in basic technology: it is a computer with multiple functionalities and a colour screen which is not based on the eye-friendly eInk technology. As a computer it also uses up much more electricity than the actual e-readers, but 10 hours of operation is promised on a full battery. The dimensions of the iPad are 242.8mm × 189.7mm × 13.4mm with a 9.7 inch display and a weight of 680g. This makes it considerably larger than the tested e-readers.

Table 2. Main characteristics of the evaluated devices (sources: device packages, manuals and company web-pages).

Device	Bookeen CyBook Opus	Foxit eSlick	BeBook	Amazon Kindle	Sony Reader Touch Edition PRS-600
Screen Size / mm	5", 76 × 102 mm ² 151 × 108 × 10	6", 90 × 120 mm ² 188 × 118 × 9.2	6", 90 × 120 mm ² 184 × 120.5 × 9.9	6", 90 × 120 mm ² 203 × 135 × 9	6", 90 × 120 mm ² 175 × 122 × 9.7
Weight / g	150	180	220	289	285
Document type support	OEB-XHTML, TXT, HTML, PDF, EPUB, JPG, GIF, PNG, MP3	PDF/TXT/Any printable document (after pdf conversion with included program), GIF, BMP, JPEG and PNG, MP3	PDF, MOBI, PRC, DOC, LIT, EPUB, HTML, PPT, BMP, JPG, PNG, GIF, TIF, DJVU, FB2, WOL, CHM, MP3	Kindle (AZW and TOPAZ), PRC/MOBI, TXT, MP3, Audible (format 4, Audible Enhanced (AAAX))	BBeB (LRF/LRX), PDF, EPUB, TXT, RTF, JPG, BMP, GIF, PNG, MP3, AAC
Battery Life	8 000 pages	8 000 pages	7 000 pages	Two weeks	7 500 pages
Memory Expansion	MicroSD card	SD card	SD card	SD/MMC	MMC/SD/SDHC, Memory Stick Pro Duo
Supported DRM Formats	Adobe (EPUB/PDF) / Mobipocket	None	Adobe Digital Editions	AZW and TOPAZ	Marlin DRM (BBeB), Adobe ADEPT (EPUB/PDF)
Note taking / highlighting / underlining	No	No	No	Yes	Yes

Compatibility of e-materials with e-book readers

E-books, licenses and DRM

For the library, e-books provide many improvements over print books. Usually many customers can use them simultaneously, each making their notes and highlights in their own virtual version, not in the only printed copy. They cause no physical storage problems and do not wear and tear with time. They can also be cost effective, providing more access with less funds. The publishers see this quite differently: the physical book is easy to manage as only one person can have it at a time and there is no easy way to copy and distribute it to others, whereas the electronic book is potentially easily redistributed to any number of people.

Digital Rights Management (DRM) is a general term for technologies which restrict access to or use of digital content (Wikipedia, 2010). Its applications in the music and film industries are well known but some publishers and distributors also apply DRM to e-books. Many e-book services have strict terms of use for use on any type of platform. Limitations on downloading, copying and printing frequently cause frustration in library users. The DRM solutions can also limit the usability of materials on e-readers.

As in the entertainment industry, the use of DRM in e-books is controversial, limiting usability in ways which often seem unfair to users (Dickson, 2010; Drinkwater, 2010; Beschizza, 2007; Slusher, 2004). The buyer no longer really owns the book, only the right to use it on a given device until the device is lost or breaks, the technology becomes old or some other reason renders the book unusable. As for library materials, if the library provides access to a given title it should not matter if the material is read online, printed out or transferred to a reading device.

Questionnaire for e-book providers: e-book compatibility with e-reader devices

In order to assess the availability of electronic material for the e-book readers, a questionnaire was sent to 17 publishers or e-book providers about the usability of their materials on e-book readers. The questions were:

1. Do your library licence agreements allow for the books to be used on e-book readers?
2. What DRM is included in your e-books?
3. Which e-readers are the e-books compatible with?

4. Which extra programs are needed to use/transfer the e-books to the e-readers?
5. Does the e-reader require an Internet connection to allow the e-book to be read?
6. Will the e-books be usable on the iPad?
7. If the e-books are not yet compatible with any e-readers, are there plans to make them available during the next few years?

At the time of writing, full responses had been received from Elsevier, RSC, Ellibs, Morgan & Claypool, SPIE Digital Library, DawsonEra, Ebrary and Mylibrary.

DawsonEra replied that it is possible to read their e-books on iPhones, but not on e-readers. All the other respondents stated that use of their materials on e-readers is allowed. However, this issue has not usually been separately considered in the license agreements. Furthermore, contradictory information may be obtained from the license agreement text, the web pages and the company representatives. For example, on the pages of one of the providers it is said that saving or uploading material to any other storage device is not allowed, but when asked, the representatives of the company said that use on e-readers is allowed. It is not always clear how the terms apply to this new technology and it is best to check directly with the publisher/provider.

Elsevier, RSC, Morgan & Claypool and SPIE use no DRM in their e-books. These platforms also allow the material to be downloaded in PDF form, which makes them compatible with most e-readers, including those assessed in this study. The DRM-free PDFs can be downloaded to an e-reader via a computer with Internet connection and then used offline.

Ellibs uses the Adobe Content Server 4 DRM protection. Their e-books are compatible with many readers such as the tested BeBook, Bookeen CyBook and Sony Reader. Downloading the books requires that the user creates and uses an Adobe account and the authorization of the e-reader for the Adobe DRM. This is done after connecting it with the Adobe Digital Editions software running on a PC or Mac. After the authorization procedure the e-book can be downloaded to the reader and used offline. The Ellibs books use a loaning model and only one user can use a copy at a time. After the lending time expires the book will stop operating on the e-reader.

Ebrary and Mylibrary do not allow the downloading of the e-books and use strict DRM to restrict printing and copying of the material. They are only compatible with devices that have an Internet connection and can make use of the original online platforms.

E-books from all of the platforms except Ellibs are available with the iPad, because of the Internet connection and web browser that allow the online use of the materials. Ebrary is planning for an application for the iPad and Elsevier is planning to launch an iPhone/iPad application to further improve the usability of the materials on these platforms. The Adobe DRM on the Ellibs books is not compatible with iPad, but Ellibs is discussing other DRM solutions with the publishers in order to offer the material on new platforms, including the iPad.

Many of the respondents pointed out that current e-readers are designed for reading novels and are not well suited for academic material including charts, tables, equations and colour graphics. The smaller displays are also too small for comfortably viewing PDFs, which is the most common format of academic papers. It was also recognized that users prefer to use their materials on laptops due to the better functionality.

Usability of the library resources on e-readers

In order to get a more comprehensive view on how much of the library's electronic materials could be used on e-readers, 13 different e-book and several e-journal platforms were studied.

For all the enthusiasm about e-books on e-readers, the most used resources for research in the Aalto University are the journals. These are acquired in electronic format whenever possible and the library currently provides access to over 15,000 journals. Articles from these can almost without exception be downloaded as PDFs, which makes them easily usable resources.

Apart from Kindle, all of the tested e-readers allowed easy drag and drop addition of PDFs to the devices and had zooming functionalities enabling the use of PDFs. The tested version of Amazon Kindle did not directly allow the use of PDFs, but had a service to transform PDFs to a Kindle compatible format. However, at the time, no zoom options for PDF's were available on the Kindle and it was also excessively difficult to transfer the material to the reader. Similarly to the journal papers, the electronic books, which could be downloaded in PDF format without restrictive DRM, worked well on all of the other devices, apart from the Kindle.

Problems were found, however, when trying to download and save e-books using DRM solutions. The DawsonEra books could not be used without a network connection as there was no way to retrieve the required DRM certificate to the e-reader. The books could in fact be moved to the readers, but

Table 3. Compatibility of the Aalto University e-book collections with the tested e-readers.

Service	% of the Aalto University e-book collection	Compatibility with the e-readers
DawsonEra	< 1%	Not compatible
Ebrary	82 %	Not compatible
Ellibs	< 1%	Compatible, but very difficult to use
Elsevier	1 %	Fully compatible, easy to use
Knovel	3 %	Fully compatible, easy to use
LNCS (Springer)	13 %	Fully compatible, easy to use
Morgan & Claypool	< 1%	Fully compatible, easy to use
Myilibrary	< 1%	Not compatible
OECD	< 1%	Fully compatible, easy to use
Safari	< 1%	Not compatible
WSOY	< 1%	Not compatible

the file would not open for use. The DRM on the Myilibrary, Ebrary, Safari and WSOY platform prevented the downloading of the material in the first place, so it was impossible to transfer the material to the readers.

Only one provider with DRM, Ellibs, supported the downloading of e-books to readers. However, other restrictions made the use of this service complicated. Two additional computer programs (Adobe Digital Editions and Sony Reader e-book library software) were required to download, save and transfer e-books to the reader. This process required several steps and stages (installation, configuration, connection, download and transfer of material with DRM) that one cannot expect ordinary library users to master.

The results of the testing are presented in Table 3. The table excludes the EEBO and ECCO packages, because of their historic nature, which makes them of lesser priority for the Aalto University. Including them in calculating the percentages of the full university collection that the service providers represent, would give misleading results.

The packages fully compatible with the readers, which allowed the material to be easily transferred and used, were Elsevier, Knovel, Lecture Notes in Computer Science (Springer), OECD and Morgan & Claypool, the first four downloadable chapter by chapter, the last one as single documents. The digitized material from ECCO could be also downloaded with up to 50 pages in one PDF document, whereas the images in EEBO could only be downloaded one page at a time.

The providers whose books could not be used at all were DawsonEra, Ebrary, Myilibrary, Safari and WSOY. The Ellibs service could not be used with reasonable ease. This meant that only 17 percent of the library's e-books were compatible with the tested devices.

When these materials were tested on the iPad all except the Ellibs books could be used. The Adobe DRM used in the Ellibs books prevents their use on this platform. Unfortunately the iPad does not support easy drag and drop of PDFs. All documents have to be used online or saved using various applications, such as iTunes.

User experience of e-readers in study work

From the library customers' viewpoint, the new e-readers build bridges between traditional books and electronic texts. Most of the e-reader devices utilize some kind of electronic ink technology that emulates the look and feel of paper with printed text on it. The e-readers make two promises (selling arguments) to the users: 1) mobility and 2) convenience. The mobility argument is directed towards electronic texts. E-readers emancipate the users from offices and desktop computers by allowing them to read anywhere they want. The convenience argument is directed towards both traditional books and electronic texts. The e-readers allow users to carry tens, hundreds or even thousands of books with them all the time. In addition the e-readers with their electronic ink displays promise to provide better reading experience than normal computer screens (electronic ink technology should cause much less eye fatigue than LCD screens, for example).

In order to understand whether the promises of e-readers come true in study work and how the e-readers work with current electronic materials available at the Aalto University library, an e-reader user experience study was conducted. The study was carried out during January-March 2010 at Aalto University School of Science and Technology. In the study, five masters' students from two study programmes (information networks and computer science) were recruited to test e-book readers in their studies

during one study period of seven weeks. The aim of the study was to evaluate the potential usefulness and usability of e-book readers in an academic environment as well as the compatibility of the e-book readers with the electronic material provided by the university's library, e.g. electronic versions of books, conference proceedings and journal articles.

The fields of human-computer interaction (HCI) and user-centred design (UCD) were the methodological foundations of the study. HCI and UCD are interested in the quality of the interaction between the studied system and its users. The main concepts related to the interaction are usability, the fit between the system and its users, and user experience, the users' perceptions and responses resulting from the interaction (International Organisation for Standardisation, 2010). Usability is linked to the effectiveness, efficiency and satisfaction of usage and is often translated in everyday speech to ease of use. User experience is a broader concept that takes into account how users' earlier experiences, state of mind and perceptions impact on the success of the interaction (Hassenzahl, 2010). There exists a plethora of methods for studying usability and user experience of products and services (see for example Kuniavsky, 2003). The common suggestion is to combine interviews, questionnaires or other indirect methods with direct observations of users performing their actual tasks. In addition special methods for tackling situations where observations are hard or impossible to conduct have been developed.

The task of studying or reading happens mainly in the student's or reader's mind. Thus, it is quite easy to observe as one reads, but it is very difficult to understand what is actually happening during the reading just by looking at the external activities (e.g. page turnings, underlining, etc.). In addition, studying is a very comprehensive activity for full time university students. It is hard to predict the exact moments when students for example learn new things or encounter problems. As a result, an adaptation of probes methods was selected to the study. Probes are self-documenting packages given to users for a certain amount of time to use and play with. Probes are a useful approach in cases where the studied phenomena are irregular and hard to predict (Nieminen and Mannonen, 2005). Usually probes are used for gathering information about users' feelings and experiences and thus their usage has been focused on free time activities (Mattelmäki, 2003). However, probes have been adapted also to work settings (e.g. Nieminen and Mannonen, 2005). The probes are usually used together with interviews (Boehner et al., 2007).

In this study, the e-readers acted as technology probes. The students were asked to try out the e-readers in their studies and not to reset the devices when they returned them to the researchers. Thus using the devices, i.e. transferring documents into them and making notes, constituted self-documenting. In addition, the students were asked to write their feelings, comments and opinions about the devices to blogs during the test period. Afterwards a group interview session was arranged. In the group interview the themes that the researchers had picked up from the students' blogs as well as from the device usage were discussed. A group interview was chosen instead of individual interviews, since pair interviews have been reported to better facilitate conversations as the interviewees not only answer questions but also ask questions of other interviewees (e.g. Mannonen, 2003; Nieminen and Mannonen, 2005; Höysniemi, Hämäläinen and Turkki, 2004).

Study setup

Of the five selected devices only four were thoroughly evaluated. The Amazon Kindle testing was cancelled during the study as the process of transforming documents to a format suitable for the reader turned out to be too slow and cumbersome and the student did not wish to continue the testing.

In the beginning of the study a meeting with the students was arranged, in which the e-book readers were presented and the goals of the study were explained. Also technical support was promised to help the students in any problem situations throughout the testing period. During the meeting all the students were quite enthusiastic about the testing of the devices. None of the students had previous experience in e-book readers or e-ink technology.

During the two-and-a-half-month e-book reader testing period, the students were required to keep an informal experience diary (a weblog). The aim of the diaries was to allow researchers to keep track of students' actions with the devices and provide help in using the devices as well as ask questions about details of the usage.

After the testing period, another meeting was arranged to discuss the use experience of the devices. In the beginning of the meeting the students filled in a short questionnaire about their feelings and comments about the e-book reader they had tried out. The rest of the meeting was organized as a semi-structured group interview. Each of the students presented his or her opinion of the tested device, as well as their comprehension of its operations, to the interviewer and other students. The aim of the protocol was to allow

students to compare their own device-specific experiences to other users' experiences with other e-book readers. Additionally, to facilitate enhanced sharing of experiences, a short amount of time was also allocated for generating ideas for an ultimate e-book reader that would serve the students' needs perfectly.

Results

The e-book readers proved to be quite different from the students' expectations. The electronic paper technology (e-ink) was much more rough and non-display-like than the students had thought beforehand. As a result the students evaluated the devices as very slow and cumbersome to use. All of the students had expected the devices to be more computer-like in their interaction possibilities and capabilities.

The strengths of the e-ink technology, i.e. low power consumption resulting in good battery performance and a paper-like reading experience, were appreciated by the students, but these strengths were not enough to transform the use of the devices into positive experiences.

Only one of the students would have considered buying the device he tested after the testing period. On the other hand, all but one student would consider buying a similar device in the near future for free time use after the most pressing technical problems are solved.

In a more detailed level the study provided information from three different perspectives relating to university studies and the university library's services; electronic paper as a technology in study use, technological maturity of current e-book reader devices and their capabilities in study use, and the use of electronic study materials in the university.

Electronic paper as technology. The study showed that the current software in e-book readers as well as the electronic paper technology incorporate major problems when used in a studying context. Students have a habit of browsing the reading material back and forth with both books and shorter articles. Browsing is used to get an overview of the material but it is also used during normal reading. In many cases there was, for example, a need to jump to a different part of a book to check how a previous piece of information fitted with the new one. While the technical solution in all of the tested devices allows the user to jump to any of the pages of the document, the jumping takes 1–3 seconds. However, the students did not usually know the exact page to which to jump. Therefore, they were required to jump and turn pages multiple times. This took too much time to get to the intended

page. In leisure time usage, when reading a novel sequentially from the beginning to the end, there is no need for jumping from one page to another. Thus, the devices provide a better user experience for that purpose. The fact that most of the students considered purchasing an e-book reader for leisure time use in future, but did not see the devices suitable for studying purposes, supports this reasoning.

While turning pages was experienced to be too slow, the e-ink as a reading medium was considered to be very good and the experience was very similar to paper. Interestingly, the limited graphical capabilities of the devices, for example, the quite low resolution for images and no colour screen, did not seem to bother the students. However, the interactive features, such as making bookmarks and notes, were considered to be as cumbersome as the page turning. These results indicate incompatibilities between the students' mental models and the functionality of the e-book readers.

Current e-book reader devices. Although the devices in this study were not first generation e-book readers, the students felt that there were a lot of amateurish bugs in them. Since the devices and their displays are quite small and most of the study material was designed for A4 or other large page sizes, students had a recurring need to zoom in to parts of the pages. The zooming function varied a lot between devices but none of them tackled the problem in a good enough way. For example, one device lets the user zoom in on a page and navigate to different parts of the page, but not to turn to the next page while zoomed in. In addition to zooming, also basic studying methods such as underlining and making notes were very cumbersome or lacking in the devices.

Another big issue with the devices was their interoperability with digital rights management (DRM) solutions used by service providers of electronic books. Different service providers use different DRM solutions and currently the e-book readers have problems with most of them. The major technological bottleneck is the lack of network connection. The current situation means that it is very difficult to get any DRM material other than that designed specially for a specific device to work with other devices. As a result, the majority of the libraries' electronic books were not available on the devices.

Getting the reading material into the devices was considered a slow and somewhat annoying task. The materials needed to be first downloaded to a computer and then transferred from there to the devices.

The most positive surprise with the devices was the almost everlasting battery. The students are accustomed to mobile devices that need recurrent charging and the

e-book readers provided a positive surprise as they were consuming very little energy and needed charging only once in a while. One student even said that he did not recharge the device once during the test period.

Use of electronic study materials. Although the study focused on e-book readers and their possibilities in study use, a lot of comments and information about the current state of electronic study materials in general was also obtained.

The most interesting finding was the students' habit of reading most of the material from computer displays. Usually computer displays are considered to provide quite a bad reading experience as the backlit display easily strains the eyes. However, as a big part of studies is about finding specific information from a large pile of documents, the strengths of electronic material, i.e. search functionalities, fast scrolling, and ability to handle very big amounts of documents, became more important than slight discomfort for the eyes.

When reading for studying, an important issue is the possibility to annotate the material. This is done by emphasizing important parts of the text: underlining text and jotting down one's own notes relating to the reading. Since students considered the e-book readers as replacements for laptop computers, they missed the possibility to write their own notes about the material they had read. This lack of functionality (or degraded usability compared to laptops) in the e-book readers may be considered to be a bigger issue than the paper-like e-ink screen. This could result in favouring the use of computers for handling study-related electronic material.

A big theme related to electronic study materials was the numerous different sources the students had to use to obtain the material. The lecture slides and material were provided from an online teaching portal, many of the books and academic articles were provided by the library from different article databases and e-book services, and in many courses there was also material that was from some free Internet service. By far, the most cumbersome and disliked services were the e-book services with complicated DRM solutions. In many cases the students seemed first to see if the same material could be found freely from somewhere on the Internet, before reading it from an DRM-protected e-book service.

Conclusions and Discussion

Our study points out similar results as studies done in other academic surroundings. E-readers are currently

great for reading novels, but lack the functionality required for academic reading, annotating, and note-taking. The long battery life and easy reading are advantages in any use, but the inability for easy browsing, navigating, searching and zooming make the devices slow to use in non-linear reading. In addition, the readers are not well suited for material with colour graphics, tables, pictures and equations. In academic use students and researchers do use multiple resources and need the ability to jump from one document to another, making use of links and cross-references. This is not yet possible on most e-reader devices.

This study with Aalto University students gave useful information about the advances in e-book technology required before e-book readers can be used efficiently for study and research purposes. It also showed that the students still prefer to read e-material on their laptops, instead of the more eye-friendly e-readers, because of the more versatile functionality of computers. However, the students did show interest in using the e-reader technology for entertainment purposes, which is in accordance with earlier results.

From the viewpoint of the library services, many of the current academic e-resources are not compatible with the current e-readers. While the readers are not good enough in functionality to warrant materials being chosen purely on the basis of compatibility with these devices, the incompatibility does raise some important issues. Materials with strict DRMs limit the use of the materials in many ways, restricting also printing, downloading and other use of the materials as well as use on e-reader devices.

E-book services that provide e-books from many different publishers appear to have the most restrictive DRM. When purchasing the books directly from the publishers, one can often get much better usability also on the laptops. In addition to being available on the same familiar platforms as the e-journals, many publishers, such as Elsevier, RSC, Morgan & Claypool, Springer, OECD and SPIE use no DRM on e-books when purchased directly. This should definitely be considered when selecting new e-book suppliers. Many publishers do require minimum purchases or only sell packages, but if enough suitable material can be found, it can be worthwhile to acquire e-books directly from the publishers.

Future Work

What needs to change before more widespread utilization of electronic academic material can happen in scientific libraries? Understandably, students are

not that willing to spend much money on special devices that can be used only for restricted amounts of material and activities: they will not start investing in new e-book readers unless most (if not all) study materials are available for the target platform. These do not consist solely of books and scholarly papers, but also lecture notes and presentations. This indicates new collaborative material production activities between the library and faculty staff. However, if the device can provide more versatile uses, the usage of electronic material can happen as a byproduct of other important activities.

The growing popularity of tablet computers may affect the situation. Their connectivity, portability, color screens, and computer-like operation with specialized content-adjusted applications (audio, video) may supersede the hindrances that relate to shorter battery duration and the not-so-paper-like reading experience. New devices such as the Apple iPad or Samsung Galaxy Tab make new resources available through the Internet connection and seem to meet many of the user's needs. However, the new platforms also bring new incompatibilities; for example the iPad does not support Adobe DRM and books bought for one device cannot be moved to another. The future of the formats will also influence the scene if one of the formats, for instance ePub, is made an industry standard. This will affect the DRM solutions and more generally compatible devices and DRMs can be expected.

According to the ChangeWave Research (Choney, 2010) the iPad and the Kindle are leaving all other devices far behind, with the iPad marginally in the lead. However, the Kindle is mostly used for reading books while the iPad is used more for reading newspapers, magazines, blogs and newsfeeds. Will the iPad take over or will more innovative platforms such as the Copia, which makes reading social and allows the sharing of notes for example, or the Blio, with the fully new display technology for books, be the next big thing (Griffey, 2010)?

Further studies are proposed to follow not only the changing e-reader scene but also the increasing popularity and use of the tablet computers. The studies on the applicability of the devices in this academic environment will be continued as well as studies to chart the use of the new technologies by the university students and researchers.

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Keeping the information profession up to date: Are compulsory schemes the answer?

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Abstract

This paper explores issues in relation to the contribution and importance of mandatory continuing professional development (CPD) in re-energizing and motivating the information profession. Set within the context of developing our understanding of the concept of 'professionalism' for the contemporary information profession, the mandatory schemes offered by professional associations in the UK and New Zealand are compared and contrasted, and an assessment made of their pros and cons in this regard.

Keywords

continuing professional development, professional registration, body of professional knowledge, Chartered Institute of Library and Information Professionals, Library and Information Association of New Zealand Aotearoa

Introduction

The information profession (IP) is undergoing a period of profound change in relation to its qualifications base... Many of the previously enshrined shibboleths of professional education, training and development are undergoing a fundamental re-examination, including that of achieving a robust definition of the concept of "professionalism" with regard to the contemporary IP (Broady-Preston, 2010:66).

Arguably, continuing professional development (CPD) is one means by which both the individual, and profession as a whole, may be re-energized and motivated. The UK professional association, the Chartered Institute of Library and Information Professionals (CILIP), designed a light-touch compulsory CPD scheme, agreed by Council in 2008, with the original aim of making this applicable to all chartered members on a rolling programme, from January 2011. However, currently (December 2010) the timetable for this scheme is undergoing review, with a decision on timing and implementation to be made in January

2011. The New Zealand association, the Library and Information Association of New Zealand Aotearoa (LIANZA), introduced professional registration and a compulsory CPD scheme in 2007, and now requires all registered practitioners to revalidate their registration every three years, with the first revalidations occurring in the second half of 2010.

Presented here is a comparative evaluation of the two schemes set within the context of (1) pressures for change within the information profession and (2) contemporary developments with regard to concepts of professionalism more generally. Building on earlier work by the two authors, outlined in this paper is a comparative critique of the two schemes outlined above which formed the basis for a structured workshop discussion at the IFLA World Library and

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Information Congress August 2010 in Gothenburg, Sweden, focusing on the role and relevance of mandatory CPD activity in motivating and regenerating the contemporary information profession. Especial consideration is given to the contribution such schemes may make to enhancing the global image of the profession, and facilitating individual career development, progression and motivation.

Scope and background

This paper arose from discussions following the presentation of an earlier paper by Broady-Preston (2009a) at the IFLA World Library and Information Congress August 2009 Satellite conference held in Bologna. Earlier work on CPD by Cossham and Fields (2007) is cited in the 2009 paper, and as a result of their discussions, the authors have collaborated on an evaluation of the role and significance of CPD schemes for the information profession, based on the experiences within their respective countries.

The centrality of CPD and its significance to contemporary professional practice is given further credence as

... there is an overall lack of understanding across the profession about who should be responsible for what aspects of CPD, what should be offered, and who should be taking the initiative. (Cossham and Fields, 2007:582)

This lack of understanding in relation to the respective roles and responsibilities of the individual, the employer, and the professional association was still discernible in the literature reviewed for the 2009 study (Broady-Preston, 2009a). The two mandatory schemes devised by the professional associations in the UK and New Zealand are arguably an attempt to take the initiative in this field and therefore the following evaluation of the merits of the two schemes is both timely and pertinent.

Changing information landscape

Much has been written recently in relation to changes within the contemporary information landscape and reviewed in recent publications by the authors (see, for example, Broady-Preston, 2009a; 2009b; 2009c; 2010). Self-evidently, any examination of professional development is only of relevance if set within the context of drivers for change within the contemporary information profession. Amongst the drivers identified in earlier work, is the blurring of boundaries in relation to qualifications, professional practice, career development and professional skills and knowledge. Arguably in relation

to the latter especially, the impact of information and communication technologies (ICT) is transforming the information landscape across all sectors of practice, including archives and records management, in addition to more mainstream library and information services. As Currall and Moss queried in 2008

The question ... is to what extent ICT represents an epistemological shift or is simply an extension of existing practices in a new order. Whatever the response, the relationship of archivists, records managers, librarians and museum curators with the ICT community cannot be avoided. In a digital environment where there are no physical strong rooms, information professionals can no longer claim a monopoly of custodianship. If physical custody of objects ceases to be a core purpose, where does that lead the information professions? (p. 69)

The impact of Web 2.0 on professional practice, education, and professional development has been reviewed elsewhere (see for example, Broady-Preston, 2009b; 2010). In addition, arguments in relation to the fragmented nature of intellectual development within library and information science have relevance in this context, with commentators suggesting that in research terms at least, this may even be viewed as a source of strength rather than as a weakness, viz:

We question the long-term viability of a traditional strong discipline with limited interdisciplinary work and strong boundaries. From our vantage point, the evolution of ICTs and the "information Society" [sic] during the recent decades has transformed "information" into a hot currency within a wide range of different research fields. In this new and exciting playing field, LIS [library and information science] hold[s] ... distinct advantages. (Nolin and Astrom, 2009:24)

An earlier attempt by Audunson (2007) to stitch together conceptually the "complex patchwork" of library and information science (LIS) as a discipline, a profession and a vocation, concluded

Just as libraries are vital in constituting librarianship as a professional field, the profession-oriented perspective plays a vital integrating role in keeping the patchwork-like field of LIS together as a field of research and education (p. 106).

Globally, drivers for change in the information landscape need to be viewed within the wider context of the economic recession. Whilst the scale of the recession has differed from country to country, in the UK there is evidence that it is causing librarians to rethink library service provision. In the academic sector, for example, a

2010 joint report from the Research Information Network and the Society of College, National and University Libraries (SCONUL) concluded:

Libraries are increasingly being asked to play an important role in the development of more effective arrangements for managing, curating, sharing and preserving data created or gathered by researchers. Such a role requires libraries [sic] to develop new skills and services, and their ability to do that is increasingly constrained in the current financial climate. (*Challenges for academic libraries in difficult economic times*, 2010:14)

There is substantial evidence that envisioning the future scope and direction of library services and the profession beyond merely contemporary drivers for change is on the professional agenda currently. The three national libraries of the UK are devising or have produced their visions of the future direction of national library services in particular, but also reviewing trends of more general relevance to the profession as a whole. In 2010 the British Library published its 10 year vision for services in 2020 (British Library Board, 2010) the National Library of Wales produced a draft report of its 2020 strategy in March 2010 (National Library of Wales, 2010); and the National Library of Scotland looks further ahead, envisioning services in 2030 (Hunter and Brown, 2010). Finally in this context, an overarching vision for the “academic library and information services of the future” was commissioned in January 2010 by a project partnership consisting of the British Library, Joint Information Systems Committee (JISC), the Research Information Network, Research Libraries UK together with SCONUL, and is an 18-month project being undertaken by Curtis+Cartwright Consulting Ltd. (A vision for the academic library and information services of the future, 2010).

In New Zealand the National Library’s *New Generation Strategy to 2017* is the roadmap that sets out how the National Library will achieve its statutory purpose of “enriching the cultural and economic life of New Zealand and its interchanges with other nations” in the 21st century (National Library Act 2003). The aim is to re-think and re-focus service delivery as well as modernize and streamline an aging infrastructure (including upgrading the existing building and facilities) and continue developing collaborations and partnerships across the Libraries of New Zealand, the research, GLAM (Galleries, Libraries, Archives, Museums) and education sectors (National Library of New Zealand, 2007).

The amalgamation of the National Library and Archives New Zealand with the Department of Internal Affairs was announced in March 2010, the Minister noting that the three organizations

share natural synergies. These organisations have a common focus on using digital technology and making government information widely accessible to citizens through the internet. . . . The independence and integrity of the Chief Archivist, National Librarian and Chief Librarian will be preserved. (Minister of Internal Affairs, 2010)

Latest documents indicate that these roles are at the third layer of senior management within the new organizational structure (Department of Internal Affairs, 2010), and there is uncertainty in the information professions as to how well this will work in practice (for example, Grover and Patterson, 2010; LIANZA, 2010b).

Professionalism: under threat?

Concepts of professional knowledge and identity are clearly factors of significance in relation to CPD schemes. Again, any exploration of professionalism with regard to the information profession specifically must be seen within the broader context of a more general scrutiny of the status and significance of “professions” and “professional work” within society as a whole. In the UK, a Panel on Fair Access to the Professions was established by the Government and reported in 2009, with its final Report acknowledging the growing importance of professional work in the economy

one in three jobs today [2009] is professional and millions more professionals may be needed by 2020 as our economy becomes ever more service-oriented and professionalized. (Cabinet Office. Panel on Fair Access to the Professions, 2009:9)

Methodologies for analysing the changing nature of professions and determining professional identity from the perspective of the individual and the organization are explored in a general context in Hotho’s paper (2008) and in relation to the information profession in Broady-Preston (2009c). Payne (2008) and Feather (2009) explored the role and attributes of the information professions, with similar themes being examined in several papers presented at the *People in the Information Profession* CAVAL conference in Melbourne (see for example, Broady-Preston, 2010; Maesaroh and Genoni, 2009).

In 2010, CILIP began what it describes as a “conversation with the Knowledge & Information community”

(CILIP, 2010b). Originally entitled “The Big Conversation” and now known as “Defining our Professional Future”, this conversation will take place

between April and June 2010 . . . with anyone interested in the knowledge and information domain . . . designed to begin a process of surfacing the issues, and the thoughts and ideas of all stakeholders .(CILIP, 2010b)

This exercise seeks information from stakeholders in the UK information professional community in relation to three broad topics, namely, the scope and remit of the information domain in 2020; the role and remit of professional bodies in this domain; and finally, how individuals will engage with professional associations (CILIP, 2010b). The outcome of the exercise was outlined at the CILIP AGM in October 2010, and is currently being used to inform a review of the work and functions of the Institute (December 2010).

CPD and revalidation: the schemes in context

All of the above reflects a professional landscape categorized by fundamental change and development. Professional identity is a key driver of CPD, and it is within the context of such a rapidly-evolving scenario that this examination of current CPD schemes occurs. Whilst CILIP and LIANZA are the only two library and information professional associations known to have introduced mandatory CPD currently (December 2010), nonetheless, globally there is discernible interest in professional development and training (see for example, Maesaroh and Genoni, 2009). However, it is beyond the scope of this paper to review all such developments in depth.

The requirement to maintain and develop professional knowledge beyond initial qualification is considered by commentators to be a key attribute of professionalism (see, for example Abbott, 1995; McDonald, 1999; Hotho, 2008). The Chartered Institute of Personnel and Development (CIPD) states categorically that

as a professional you have a responsibility to keep your skills and knowledge up to date . . . at least once a year we recommend you review your learning over the previous 12 months, and set your development objectives for the coming year. (Chartered Institute of Personnel and Development, 2010a)

The sequence of events leading to what was described by the CILIP CEO as a “ground-breaking

decision” was traced in detail in an earlier publication (Broady-Preston, 2009a). Currently, CILIP operates a voluntary revalidation scheme for Chartered members, eligibility for which is three years full time employment (or equivalent) following registration, valid until implementation of the new mandatory scheme, projected for January 2011. In February 2010 a final report from the CPD Scheme Task and Finish Group was submitted to the Governing Council, who agreed the establishment of a successor body, charged with the task of developing the submission, assessment, and examination requirements, together with policies and procedures, ready for testing by January 2011, with phased implementation from January 2011, with full coverage of all registered practitioners by the end of 2013 (CILIP, 2010c). As indicated above, this timetable has subsequently been revised; details will be available following the meeting of CILIP Council in January 2011.

In summary, the features of the projected scheme are

- Light touch – it should require little extra work beyond the CPD most would choose to do
- No core curriculum or minimum time requirements
- Simplicity; the scheme will be web-enabled to minimize time, effort and inconvenience and should be able to be mapped closely onto employers’ appraisal schemes
- No requirement for the compilation of a portfolio.

Somewhat confusingly, CILIP refers to its voluntary scheme as “revalidation” whilst the new mandatory scheme is designated “CPD”.

LIANZA designates its scheme as professional registration accompanied by continuing professional development that leads to revalidation of that registration. A professional registration scheme was first introduced as part of its professional framework in 2004 against a backdrop of concerns with regard to the existing arrangements, summarized as

- lack of formal oversight of professional library and information qualifications
- absence of a register of library and information professionals
- lack of accreditation or registration, thereby creating difficulties for New Zealand graduates wishing to work in other countries
- no recognized framework for continuing professional development for library and information professionals (LIANZA Taskforce on Professional Registration, 2005:3).

A taskforce was established, consisting of representatives from the different sectors of the profession and there was widespread consultation of the membership to finalize the details of the scheme. Significant aspects of the scheme are the introduction of a body of knowledge, specified qualifications for registration, a mentoring scheme, compulsory continuing professional development as a pre-requisite for revalidation of registration, and the recognition or 'approval' of library education providers.

The scheme was introduced mid 2007 and applies to LIANZA and six other closely related professional information associations.¹ A two-year transition period began during which registration was open to most members, including those who might not be eligible under the mature scheme due to a lack of suitable qualifications, with the scheme being fully operable from mid 2009.

Revalidation of the registration is every three years for all members, and consequently the first revalidation applications were received in July 2010. The purpose of revalidation is

to show that an individual is maintaining and applying the core knowledge, skills, attributes and ethics of a library and information professional, through application in four different aspects or domains of professional practice. (LIANZA [Library and Information Association of New Zealand Aotearoa], 2010d)

However, in contrast to the CILIP scheme as envisaged currently, the LIANZA revalidation of registration is both more prescriptive and arguably more time-consuming. The revalidation requires completion of at least 10 activities per year, covering all of the 11 areas of competency, in addition to activity in three of the four domains (currency, professional practice, communication and leadership), together with a commentary on the learning outcomes of each activity undertaken (Dobbie, 2009). Obviously it is too early to make any definitive comments at this juncture. However, whilst improving the quality of information professionals is of vital importance, it is moot as to whether the extent of this CPD activity may prove to be too much too soon.

Professional knowledge: a body of knowledge?

"Market dominance" is achieved by a professional group . . . through control over expert knowledge via a delineation of a body of professional knowledge. (Broady-Preston, 2009c)

As outlined in earlier work, establishing and maintaining a unique body of professional knowledge has long been held to be a core function of a professional body (see Broady-Preston, 2010). Both LIANZA and CILIP maintain a body of professional knowledge. In the case of LIANZA, their body of knowledge is based on that of IFLA, but expanded to include Mātauranga Māori (traditional Maori concepts of knowledge and knowing, including those related to the creation of knowledge) and the Treaty of Waitangi, the "indigenous knowledge paradigms" of New Zealand (LIANZA Professional Registration Board, 2008/2007:2). There are 11 areas of competency defined broadly in three or four points which are comprehensible and comprehensive, definitive but not prescriptive. However, a later appendix provides

more comprehensive and specific examples of areas to be covered in each of the competency areas. Its purpose . . . [is] to act as a guideline for education providers, and international bodies or peer reviewers accrediting courses or assessing course coverage. (LIANZA Professional Registration Board, 2008/2007:2)

This makes the body of knowledge incredibly detailed, and unfortunately it has been used as a prescriptive tool for measuring curricula, rather than as a guideline. In practice it is unlikely to be attained by any individual librarian unless they had a long and extremely varied career. It is certainly not possible for a qualification (whether three years undergraduate or one year postgraduate) to cover every aspect.

The breadth of the body of knowledge is of further significance here, as it is linked directly to the requirements for both initial professional training and continuing professional development.

CILIP similarly delineates a body of professional knowledge which outlines a core schema of knowledge, originally designed to be adaptable, flexible and therefore not time-dependent or constrained. It

does not indicate the level of knowledge or skill that should be achieved by individual practitioners seeking recognition and/or qualifications; these are indicated in the different documents that, together, make up CILIP's Qualifications Framework. It is not a curriculum; within any programme of academic, vocational or work-based study it will be possible and indeed desirable for students to pursue a wider range of subjects leading to an enhanced personal profile of understanding and skills. (CILIP, 2004:1)

The CILIP and LIANZA experiences of using such schema in practice are remarkably similar. In the case

of CILIP, there have been difficulties for individuals and institutions in attempting to use the body of professional knowledge in its original form as a guide for personal development and course design. An interpretation of the body of professional knowledge was published in 2008, designed primarily to assist course developers (Lovecy and Broady-Preston, 2008). However, the latter document notwithstanding, given the range of reported difficulties, CILIP Council approved a timetable for revision and amendment to the body of professional knowledge which is ongoing currently (December 2010) (CILIP, 2010c).

Such experiences would appear to pose a degree of difficulty in relation to mandatory CPD activity. At the very least, it begs the question as to whether such activity is meaningful if the body of knowledge on which it resides is open to differing interpretations. The need for bodies of professional knowledge such as these to be readily understood and accessible by individuals and organizations is given added weight by developments in the UK with regard to the development of professional skills frameworks and generic competency frameworks by a range of organizations (see Broady-Preston, 2010). Moreover,

a crucial factor in achieving a clear understanding of these issues lies in determining the distinction between the related concepts of skills, knowledge and competency, in understanding and appreciating the distinction between “can do” lists and conceptual understanding, and between education and training. (Broady-Preston, 2010:71)

Recording progress: portfolios, reflective writing and practice

Both the CILIP and LIANZA schemes require members to record their skills development and knowledge acquisition in relation to their respective body of professional knowledge. LIANZA states that

Professionally Registered members must show that they have participated in learning within all 11 areas of the Body of Knowledge to gain revalidation. (LIANZA, 2010a)

Their three-year period of revalidation requires the individual to demonstrate their learning activities in three of the four domains of professional practice, recorded in a journal. Emphasis is placed on linking these activities to induction and training provided in the member’s workplace. The member must also provide an evaluation of the learning outcomes they have achieved, together with an indication of their planned

CPD for the next three years to the Registration Board. Moreover

Individuals should relate their learning activities to the personal qualities of the library and information professional where appropriate, and to the code of professional conduct where appropriate. (LIANZA, 2010c)

Finally, the scheme requires individuals to submit a signed statement that the information contained in the journal is “true and accurate” verified either by

the applicant’s employer (or another registered professional familiar with the applicant’s work and practice). (LIANZA, 2010c)

Thus the LIANZA scheme may be categorized as one based on formal learning principles, with third party verification of skills and knowledge acquired. In contrast, the CILIP approach in relation to both schemes, voluntary and mandatory, acknowledges that responsibility for CPD lies firmly with the individual, whilst simultaneously recognizing that an effective partnership is essential between the individual and the employer in order for the needs of both parties to be met (CILIP, 2005:5; Broady-Preston, 2009a).

Moreover, the LIANZA journal is a simple excel spreadsheet rather than an e-portfolio. It is probable that this is due to a lack of knowledge about e-portfolios beyond the academic environment when the scheme was being developed in 2006, rather than a conscious decision to not use them. CILIP’s voluntary scheme is portfolio based, albeit via hard copy rather than e-enabled. Plans are underway to move to an online journal system/e-portfolio at some point in the future, and LIANZA is currently considering two possibilities.² Watson, one of the original architects of the CILIP professional qualifications framework, is an enthusiastic exponent of the portfolio approach, defining it as “an evaluative review of professional development” (2008:4), contending that it

allows individuals to present information that they have selected to meet the criteria . . . The emphasis is clearly focused on the individual and their learning; output rather than input . . . The focus is on you and how you have developed professionally and personally to meet the challenges of a demanding and ever-changing information environment. [It] covers past achievement, present experience and proposed development. (Watson, 2008:4–5)

However, the use of e-portfolios to record personal learning and development is gaining momentum.

The Australian ePortfolio Project, for example, based at Queensland University of Technology, and led by Gillian Hallam, has released its Stage 2 final report, including a toolkit for e-portfolio development (Australian ePortfolio Project, 2010). Similarly, increasing numbers of Personal Development Plan (PDP) schemes offered by universities in the UK are migrating to an e-platform (See for example, Aberystwyth University, 2010a). From 2005/6 all UK higher education institutions are required by Government to offer “a means by which students are able to build, monitor and reflect on their personal development” (Aberystwyth University, 2010b). As the CILIP mandatory scheme is projected to be implemented initially with recently qualified candidates there is clearly a wish to build upon this student experience. Details of the CILIP scheme have yet to be finalized, but it is anticipated that it will be e-enabled via the CILIP website. However, issues of security, privacy and data protection are all matters of practical detail which, if not addressed adequately and appropriately, may result in the scheme failing.

Regardless of the lightness or otherwise of touch, continuing professional development requires the maintenance of a record of progress of some description, outlining the acquisition of knowledge and development of skills. Whether or not schemes require individuals to build a formal portfolio to demonstrate their achievements, self-evidently some record of progress must be kept and made available for scrutiny by assessors.

Clearly the ability to reflect on learning is integral to continuing professional development however recorded. LIANZA requires

comment on the learning outcomes of each activity undertaken . . . [and] a brief self-assessment of their continuing professional development over the period, including any explanation for why the criteria above might not have been met. (LIANZA, 2010d)

Reflective learning has obvious links to and is grounded in evidence based library and information practice, which requires the ability to critically appraise information and insights from multiple sources (Booth, 2006). The Chartered Institute of Personnel and Development contend that

Reflecting on your learning enables you to link your professional development to practical outcomes and widens the definition of what counts as useful activity. Quite simply, you need to keep asking ‘what did I get out of this?’ (Chartered Institute of Personnel and Development, 2010b)

Moreover, reflective writing skills are required by individuals in order to demonstrate reflective learning when compiling their record of achievement, portfolio based or otherwise. Reflective writing, and indeed learning, encourages individuals to take a step back from day to day operations, and reflect on their activities and professional practice, thereby acting as a bridge between theory and practice. Sen categorizes reflection as

a process that can be developed and maintained to support continuous learning and personal and professional development . . . This process can include the process of reflective writing as a means of capturing the thought and experiences in journals, diaries, blogs, etc. (2010:81)

Arguably by requiring reflective learning and writing, the CPD schemes may also indirectly provide new professionals with the support and skills required to write and publish more widely, bridging the “dissemination gap” and career barriers identified by Bradley (2008).

Support: mentors and the mentoring process

The existence of adequate mentoring arrangements will obviously be a critical success factor for both schemes. Currently both professional bodies offer mentoring schemes and peer support for candidates. LIANZA has a mentoring scheme (‘supervised initial professional training’) to assist recent graduates during the first 12 months after completing their qualification (LIANZA, 2010c). CILIP has a mentoring scheme, and the CILIP Special Interest Group, PTEG (Personnel Training and Education Group), offers a series of training courses at regular intervals and maintains the *Mentor Support Network* (CILIP, 2010a).

However, the population size and geographical spread in New Zealand poses some difficulties in maintaining an effective mentoring scheme. The information profession is small, with c.6000 individuals, including both qualified and unqualified. Finding a mentor in a particular location with particular understanding of the graduate’s chosen type of library, and meeting the LIANZA requirements of being registered and more than five years in the profession, is not easy. Whilst the UK has a much larger population in both general terms and in relation to the population, nonetheless, equally there are difficulties in supplying mentors evenly across the sectors and in certain constituent countries. In Wales, for example, there are difficulties in finding mentors of sufficient relevant

professional experience, and who are also fluent in both the official languages of Wales.

Where are we now? Reactions and current developments

In the UK, reactions to the planned introduction of mandatory CPD were not universally positive, following the paper presented at Bologna in 2009, viz:

The concept of gradually introducing a light-touch mandatory CPD scheme to some categories of CILIP membership has not been without its controversies as a topic, that's understood. (Hood, 2009)

As a result, CILIP ran a CPD scheme survey on the members' area of the website with a closing date of 8 January 2010 and supported by the Chair of the CPD Scheme Task and Finish Group.

As CILIP members, we are setting the standard both in our sector and also nationally and demonstrating our commitment to professionalism and the communities and markets we serve, through the CILIP CPD scheme. It's a scheme that is evolving by a combination of leadership from CILIP Council and shaping by all of us as members. We are now moving into the detailed design stage of the scheme's development. I welcome your views and guidance on what difference the scheme's changes will make to you. (Wilson quoted in Hood, 2009)

The detailed developments alluded to above were ongoing in May 2010. In addition, in February and March 2010, CILIP Council agreed to continue examining reciprocity of qualifications between CILIP and LIANZA (Hood, 2010), and an agreement was signed to this end between the two associations during the IFLA World Library and Information Congress in Gothenburg (UK and NZ in qualifications agreement, 2010; *Memorandum of understanding*, 2010).

In New Zealand, the first full cycle of registration and revalidation has recently been completed. There has been a positive uptake of registration, with around 1800 registered librarians as at May 2010 (including members of all seven professional associations participating in the scheme). LIANZA membership has risen sharply from 1222 in 2007 to 1869 in 2010; a 53 percent increase attributable directly to the existence of the professional registration scheme and its transition provisions³. No research has yet been undertaken into the success of the revalidation and issues such as whether registered members are consistently applying for revalidation, and whether the CPD journal is working successfully, have yet to be explored.

It is not yet possible to come to any conclusions as to whether the LIANZA scheme is operating as intended. The complexity of the process, coupled with the level of detail in the body of professional knowledge itself means that reviewing the revalidation journals has the potential to be a time-consuming process. The Registration Board has put significant time and effort into achieving consistency when reviewing the revalidation journals. Two Board members review each journal; this will shortly be reduced to one. If the reviewer assesses a journal of being insufficient quality it will then be assessed by a second reviewer. No candidates will be failed without at least two reviewers having looked at it.⁴ It is unknown at this point whether any individuals applying for revalidation have not met the requirements as specified. Other factors which may have an impact on the success or otherwise of the LIANZA scheme include the extent to which

- sufficient mentors can be found
- the overall requirements are perceived as too onerous for individuals
- there are sufficient CPD educational and training opportunities available country-wide addressing all aspects of the body of knowledge to enable each individual to satisfy the revalidation requirements.

At this juncture evidence in relation to these factors remains anecdotal.

Finally, one of the 'selling points' of the scheme initially was that of reciprocal recognition of New Zealand qualifications by overseas professional associations, and this has been achieved in August with the signing of the CILIP/LIANZA agreement, as indicated above.

Conclusions

The two CPD schemes in New Zealand and the UK may be viewed as an attempt to reinforce concepts of professional identity in the context of rapid change, together with the questioning of the role and value of professions in general, and the information profession in particular. Arguably the speed of change, especially with regard to ICT developments means that logically, professional knowledge and skills must be subject to continual updating and evolution if the profession is to remain categorized as such, as opposed to being perceived as a skilled or technical occupation. CPD is one element in making the case for the information profession as a profession.

Issues in relation to education and societal development are also of demonstrable relevance in this

context but beyond the scope of this paper to review in detail. This practical review of the components of mandatory CPD schemes is one contribution to an ongoing debate, rather than a complete answer to the issues highlighted above. However, by requiring information professionals in both countries to reflect on their learning, maintain and update their skills and knowledge base, schemes such as these may contribute to individual self-esteem and motivation. Undoubtedly the emphasis on continuing professional development will have a positive impact on the profession, both in terms of the individual levels of skills and knowledge attained, and in terms of the wider understanding of the importance of professionalism gained by members of the profession, employers and the general public.

The extent to which the schemes succeed in their intent will depend to a large extent on practical details surrounding their implementation. Clearly member and employer buy-in is crucial to the success of the schemes, as is recognition by the wider, global information profession. In New Zealand, this scheme represents the first such instance of librarians being registered or accredited in any way, and it can be seen as a benchmark for professionalism. Additionally, in the case of LIANZA, it is an attempt to revitalize levels of professional membership, previously viewed as optional and without demonstrable benefit, and define a body of knowledge possessed by a professional librarian. Whether the complexity of the scheme, body of professional knowledge and revalidation processes stand up over time and meet the needs of the profession remains to be seen. In the UK the challenge for CILIP is to render their scheme sufficiently light-touch to obtain member support, without it being so superficial as to be perceived as meaningless or irrelevant by employers and society at large.

A version of this paper was originally presented in Session 128: Continuing Professional Development and Workplace Learning, at the IFLA World Library and Information Congress in Gothenburg, August 2010, and has been updated to reflect developments during 2010.

Notes

1. These are as follows: School Library Association of New Zealand Aotearoa (SLANZA), Te Ropu Whakahaui [Maori Library and Information Workers Network], New Zealand Law Librarians Association (NZLLA), Special Libraries Association (SLA), International Association of Music Libraries, Archives and Documentation Centres (IAML(NZ)), Australian and New Zealand Theological Library Association (ANZTLA)
2. Personal emails from Spencer Lilley and Beryl Anderson, LIANZA Professional Registration Board, 22 and 23 September 2010 to Amanda Cossham.

3. Personal email from Anna O'Keeffe, LIANZA membership secretary, 23 February 2010 to Amanda Cossham.
4. Personal emails from Spencer Lilley and Beryl Anderson, LIANZA Professional Registration Board, 22 and 23 September 2010 to Amanda Cossham.

The views outlined in this paper are those of the authors and do not reflect those of any organization with which they are associated.

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Integrating diversity across the LIS curriculum: An exploratory study of instructors' perceptions and practices online

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Abstract

This paper reports on research into how to introduce diversity across the library and information science (LIS) curriculum and best practices for its implementation online. An anonymous online questionnaire sent to instructors teaching both online and face-to-face courses gathered insights into their attitudes and practices through questions concerning two topics: how they think diversity should be represented and what techniques they believe work. The exploratory analysis of quantitative data (with select qualitative open-ended feedback) serves as the basis for development of a framework for action based on best practices taking into consideration the attitudes and perceptions that inform current practice. Future research will test that framework.

Keywords

diversity, library and information science curriculum, instructors, online courses

Introduction

Integrating diversity into the library and information science (LIS) curriculum can be a difficult and delicate task (Abdullahi and Kajberg, 2004) and is further complicated by a digital environment (Liu, 2005; Villar, 2006). Most instructors believe it is important to address diversity issues in the LIS curriculum (Mehra, 2010; Roy, 2001), but vary on how to accomplish it (Kajberg and Lørring, 2005). They may focus only on specialized courses; or fail to understand how diversity relates to their courses which they see as neutral, not related to race, class, gender, etc.; or simply not know where to begin. Further, online teaching is more time-consuming than face-to-face and typically lacks non-verbal nuances making perception uncertain and important (Chen and Chen, 2006; Wilson, 2001). This paper reports on research into how to introduce diversity across the curriculum to instructors and best practices for its implementation

online. An anonymous online questionnaire (see Appendix 1) for instructors teaching both online and face-to-face courses gathered insights into their attitudes and practices through questions concerning two topics: how they think diversity should be represented and what techniques they believe work (Dogra and Karnik, 2003).

Research context

This research into online pedagogy and diversity education in LIS has two purposes, namely to: identify attitudes of LIS instructors to the integration of

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diversity issues in online and face-to-face teaching; and, identify LIS instructors' best practices in integrating diversity into their courses. The study is a first step in addressing the integration of diversity into the LIS curriculum in an online environment in which we typically do not see each other and, therefore, cannot see reactions to the topics instructors introduce. LIS education is increasingly taking place online making exploration of diversity in that context more urgent. In this study on diversity integration in the online LIS curriculum matters regarding online teaching and online students are especially important because:

- Online teaching of diversity, an already difficult topic owing to perceived sensitivity towards content, internalized personalization of subject material, applicability of the content to all stakeholders, subjectivity of interpretations, and fear or ignorance of the issues (Marchesani and Adams, 1992), becomes more difficult owing to the absence of physical cues that usually play the role in face-to-face interactions of building trust, developing a shared understanding, and establishing a positive communication exchange (Harasim, 1987).
- With the ongoing move towards greater implementation of online classes in LIS education the potentiality of inclusion of a diverse body of students in the virtual classroom is much more. In such a context LIS educators need to develop a better understanding of diversity matters and identify best practices in the teaching and learning of the diversity topics to better serve the needs, expectations, and experiences of their diverse clientele (i.e., the students).
- With the widespread adoption of various applications and tools in online education in LIS (e.g., a combination of synchronous and asynchronous components, use of voice over Internet protocols, digital video streaming, use of only text-based strategies, teaching at single or dispersed physical settings, etc.), there is a need to understand the core content issues in diversity education so that instructors can critically reflect on the strengths and weakness of the various online formats and course delivery mechanisms to identify which work better towards the teaching of the diversity topics.
- A study of the teaching of diversity content in its integration into the LIS curriculum is important based on an analysis of the differences in the LIS curriculum between face-to-face and online teaching that may not relate to the core of the content, and instead lie in the specific development of the

assignments, orchestration of individual and group contributions, detail to the students' needs and conveniences, time-bound responsiveness to students' communications, etc. (Markey, 2004); (Rovai and Jordan, 2004).

There is no literature on all three facets of this topic: online pedagogy, integrating diversity into the curriculum, and LIS education. However, there is some literature on diversity in the LIS curriculum (Allard, Mehra, and Qayyum, 2007; Mehra, Allard, Qayyum, and Barclay-McLaughlin, 2008) and much work on online teaching in LIS (Haythornthwaite et al., 2007; Kazmer, 2007).

Research design and methodology

An email message with an embedded link and code to gain access to an online questionnaire was sent to 333 instructors (including lecturers) at 16 schools of LIS in the US and Canada that have accredited masters' programs that can be completed totally online. Of those 55 separate responses were collected (return-rate of 16.5 percent) though only 38 completed the entire questionnaire since the system let the respondents decide if they wanted to answer a particular question, providing varied numbers of responses to each question. The online questionnaire was mounted on the University of Wisconsin-Milwaukee's Qualtrics system. The data was kept confidential and the system did not record any connection between the data and the individuals since we developed strong control separating the identifier from individual responses. The online questionnaire could not be conducted without having the consent present in the survey itself, rather than written consent. The Qualtrics system provided descriptive statistical analysis of the quantitative data while open, axial, and selective coding applying grounded theory principles to the qualitative open-ended responses generated themes and patterns across respondent feedback. Future analysis of the narrative data will be read using a Foucauldian discourse analysis approach.

The combination of quantitative and qualitative datasets and a mixed mode of data analysis provided a unique perspective to this research. The different kinds of findings generated from both these approaches complemented each other and presented a richer and deeper understanding of the issues regarding the meanings of diversity, necessity to integrate the concept into LIS curricula, and the challenges, problems, and possibilities to explore such options. This proved to be important also in the context of the limited nature of the quantitative

evaluation with its small data pool though adding the qualitative feedback side-by-side provided for a much more insightful and relevant strategy in understanding the complexities associated with the issues and highlighting the holistic dimensions of the research findings.

Research significance and limitations

The analysis of quantitative data (with select qualitative open-ended data) in this research serves as the basis for development of a framework for action based on best practices and taking into consideration the attitudes and perceptions of course instructors that inform their current practice. Future research will test that framework. Instructors contributed to knowledge that can serve them very quickly as the researchers make known the best practices gleaned from this research. More sophisticated analysis will contribute to the overall knowledge in this area. Wider benefits involve the potential for more effective inclusion of students from underrepresented groups who often feel isolated even without the further isolation of an online program. The profession and the publics it serves will benefit from graduates who are more attuned to diversity.

This research was exploratory: first, very few studies on how to integrate diversity into the LIS curriculum have been conducted, and secondly, since the online questionnaire used in this research received a low response, future efforts will be made to include a larger set of participants, and gather both their quantitative and qualitative feedback. Also, since participating in this research was voluntary, the respondents who provided their responses were not random. Additionally, space allows only limited feedback gathered during this exploratory research to be presented; additional analysis will be reported in future publications.

Research findings

Who were the research respondents?

This section summarizes respondent feedback to questions 1–5 (see Appendix 1). Fifty-five instructors started the questionnaire of which 50 produced useable results. It was possible to skip questions so that respondents would not be discouraged. Of the 50, 18 (36 percent) identified themselves as belonging to a disadvantaged group. This figure is higher than the average for LIS instructors. The range of groups specified included African Americans, Hispanic/Chicanos, LGBTQ (lesbian, gay, bisexual, transgendered, and questioning), and, among others, a “heterosexual white male, non-liberal.” Seventeen men and 31

women declared their gender. Again, there were more women than the professoriate at large. Most of the respondents were seasoned faculty including 14 (29 percent) with 16 or more years of experience, although 13 (27 percent) had 0–3 years experience. Only 5 (10 percent) were professors, with 15 (31 percent) each associate or assistant professors. Six (12 percent) lecturers and 8 (16 percent) adjuncts also responded—forming roughly a bell-shaped distribution. In terms of online teaching, 21 (43 percent) taught online every semester while 12 (24 percent) taught exclusively online and 14 (29 percent) taught online at least once a year. So, the sample represented a range of levels of experience with two-thirds of respondents always teaching online at least one course each semester.

These demographic data suggest that the sample is skewed toward self-identified minorities and women. This is not a bad thing for this particular study since instructors who consider themselves as representing a disadvantaged group may have considered the topic of diversity across the curriculum more seriously. They may have put more thought into it than other instructors (on average). Further, the sample appears to include a large group of experienced instructors who have taught in a distance education mode. So it is a very useful sample for the exploratory purpose of this research.

What did diversity mean to research respondents?

This section summarizes respondent feedback to question 6–8 (see Appendix 1). Most of the responses to “what does diversity mean to you?” can be divided into four categories:

1. the all-encompassing “. . . respecting differences of all types (age, ethnicity, native language, gender, sexuality, political persuasion) . . .”
2. at the other end of a spectrum, the specific “inclusion of Native Americans, African Americans, Latino(a)s, and Asian Americans into meaningful roles within the mainstream”
3. the critical and more conceptual “a conservative movement to dilute true advancement of social equity and Affirmative Action”
4. the cynical “mixture of humans in diverse, non-white-male-anglosaxon cultures.”

Most were on a spectrum from all-encompassing to specific.

Thirty-five respondents shared what diversity meant in their open-ended narratives. Summarizing, a majority of 25 respondents (71 percent) included references to race, ethnicity, or culture. Other key

meanings of diversity were related to: demographic characteristics (e.g., age, sexual orientation, gender, socio-economic status, country of origin, native language, social class, religion, disabilities, education, etc.); personal goals, learning styles, political persuasion, and social group membership; differences from the majority; interpretation of LIS theories and perspectives of library use through individual experiences; life, work, and ability experiences; respect and acknowledgement of, and learning from, differences; differences as a benefit instead of a deficit; variety in people, subjects and ideas; being inclusive, etc. There was also a direct reference to the definition of diversity in terms of its impact on LIS education. For example, one respondent noted:

“From the instructor perspective, it is not my role to judge people’s diversity or decide who is diverse and who isn’t. My role is to teach everyone in my class and to try to accommodate everyone’s needs, which may include considerations such as using examples that represent a range of backgrounds, using language that is inclusive, remaining neutral as regards political and religious issues which may come up, working to accommodate disabilities and different learning styles, etc. Even our field is diverse—it includes students who want to become librarians, web designers, school media, IT network security, etc.”

Given that some LIS online programs require a minimal attendance on campus, whereas others can be completely remote, it is interesting to discover if and how instructors determine (or not) which students are or may be representatives of disadvantaged groups. Some are direct and just ask. Others depend on hints such as names, which can go seriously awry.

In response to knowing whether or not their online students were from diverse groups, 12 of 37 respondents knew occasionally (32 percent), 10 respondents knew often (27 percent), seven respondents each knew sometimes (19 percent) and nearly often (19 percent), and one respondent never knew (3 percent). In response to how respondents knew that their online students were from diverse groups, 31 of 37 respondents knew based on student self-identification (84 percent), 22 respondents knew based on photographs (59 percent), 10 respondents knew via meeting the students in on-campus sessions (27 percent), and one respondent knew via instructor-administered survey (3 percent). In addition seven respondents (19 percent) knew via other means that included: name or introduction, online presentations, the nature of student responses, regionalisms in writing, phone discussions, voice/accent, via

introductions, or participation in social networking sites. For example, one respondent stated:

“I usually know when my students identify as men or women, and as heterosexual, because they signal this by mentioning spouses, children, and traditional responsibilities. From names, most would appear to be from the mainstream of LIS, mostly women of European descent. I can also tell when my students are under-prepared by their undergraduate degree, which sometimes but not always signals class diversity.”

Why did respondents think diversity in the online LIS curriculum was important?

This section summarizes respondent feedback to question 11–12 (see Appendix 1). Question 11 asked how important the respondents believe that it is to integrate diversity into the LIS curriculum. Of 38, 28 respondents (74 percent) agreed that it is either “very important” or “absolutely essential.” Only one said that it is “not important.” This finding is encouraging, but given the demographics of the sample, not generalizable.

The reasons respondents believed diversity in the online LIS curriculum was important included the following: the nature of librarianship as a service profession to meet the needs of diverse communities; libraries as centers of inclusion; the importance of recruiting and retaining minority LIS students so that in the future they could serve their local communities and also become mentors to other minority students/librarians; responsiveness to the changing interactions in a global networked information environment in the contemporary age; relationship of equity, democracy, and information access for all; need to break traditional stereotypes of the librarian in public perceptions; accurately reflect the diversity experienced in people’s lived realities; develop empathy to view other people’s assumptions; diversify the LIS professions; lead to diversity of ideas and growth of knowledge to provide best solutions to world problems; educate and provide a global perspective to parochial and narrow-minded cultural viewpoints; amongst others.

What were the challenges to integrate diversity into the LIS curriculum?

This section summarizes respondent feedback to questions 18–19 (see Appendix 1). Table 1 summarizes the challenges to integrate diversity into the online and/or face-to-face LIS curriculum owing to

Table 1. Challenging factors to integrate diversity into the LIS curriculum.

Sr No.	Factors	Specific examples
1.	Internal (e.g., topic-related)	Broad and complex subject; Idea of tolerance and being able to model neutrality; Developing empathy for the “other”; Kind of buzzword that is thrown around in a casual way; Too much “diversity” comes across as a form of colonialism; Understanding of the complexity of cultural, social and personal contexts; Value diversity not as a problem or issue, rather as an opportunity and an asset; What does it mean? How to operationalize diversity in a systematic way, taking into account student needs and institutional culture?
2.	LIS Curriculum	Already crowded curriculum; Developing/finding appropriate materials/case studies; Educating faculty what diversity means; Few cataloging courses that barely recognize cultural differences; Making time in the schedule to accommodate diversity; Mandatory time-restricted curriculum of 36 hours of courses needed; Need to expand examples; Not enough time to retool courses; Perception that diversity cannot be included in every course (e.g., java programming class); Introducing diversity-related themes in a natural, unforced manner that does not embarrass class members; Should be included in courses when relevant not just as a special topic.
3.	External <i>People-related</i> <i>Lack of policy and/or appropriate actions</i>	Experiencing diversity on some personal level important to teach diversity; Faculty view that “I already have too much to teach in my course...”; Faculty/staff/students should reflect the campus/community diversity; Diverse faculty needed for there to be more diversity in the curriculum; Lack of knowledge about how to incorporate diversity into all aspects of courses; Minority students poorly represented in LIS schools; Resistance from faculty; Students who are not of underrepresented groups have little actual experience with what it actually means; Taking flak from students when there is backlash; White faculty lack knowledge to deal with substantive issues of diversity; Resistance from faculty; Not enough time to retool courses. Application committee standards need to be committed to a diverse student body; Celebratory approaches that do not examine whiteness and white privilege; Costly proposition; Engage faculty regularly in diversity discussions; Ensure all groups have an opportunity to share their voice; Identify targets for integrating diversity concepts into each course; Pure lip-service; Resistance from the status-quo; Training from relevant departments/centers representing various forms of diversity.

factors that emerge from the nature of the diversity topic (i.e. internal conceptualization factors), curriculum-related (i.e. specific to LIS), and as a result of the people, lack of policy and/or appropriate actions (i.e. external environmental factors).

There are obviously interconnections between the categories presented. For example, one respondent

identified a faculty-related issue impacting the LIS curriculum:

“Once a faculty member has a syllabus established, it is often just tweaked until a major revision is needed. Faculty members may not see the need to include diversity in a web design course, for example.

Faculty members like to be autonomous and believe that they are experts, and often they are. Suggestions for what to include in a course can often be perceived negatively.”

Another respondent presented a limited perception: “For technical courses, diversity is often a moot point . . . the technology is the same for all.” Representing the expectations of students, one respondent shared:

“Students need to see tangible benefits in how diversity integration in course content helps them in their career development and professional growth. If students belong to ‘normative majorities’ they think diversity does not apply to them.”

Specific of the ‘hows’ to integrate diversity in the LIS curriculum

This section summarizes respondent feedback to questions 10 and 13–17 (see Appendix 1). In response to how diversity should be included in the online and/or face-to-face LIS curriculum, 22 of 38 respondents (58 percent), representing the highest proportion, identified inclusion of diversity issues in all courses as an effective strategy. Further, analysis of qualitative open-ended respondent feedback identified qualifiers regarding course inclusion of diversity “in nearly all courses,” “where appropriate,” “in all appropriate courses,” “in as many courses as possible,” “in appropriate ways” that shed light upon respondents’ belief that it was not going to be an easy task to include diversity in all courses (e.g. one respondent identified that a course like PHP programming might not include a diversity component). Respondents did believe that diversity in all courses and specific courses that focused on diversity were both significant to revise the LIS curriculum to be more encompassing, going beyond representing (as one respondent noted) only the “mythic white patriarchal heteronormative capitalist perspective.”

Regarding effective ways of including diversity in an online and/or face-to-face course, the top five respondent selections were: readings (33 of 38 respondents or 87 percent); discussion of topics/questions (30 of 38 respondents or 79 percent); examples and encouragement of choice of relevant topics in assignments (each with 27 of 38 respondents or 71 percent); and case studies (26 of 38 respondents). Further, analysis of qualitative open-ended respondent feedback drew attention to the need for requiring collaborative work with diverse members of class, especially delivered in an online format, accommodating

multiple learning styles in grading and course methods and strategies (e.g. including pictures in addition to text), using story-telling from diverse “vantage points,” developing LIS services for different audiences, and participation in field experience as specific ways of including diversity in a course or LIS curriculum.

Regarding approaches of including diversity in their own online and/or face-to-face courses, the top five respondent selections were: readings (29 of 36 respondents or 81 percent); discussion of topics/questions (26 of 36 respondents or 72 percent); encouraging choice of relevant topics in assignments (24 of 36 respondents or 67 percent); units on topics related to diversity (18 of 36 respondents or 50 percent); and assignments (17 of 36 respondents or 47 percent). Further, an analysis of qualitative open-ended respondent feedback identified specific ways that individual respondents incorporated diversity in their online and/or face-to-face courses. These included: inviting guest speakers, discussing relevant histories (e.g., past segregation in libraries), giving students a choice to include particular choices of interest in their assignments, grading that recognized multiple learning styles, amongst others. One respondent shared her strategy to include diversity in her courses: “Do it by stealth by helping students analyze the history of LIS ethical and scientific frameworks, and using sociological tools that help them understand the relationship between theory and practice.”

When asked to select different online and/or face-to-face courses in which diversity should be included a majority (21 of 30 respondents, or 70 percent) identified the topic of organization of information, with a mean of 2.67 for the number of courses. The two next most popular course topics were history/philosophy/principles of LIS and management/administration for diversity inclusion, with both being identified by 19 of 30 respondents (63 percent) each and means of 2.05 and 2.42 respectively for the number of courses. Three course topics – collection development, services to user populations, and school libraries – were each identified by 18 of 30 respondents (60 percent) as the next most popular course topics for diversity inclusion with means of 2.28, 2.33, and 2.44 respectively for the number of courses. Further, analysis of qualitative open-ended respondent feedback identified the most important topics within these courses, as well as specific assignments that respondents designed to integrate diversity. Table 2 summarizes the topic categories and subtopics within LIS courses for diversity inclusion that respondents shared.

Regarding specific assignments designed by respondents to integrate diversity, one person stated:

Table 2. Topic categories and subtopics within LIS courses for diversity inclusion.

Sr No.	Topic category	Subtopics
	Organization of information	Bias in classification; Cultural and language issues in indexing and retrieval; Diversity in library classification and cataloging, classification theory, and knowledge organization; Organization of information and diversity.
	LIS history/philosophy/principles	Censorship; Cultural sensitivity; Ethics; Focus on partnerships and community engagement; History of libraries with readings about racial minorities; History of the public library services to diverse populations; History of libraries and media; History of services to minorities; Information literacy; Intellectual freedom covers diversity of ideas; Libraries and literacy; Race, gender, and sexuality in the info professions; Race, power, and literacy; Social and cultural competencies for LIS professionals; Values in libraries/librarianship with attention to diversity.
	Management/administration	Diversity recruitment in human resource development; Internet controls in China; Leadership and motivation; Leadership services to multicultural populations; Management of diversity, especially in human resources management; management ethics; Project management issues and diversity.
	Collection development	Building collections to meet the needs of diverse users; Collections for women's studies and minority studies (e.g., Gay and Lesbian, Hispanic, Asian, and Black studies); GLBTQ literature; Multicultural literature.
	Services to user populations	Classroom diversity and servicing minority students; Community services; Grant-writing for info professionals; Leadership services to multicultural populations; Programs for diverse communities; Resources and services for varied adult populations; School libraries and working with children of other ethnicities; Services to diverse communities; Service provision for minorities.
	Reference and access	Diversity accessibility in design and development of systems; Diversity technology accessibility; Impact of information access on diverse populations; Information seeking and use in diverse cultural and social environments; Information policy issues around the digital divide, equity of access; Reading and achievement gap by race, gender, ethnicity; Selection and use of information sources by diverse populations; Website projects built around Native American legends.

“My course, Metadata for Information Management, is a largely technical course but the second assignment is to design a real metadata work-plan for a digital library project for a mythical public library. I always select a project that involves a culture-rich collection and working with a culture, such as Indians or Amish, so that the students consider the issues of capturing and presenting cultural information and working with volunteers from a different culture.”

Another respondent noted:

“In my reference courses, we have a lesson about service to diverse patrons. We also discuss ethics in the context of reference services.”

A third respondent stated:

“In my information literacy course, we discuss how to appeal to people who learn in diverse ways. . . . In all of my classes we discuss the core documents from the ALA, such as the Code of Ethics and the Library Bill of Rights, both of which discuss equity of access to all people, regardless of background. Also, I make a point of treating all students with respect and kindness, regardless of who they are, and I believe that an instructor's manner with students can set a tone in the class, which the students will follow.”

Discussion: a framework of action based on best practices

Based on respondent feedback to question 9–10 (see Appendix 1) and analysis of feedback to other questions, Table 3 summarizes the initially identified key

Table 3. Key Elements in a Framework for Action.

Sr No.	Elements	Actions and examples
1.	Attitudes	Care about them and their experiences; Celebrate diversity, honor diverse perspectives and cultural roots; Common courtesy; Include diverse opinions, feelings, and points of view; Intolerance for racial prejudice, homophobia, sexism, and other forms of bias; "R-E-S-P-E-C-T!" all people; Tolerance of differing opinions in all discourse; Value recognition of diversity of experiences.
2.	Behaviors	Ask all students to do the same work in the same way judged by same criteria; Avoid language (e.g. sexist, Western European bias) which excludes or marginalizes; Enriched personal relationships; Make diverse students feel welcome, included, and comfortable; Mentor, advise, and encourage students to excel in academic and professional careers; Openness and approachability; Treat students equally though show empathy/support to unique experiences.
3.	Curriculum	Address issues openly in class discussion; Assignments that require working with diverse populations; Classes on service to diverse populations; Critically interrogate marginalized perspectives in each class; Depending on the course type let students bring in their own perspective from their culture to the subject in question; Include diversity in course materials, case studies, discussions (private and whole class), readings related to diverse groups and inclusive of differences; Include diverse guest lecturers in courses; include equity of access and service in course core competencies; Integrate critical literature on race, culture, literacy into course readings; Integrate and encourage interaction between diverse students/faculty in class as well as in workgroups; Offer online courses for students who have mobility issues; Offer courses that are focused on services to various groups (e.g., services to older adults) to make students feel that the program recognizes diversity and wants to help them work with diverse constituencies; Provide examples of library leaders of color; Racial and economic diversity reflected in the curriculum; Service learning or field experiences among diverse populations; Teach conflict management and collaborative skills and acknowledge that diversity can cause some tensions within groups who are called upon to collaborate.
4.	Management/ programmatic/ policy	Encourage peer participation in student groups and cohort socialization; Invite students to come to campus for an introduction to the program; Market diversity as a high priority; Programs that address diverse students' needs (e.g., recruitment and retention); Minority grants info in application package and website; Personal advising; Recruit from diverse areas; Review applications holistically; scholarships for students from diverse backgrounds (e.g., offering scholarships so that students with limited means can participate); Strict disciplinary action against minority-directed abuse.
5.	Representations	<i>Actual</i> Diverse faculty and staff; Diverse role models; Increase percent of minority students (minority representation); Recruit and hire faculty from diverse groups is important so that students can feel included. <i>Surrogate</i> Include images of diverse people on program website; Include materials that represent all the groups and individuals.
5.	Specific tangibles	Build one-on-one advising interactions with each student early in the program; Diversity club; Diversity committee (for students, staff, and faculty); Diversity listserv to channel diversity news/opportunities; Help place diverse students in internships and jobs; Maintain relationships with diverse alums and have them help recruit future students; Require students to post a bio of themselves to share on the school and course website.

elements in a framework for action based on best practices identified by research respondents. It takes into consideration effective ways that 37 respondents shared in how they make students from diverse groups feel included in the program/courses. Future publications will discuss this framework in more detail.

The variety of perceptions of diversity is also apparent in the ways suggested to make diverse students feel included (Question 9, Appendix 1). Again, many of the responses were on a spectrum, in this case ranging from equal treatment to means specific to students from underrepresented groups, such as focused scholarships. Others suggested visibility of a commitment to diversity, such as photos on the school's website or activities such as a diversity committee or club. It is of some concern that equal treatment is still seen as a solution to problems that stem from an unequal root.

The responses to how instructors could make their courses more welcoming (Question 10, Appendix 1) were similar, but more concrete, from "Treat them just like everybody else" to "Celebrate diversity by encouraging students (to the extent that they are comfortable with this and with due respect for their privacy) to share their backgrounds and experiences in group work and class forums. Ensure that diversity is reflected in examples and case studies. Introduce diversity themes at appropriate places in the syllabus. The positive steps are more important than the don'ts, but also avoid language (e.g. sexist) which excludes or marginalizes" and the more cerebral "Critically interrogate marginalized perspectives in each class, integrate critical literature on race, culture, literacy into course readings; provide examples of library leaders of color." The responses to these questions merit considerable in-depth analysis using critical theoretical approaches.

Conclusion

One respondent in our research noted:

"LIS is hostile to people from under-represented groups because it is so busy patting itself on the back for defending intellectual freedom, it is left completely unable to detect its own ideology. LIS education, like LIS in general, is also unable to see under-represented groups as anything but tokens, photo ops for a sort of "United Colors of Benetton" promotional material. Until LIS curricula is entirely revamped to not encode and valorize white patriarchal heterocentric capitalism, students of color, poor students, students with disabilities, and LGBTQI [lesbian, gay, bisexual, transgendered, questioning, and intersex] students will continue to earn MLIS degrees entirely by their own wits and fortitude. In short, I haven't seen in my

program, the one I earned my MLIS from, or any other, any real and coherent diversity initiative that wasn't at base about mere gestures."

This research is a beginning, and one step towards acknowledging what is there in terms of such realities and experiences, and what should be done in terms of integrating diversity issues in the LIS curriculum, based on the instructors' perceptions and practices online.

Obviously, integrating diversity into the LIS curriculum is not easy. Yet, it is urgent that LIS education in the United States become more inclusive and step up to the expectations in the 21st century to provide more effective strategies to address the needs of minority and underserved populations or be left behind in the contemporary global networked information society (Mehra, 2008; Mehra and Bishop, 2007). Several respondents recognized that to put pressure on complacent LIS educators, administrators, and policy-makers, LIS accreditation standards (and agencies developing the standards such as the American Library Association and the International Federation of Library Associations and Institutions) need to address and integrate diversity in their curriculum/program assessment and evaluation measures.

Most feedback in this research was about diversity issues in general, and the online context was either alluded to indirectly, assumed to be the referent, or addressed directly only in limited and specific contexts. For example, one respondent noted:

"First of all, since I do a lot of online teaching, there's a need to simply bridge the distance. I use photos of myself to make the students feel there is a person there. When my African-American TA taught a session, she used her photo. I design assignments that allow students to have a lot of flexibility in their topic choices, so that students can include topics that reflect their background and perspectives (currently I have students who have chosen topics related to gay marriage, African American history, etc.)."

Another respondent noted:

"Since I teach online and students are mostly anonymous the barriers in regard to race (or even age or gender) do not play significant roles. Diversity becomes the bigger challenge in terms of limitations in being able to use the technology—the technology divide and in regards to physical limitations)."

Future research will help understand the perceptions reflected in such stray remarks that alluded to the presumption that diversity does not play a significant role online. However, these outliers are

outnumbered by the data collected during this research, in which respondents asserted the need for LIS education to become more responsive to issues of diversity in both online and/or face-to-face situations.

Respondents shared a need to identify, define, and construct diversity integration in both online and/or face-to-face LIS courses via concrete examples of its manifestation as a must. For example, one respondent stated:

“The challenge is to incorporate experiences that provide a more meaningful understanding, for instance allowing students to write a collection development policy for a library in a community center in a neighborhood with 7 different language groups represented. Talking to the people at this center and asking what they want to see in this library was very eye opening to these students.”

A final important suggestion based on the data analysis reported in this paper is the need to take a more cohesive, concrete, and systematic approach to diversity integration in the online and/or face-to-face LIS curriculum by furthering actions at various levels of implementation. These actions include looking at theory and practice together, proposing outcome-based impacts on local minority communities and individuals, developing diversity integration standards at the accreditation agencies, extending discourse at professional associations and formal and informal gatherings, addressing specific concerns of faculty and students, acknowledging organizational politics and institutional culture inertias, amongst others. The main reason for taking such a holistic approach is two-fold: first, all these areas of action potentially impact how diversity is perceived and how diversity integration in LIS curricula may play itself out in specific programs of study, hence, a consideration of all of them is a must. Secondly, the various identified areas of action are interrelated and influence each other, hence suggesting that integrated actions for diversity integration in the LIS curriculum may avoid fragmentary and isolated efforts with minimal impact such as those we have seen in the recent past.

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Appendices

Appendix 1: Faculty Questionnaire for Diversity in the Curriculum Project [was formatted differently in Qualtrics, but the content remains the same]

Do you consider yourself to be from an underrepresented group? Yes___ No___

Optionally, specify which group: _____

Please specify your gender.

How many years have you taught in library and information studies?

0-3__ 4-7__ 8-11__ 12-15__ 16 or more__

What is your current rank?

Professor__ Associate professor__ Assistant professor__ Lecturer__ Adjunct instructor__

How often do you teach online?

Never_ Most years_ At least one course a year_ Every semester_ All of my teaching_

What does diversity mean to you?

Do you know whether or not your online students are from diverse groups?

Never_ Occasionally_ Sometimes_ Often_ Nearly always_

If so, how?

Student self-identification_

Photos_

On campus sessions_

Instructor administered survey_

Other (please specify)_____

What are good ways of making students from diverse groups feel included in your program?

What are good ways of making students from diverse groups feel included in your course?

To what extent is it important to include diversity in the LIS curriculum?

Not important_ It would be nice_ Should be done_ Very important_

Absolutely essential_

Why do you think diversity in the LIS curriculum is important to the extent that you indicated in previous question?

How should diversity be included in the curriculum?

Primarily in courses that focus on issues of diversity__

Inclusion of diversity issues in required courses__

Inclusion of diversity issues in appropriate electives courses__

Inclusion of diversity issues in all courses__

Other (please specify)_____

What are effective ways of including diversity in a course? Select all that apply

Readings

Units on topics related to diversity

Examples

Case studies

Assignments

Discussion topics/questions

Group projects

Exercises

Encourage choice of relevant topics in assignments

Community engagement

Other (please specify)_____

What courses? How many different courses? Please indicate the number of courses next to the category:

History/Philosophy/Principles of LIS 1_ 2_ 3_ 4_ 5 or more_

LIS Education 1_ 2_ 3_ 4_ 5 or more_

Collection Development 1_ 2_ 3_ 4_ 5 or more_

Services to User Populations 1_ 2_ 3_ 4_ 5 or more_

Informatics 1_ 2_ 3_ 4_ 5 or more_

School Libraries 1_ 2_ 3_ 4_ 5 or more_

Organization of Information 1_ 2_ 3_ 4_ 5 or more_

Information Systems and Retrieval 1_ 2_ 3_ 4_ 5 or more_

Types of Libraries and Information Providers 1_ 2_ 3_ 4_ 5 or more_

Management/Administration 1_ 2_ 3_ 4_ 5 or more_

Other (please specify category and # of courses)_____

What were the topics within those courses? Please specify (if there are many include only those you judge to be most important).

What approaches have you incorporated into your courses?

Readings

Units on topics related to diversity

Examples

Case studies

Assignments

Discussion topics/questions

Group projects

Exercises

Encourage choice of relevant topics in assignments

Community engagement

Other (please specify)_____

What challenges do you see to integrating diversity into the curriculum?

Is there anything else you want to tell us about diversity in the curriculum?



Parliamentary library and research services in the 21st century: A Delphi study

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Abstract

IFLA provides the opportunity through its sections and conferences for libraries around the world to share ideas and experiences. This article reports on a study using the Delphi method which identified key challenges for library and research services for parliaments. The participants in the study were leading innovators in and thinkers in these services who are active IFLA members. The context for the study is changing expectations of citizens for engagement with parliament and their representatives and new technologies which enable greater access to parliament. The study found that these this new environment meant that members of parliament expected library and research services to support them in new ways, and to assist the parliament adopt new technologies. There are competitors to the traditional services of library and research services, however the values, skills and expertise of library and research services can be recognised and enhanced in the online environment. Fundamental challenges exist to innovate within constrained budgets, and to assess our investments to ensure that members of parliament and citizens are better informed.

Keywords

library services, parliaments, research services, evaluation, planning, Web 2.0, innovation

Introduction

In the 21st century parliamentary library and research services provide support to parliaments in a rapidly changing environment. Over the years information and analysis of trends from parliamentary library and research services has occurred through:

- discussions and presentations at the annual IFLA preconference of the Section on Library and Research Services for Parliaments
- occasional scholarly reports (mostly unpublished)
- a few papers in journals, mostly reporting on new initiatives or changes to services.

The annual IFLA preconference has provided an opportunity to exchange information about developments and thinking. Around 100 library and research leaders and staff from around the world share discussion on key issues and service developments. Most of the papers report on current practices or projects. Recent initiatives have primarily been in the use of technology for services such as intranets and the potential of Web 2.0.

Occasionally cross-parliament analytic studies of services have either been commissioned by parliamentary library and research services or undertaken as a postgraduate project. Two recent studies which provided very valuable insights were the US Congressional Research Service (CRS) commissioned report ‘Client satisfaction best practices and communication mechanisms’, undertaken by the Manhattan Strategy Group and Susannah Racher master’s thesis ‘The future of the House of Commons Library’.

Ms Racher uses interviews with the House of Commons Library as well as interview evidence from the Australian Parliamentary Library; Library of Parliament, Canada; and the Documentation and Library Department at the Slovenian Parliament. Her abstract reflects findings on the changing role of library and research services:

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The advent of the Internet and the subsequent increase in availability of information has meant that some libraries are struggling to compete. They are facing a declining role as intermediaries, increased expectation from users, and the challenge of technologies including: Web 2.0, e-books, digitisation and the problem of archiving digital content. Using qualitative research methods, this study sought to discover how one particular library, the House of Commons Library, is facing the challenges outlined... The study found that there is a great deal of similarities between the four parliamentary libraries examined and indeed with the situation in the library profession more generally. It emerged that the House of Commons Library will remain an important information resource for Members of Parliament continuing to offer a dedicated enquiry service and a place to work, as well as hard copy and electronic resources. It is likely to adopt Web 2.0, consider e-books, digitise content and explore ways to archive this. However, it is accepted that it is virtually impossible to predict what future technologies may emerge and the subsequent need to respond to these. (Racher, 2009:2)

The study emphasizes need for the library to be flexible to adapt to changing needs and adopt new technologies rapidly.

The Manhattan Strategy Group report is a very useful time-based snapshot of best practice which recommended that the CRS:

- Segment the CRS customer base.
- Align content and staff availability with client preferences.
- Institutionalize customer engagement and service across the workforce.
- Enhance visibility to highlight value to clients. (Manhattan Strategy Group, 2010:20)

While the role of parliamentary library and research services may be timeless, exactly what, how and the environmental factors are experiencing profound change. Our high level role is well described as:

The role of the parliamentary library or research service is to search for the right information, integrate it with other materials, synthesize it and translate it into non-technical terms and to disseminate it to all parliamentarians in a form that is objective and non-partisan as possible. (Miller, Pelizzo and Stapenhurst, 2004:4)

It is timely to consider the particular challenges for parliamentary library and research services in 2010, in a period of considerable change in the expectations of parliament by citizens and also expectations of services by members of parliament. This paper describes a 'Delphi study' used to obtain

information on international key issues and directions affecting parliament research and library services at the 2010 IFLA preconference. It contains a summary of the environment for parliamentary research and library services, the methodology used, the range of topics identified and key issues reported by leading parliaments around the world.

Parliamentary research and library services: a context

In the 21st century citizens' expectations of parliament have changed significantly. The Hansard 2020 study of the Hansard Society found younger voters were demanding greater two way communication with parliamentarians and parliaments. Their study found:

...first-time voters, parliamentarians and parliament officials about their visions for a future Parliament found that all groups wanted to see Parliament using new technologies to more actively engage with citizens.

The top priorities for all three groups (first-time voters, parliamentary officials and MPs and Peers) were:

- Greater use of new technologies
- Interactive communication

The main concern of MPs and Peers was the modernisation of procedures in Parliament, and while parliamentary officials, MPs and Peers prioritised access to information, first-time voters prioritised:

- Education and outreach
- Transparency and accountability
- Diversity of representatives

First-time voters want Parliament to engage with them through activities such as MPs visiting schools or through popular websites and social networks. They want to better relate to their representatives, identifying with them as members of their community and part of a more diverse Parliament. They wanted to feel that their MP was 'real' and practiced what they preached and they wanted to build trust in their MPs by increasing the links between MPs and their constituents, as well as improving transparency and accountability.

Parliamentary officials, MPs and Peers prioritised informing the public but focused less on engaging in two-way communication. MPs and Peers were more interested in modernising procedures and using new technology to make parliamentary processes more efficient and understandable for those both within and without parliament. (Williamson and Allen, 2010)

Transparency and interaction are a high priority in a time when digital technology allows, and even encourages, new ways of releasing information and communication.

In Australia members of parliament have a strong interest in communication with both their electorates and the wider Australian community. Engagement with constituents is important not just for visibility and election, but also for debate of policy and parliamentary issues. Social media, using Web 2.0 technology, have emerged over the past few years as the hottest growing space for online communication, and perhaps communication in general.

Culturally expectations of relationships with parliament and politics have also changed. In Australia, for example, prior to the 1970s the parliament was seen as responsible for delivering the national services and leadership required without significant challenge from citizens, Australian settlement culture. The conservative approach was based on relatively strong political stability with little constitutional challenge. While an informed and vigilant citizenry rose in regard to individual issues, overall policy making and debate was through structured parties and representation in parliament. With social media, parliament 2.0 and government 2.0, changes have occurred with much greater and easier access to information which has evolved into greater expectations of interaction and engagement in both policy and legislation development and review. The pace of change is still increasing.

Australian Senators and Members have been exploring the use of the web to establish a presence to communicate to and with the community. The first Australian election campaign launch using the Internet is claimed to have occurred in 1998 with the Minister for Health and Family Services, Dr Michael Wooldrige's launch of his campaign for the seat of Casey (Australia. Department of Health and Ageing, 1998).

Such early take up did not lead to uniform adoption of the Internet as a communication channel. A study found:

In terms of sheer visibility, over half Australian MPs claim a presence in cyberspace. We found a slight growth between 2003 and 2005. While in 2003 we found 79 URLs for representatives [members of the House of Representatives] (out of 150), the count rose to 90 in 2005. However, a number of URLs – around 10% – led to invalid sites of different types: sites that did not exist, sites under construction and official ministerial sites. When one considers valid sites only, 47% of federal MPs had a site at the end of 2003, rising to 54% at the beginning of 2005. (Ward, Lusoil and Gibson, 2007)

The 2007 federal election marked a turning point in using the Internet. In August the federal Liberal Party launched advertisements on YouTube, featuring Prime Minister John Howard, closely followed by the launch of the federal Australian Labour Party's campaign through the website <http://www.kevin07.com.au/>. The Australian Labour Party's campaign included extensive use of YouTube and Facebook. Mr Rudd's was the first Facebook user to exceed the friend limit of 5,000.

This change in the emergence of digital presence is typical of many countries around the globe. The online presence of parliament and members of parliament is now fundamental to the way business is done.

The key message from Senators and Members interviewed in the past year for the Parliament of Australia website project was that they need to be supported in the virtual environment wherever they are through a variety of channels including mobile devices and computers to:

- communicate with constituents
- communicate with the wider world (with a different priority to constituents)
- get information that they require from the parliament and more broadly (particularly media) through the parliamentary web site
- support interaction, particularly for their role on committees.

From this study and the Parliament of Australia Library's client assessment (Uncommon Knowledge, 2010) there are considerable challenges faced by Senators and Members including:

- information overload – too much information and information of variable reliability and quality
- different roles for their personal web sites, political party web sites and parliamentary web pages
- dealing with new technologies such as Twitter and Facebook with limited resources
- understanding the channels (including traditional media and new media) and how they can best be used for communication with the public.

These examples also reflect findings from studies around the world. Parliamentary library and research services deliver services in an environment where members of parliament are changing in the way they receive and deal with information of all sorts. This creates an environment where what and how we deliver services needs to be reviewed.

To introduce the Delphi study three comments summarize the overall views of those interviewed:

- “We need to work out how to move the organization on without ‘throwing the baby out with the bathwater’.”
- “The best is the enemy of the good.”
- “Focus on the clients’ changing needs.”

Delphi study: methodology

The Delphi model is designed to collect the judgments of a group of experts. Busha and Harter describe the method as “a systematic approach to the generation of consensus opinions among a group of carefully selected and anonymous respondents” (Busha and Hartner, 1980:176). The principles of the methodology are that the views of experts are sought on the issues identified for detailed consideration. Bringing together all the expert views enables a well rounded consideration of any issues – particularly useful in forecasting and planning.

While one could argue that this is very typical of the sort of sharing of views and information that occurs at a conference or meeting, the opportunity to focus on particular issues is where this method has its strength.

Nine leading thinkers in parliamentary library and research services for parliaments were interviewed, from countries in Africa, Europe, North America, and South America. Comments included in this paper are taken from the interviews. In addition information against key issues identified by respondents has been taken from presentations at IFLA section preconferences. Where comments are taken from presentations or discussion at the 2010 preconference names are used. Where information is taken from interviews names are not used.

The questions for the experts were:

1. What do you see as the key challenges for parliamentary research services?
2. What do you see as the key challenges for parliamentary library services?
3. What are the most important factors in the environment that parliamentary library and research services are provided that should be taken into account in planning for the future?

The topic of the future directions of parliaments and library and research services is a very timely one. A major theme of the IFLA preconference of the Section on Library and Research Services for Parliaments in 2010 was the future of parliament, providing a broader context for the issues.

Comments from participants in the study are reported against the major factors identified in the interviews:

- Our environment:
 - The changing parliament and role of parliamentarians, including economic realities including citizen expectations.
- Our clients in the 21st century: members of parliament expectations and characteristics
- Working in a networked world:
 - Competitors to libraries and research services.
 - Our core values for members of parliament.
- Taking the next steps
 - How can we build upon our successes?
 - Innovation – how can we change and innovate effectively?
 - Strategic thinking – new approaches needed.
 - Collaboration a new way of doing business that is fundamental to our success.
- The challenge – putting it into practice and measuring our impact.

Visually the ideas collected through the Delphi study can be found at <http://prezi.com/xty1vvr0piur/test/>

Our environment: changing parliament and parliamentarians

Parliaments connect to their nation’s citizens in many ways – through electoral activities, discussions on policy and legislation, committees and the media. Citizen participation is expected through traditional means and increasingly through digital media. One respondent encapsulated the general feeling of the immediacy of the problem as:

“The future is here.”

Overall the speed of change, counterbalanced to a degree by the long term stability of political institutions overall was seen as a reason for parliamentary library and research services to move quickly, to meet the changing needs of clients, or they would be left behind. While parliaments can be thought of as generally risk-averse environments, the pressure of increased interaction between citizens and members of parliament and parliamentary institutions means that there is a ‘cognitive surfeit’. As one respondent said:

“Citizens have already embraced online environments and new modes of communication. Parliaments therefore must be true to their role, listen and respond. They must listen to these new citizens with their new identities that use available free channels of communication, where they express their individual worries. Listening to and following these concerns is not enough, we must learn how to channel these demands and react. This is

where the opportunities lie for Parliamentary Libraries.”

Assisting the parliament to connect with citizens is a new area for many libraries and research services. Some libraries have been give specific roles to increase engagement with citizens. Examples of successful approaches in parliaments around the globe include:

- In Chile the Major Leagues (Ligas Mayores), is a blog aimed at over 60s. Our aim was to become acquainted with the interests and worries of this group, but also create a network between them and Congress to make their voices heard. For the past two years we have helped them develop Information Literacy Skills, organized meetings and seminars. As a result today around 2000 people actively participate in this blog, writing and commenting on different issues (Ferreiro, 2010).
- In the UK a guiding vision was adopted that by 2011 Parliament should be recognized by citizens as:
 - distinct from government
 - holding government to account
 - welcoming to citizens
 - working for citizens
 - worthwhile
 - personal – relevant to the concerns of individuals

The strategy has involved engagement using the web and other media, engagement through visits to Parliament and engagement in communities across the UK... the reach of services has moved from tens of thousands to millions (Pullinger and Smith, 2010).

The particular information and analysis skills that library and research services bring to the new role of parliament include:

- the ability to look more broadly at communication and parliamentary services
- an interest in seeking to understand the changing needs of parliament and citizens through dialogue
- the ability to put information about changing needs into practice, for example through using client archetypes in training to ensure relevant services
- technology skills in using web 2.0 technology
- a genuine interest in encouraging a relationship between the parliament and its history and the community (often through assisting in the creation of memory in digital form through digitization of parliamentary records).

Without taking care to understand the changing needs of members of parliament and the parliament, library and research services risk failing in making their skills visible and creating benefit to the parliament. The new roles are different, but are based upon the existing abilities, skills and knowledge developed over many decades. Nimble thinking will be required as will an ability to accept change as a way of life.

Our clients in the 21st century: members of parliament expectations and characteristics

Members of parliament in the next two decades will have different experiences and knowledge to their predecessors. This shapes their expectations of library and research services and indeed of all the support that they will need to undertake their parliamentary roles.

The new member of parliament is increasingly:

- born after 1990
- cannot remember a world without 24x7 online communication – they are the ‘digital natives’ – of the present!
- uses all online communication options – simultaneously and while on the run
- will not use services that require a fixed line and personal computer
- want interactive online communication, that can be tailored (it’s all about me – the Generation Y call)
- want immediate access to information, no delay will be acceptable
- need streamlined, simple delivery with easy reuse in their online work world
- expect us to use the technology they are using, and be competent and adopt and adapt to newer technologies quickly
- expect all library and research services to be at their fingertips.

To meet these new needs a new smart library and research service approach is needed. We will be expected to:

- provide smart presentations incorporating visualized data using GIS applications, mashups and video, not just graphs
- give oral briefings that are able to create personal information on the fly, but to a set of expected standards
- deliver much via self service model, but are we ready?

Transforming to meet these needs will take considerable effort. We need to replace the long chunks of text and academic briefings with products and services that work well in a highly mobile, information loaded environment. We need to do this in a way that maintains the value of the service.

If we don't move on our clients will have already moved on – to another information source.

There is no single pattern of change in terms of the complexity of information and research enquiries identified by respondents. Trends in terms of the number of short reference enquiries versus deep research enquiries were different in different libraries. Some were experiencing an increase in basic reference enquiries, others a decrease. This means that transformation needs to be considered in context of the individual parliament's changing needs.

Overall a fundamental issue was the need to build relationships with individual clients in an environment where the pressures on the time of members of parliament mean that we are unlikely to have long sustained personal interactions, and little face to face interactions. Relationships must be different, built on their passionate interest in our services. We must work to build and transform the relationships into active engagement and advice, to ensure that we are meeting their needs and matching their changing world.

There are some good examples of working closely with clients, particularly for research services to plan and develop their work programs with a level of involvement of clients. Generally speaking research areas have at least an annual structured conversation with key committees and senior staffers and parliamentarians before setting their annual research plans.

Overall research services and libraries are seeking to establish good ongoing relationships with other areas of parliamentary administration. The Norwegian parliamentary librarian used the phrase “you have to dance together” to describe this new relationship. The overarching driver does, however, appear to be the need for services for the parliament that take advantage of skills in information, including metadata, from the library, and that help research to be delivered to meet the priorities of the parliament.

Economic pressures

All parliaments are facing economic and budgetary pressures. At the IFLA preconference comments made by those attending suggest that it is not unusual for participants to report that the parliamentary library and research areas had experienced reductions in budgets.

All believed that it was critical that library and research services use their resources wisely.

Now we need to deal with reductions and constraints.

Participants agreed that we could not run ‘Rolls Royce’ services and that productivity improvements were required, mostly achieved through smarter use of technology. All areas of library services were under review, for example at the preconference we workshopped:

- (a) consideration of collection expenditure and the potential to reduce expenditure on print where resources were available electronically
- (b) prioritizing research services and spreading demand (particularly for publications) over multiple years
- (c) engaging with members of parliament to have them assist in priority setting for services through consultation processes carried out regularly through the year, perhaps quarterly or six monthly.

All participants considered it likely that the economic pressures will continue.

Working in a networked world: competitors to libraries and research services

Members of parliament and their staff work in an information rich world. Not only do they receive advice and information from their political parties and parliamentary roles (such as through committee enquiries), they are recipients of information and advice from members of the public, policy experts and lobby groups/professional associations. The Internet has in many ways opened a floodgate both of information that is directed at members of parliament and also opened up access to a vast array of information resources, some of very high quality and relevance, some of dubious quality.

Respondents to the Delphi study identified Google and the Internet as significant threats to the role particularly of parliamentary research services. One commented:

“Members of parliament see things more simplistically now, with the Google generation there is an expectation that ‘everything is available on the web’. New members and their staff don't have increased information technology and literacy skills and are at risk of accepting whatever they find on the Internet as accurate.”

The parliamentary environment is one where our clients need easy and rapid access to information analysis and advice. The agenda is often set outside

the control of individual members of parliament, for example scheduled committee inquiries and parliamentary debate.

Respondents suggested that it was very important for library and research services to be clear about the value that they bring in this particular environment and ensure that all service delivery and planning focuses on these values, rather than general library or scholarly benefits. With parliamentary research, for example, we are not producing research for an abstract scholarly or historical purpose; it is for the benefit of current members of parliament.

The values of parliamentary library and research services identified were:

- **Impartial** – able to ensure that members of parliament were able to obtain information, analysis and advice which was not biased but could report on one or many sides of any issue to meet clients' needs.
- **Independent** – able to take a perspective that is not 'captured' by government or policy perspective.
- A gateway – able to tap into wide **quality expertise** – through staff, experts from outside and collections around the world.
- **Understanding** – able to communicate with clients and understand their pressures and time frames and negotiate responses (either from staff or from outside) to meet the clients' needs.
- **Builders** – assisting clients to build skills and their own networks – facilitate connections with experts (such as through running seminars).
- **Flexible** – able to deal with changing requests and demand generally.
- Focused on the **whole of parliament** – and able to contribute information skills to web sites and other ICT areas.
- **Connected** to our clients needs at a strategic level – setting priorities for service (particularly in research) through engaging with policy leaders in the parliament through consultation with committees and political parties (not with each and every member of parliament in this respect).

Respondents emphasized the need to focus on clients and their needs in light of the particular value of our services as well as continuing to look more broadly at service models that create new opportunities to add value to parliament.

Taking the next steps

The key issues identified above set the framework for the major challenge for library and research services:

“We need to work out how to move the organization on without ‘throwing the baby out with the bathwater’.”

It was seen as very important to recognize the contributions made so far by library and research services, to build upon our successes. One respondent commented:

“In understanding and respecting the history of parliament we need not to be hidebound and focused on rules and boundaries but rather seek to move forward to meet the needs of citizens and members of parliament with flexible, innovative approaches.”

Another respondent comments succinctly:

“The best is the enemy of the good.”

In this context the statement was intended to emphasize that library and research services can cling to outdated, expensive and time consuming practices, rather than move to streamlined, client focused services and products. A client brief that is very long and perfect in every way but a day too late for a speech is not valuable to the client at all. Similarly a perfect catalogue record that means the client does not have access to a publication for several days is also not delivering a client focused service.

To ensure that relevant services are provided all respondents agreed that library and research services need to fundamentally accept change, and to look at everything that they currently do. They must recognize areas that need change and encourage a culture of expecting to make regular innovative changes.

Innovation must:

- be the key enabler of delivering relevant services
- lead to the cessation of services that are not used
- be deployable rapidly, for example use Web 2.0 technologies
- be used in a manner that lets us try out many new developments
- we must accept that a project failure is a great learning opportunity.

Impediments to innovation were identified as:

- staff not being used to being innovative
- a culture of expecting little change
- silos of information specialists and research staff
- isolation from other staff in parliaments
- a concern that any failure was unacceptable.

One respondent reported that a major training program was about to commence for research staff to ensure that they understood client and library

expectations. The respondent suggested that we cannot assume that all existing training and support from library staff encourage change and that an investment was needed in programs that foster more relevant services and encourage innovation.

Several respondents emphasized that library and research services must develop more effective strategic planning. The strategic planning was vital to enable “people to see how they fit”. Planning requires effective leadership skills and senior library and research staff were considered to need significant development to lead across the service and parliament on strategic thinking.

Planning needs a culture that is positive about change. To assist this strategic priorities need to be simple and clear. The plans need to address the critical issues of how to deliver quality services in a time of cuts, and be embedded in performance agreements for all staff. All commented that more effort was needed in communication with staff. New staff must understand the particular issues of the parliamentary environment, and this requires ongoing communication.

Our strategic planning will only be effective if there is engagement with other areas in parliament, and if the outcomes of the planning are changes that are embedded in the operation of our services.

A sense of experimentation, within agreed boundaries, was evident from many respondents, together with a need to work more flexibly with other organizations. This new emphasis on collaboration can be seen in the accommodation of research students in a number of respondents’ institutions. One has a relationship with research councils, going as far as having a researcher funded through a research grant but academically supervised by an external academic, and yet based in the library.

All reported that they had made major investments in working with members of parliament to build the knowledge and networks of members of parliament, mostly in cooperation with research councils and scholarly bodies.

For research services, the context of developing subject specialization was considered to be effective only when this was linked to parliamentary business, particularly that of committees. Building networks with external experts was seen as vital not just as networks for researchers to use, but for clients to be able to use as well. The collaboration with committees has had additional benefits for members of parliament. This has also in some cases led to the development of integrated search services for enterprise solutions for parliaments to meet the information needs of committees as well as members of parliament. Collaboration can lead to the

development of new relationships with members of parliament through the places they work together.

New technologies are required to enable library and research services to develop. We need:

- new tools for collaboration for staff, particularly in research services
- skills to better support mobile clients
- new tools to deliver services to the mobile politician
- to work internationally across parliaments on issues such as the GFC, immigration, the environment and security to reduce duplication and improve products for clients.

Beyond this clients need an awareness of the potential of library and research services.

Finally, respondents considered that measuring the impact of our services was vital. Measures need to be able to be used to simply and clearly display complex information. Reporting on costs is also vital to enable decisions to be made about priorities when changing services. The information will also enable evaluation to be made of developments that improve our productivity. Only with a good understanding of what clients use and value based on metrics can good strategic planning occur.

Conclusion

The 21st century offers many challenges for parliamentary library and research services. We bring many long established skills including:

- the traditional expertise of libraries in finding, selecting assessing, organizing and managing sources of information in a context of information
- skills in dealing with information overload and the permanently changing digital tools to develop services that help our clients find the best possible information
- the ability to provide research services that meet the ever changing needs of parliaments with time pressured agendas.

The collected wisdom of the respondents to the Delphi study suggest that we must immediately take steps to better understand the changing needs of the parliament and community; understand how our core values can best serve our clients; and adopt an active positive approach to change. There are alternative information and research services that are available which could be used as replacements if we do not take this approach. We must focus in ensuring that our services

are timely, relevant and appropriate. This is not a time that we can expect clients to understand processes and delays that our current work practices may provide.

The external review of the Australian Parliamentary Library suggested (Uncommon Knowledge, 2010) the key message from clients in 2009–10 was “don’t waste my time”. New technologies and approaches offer the potential to reach clients wherever they are much more effectively and quickly. Looking more carefully at what we do and how we do it in light of the respondents’ insights into our changing environment; creating a culture to support the 21st century service and new collaborative approaches can create a parliamentary library and research service that best meets the need of 21st century parliaments.

Key points

We need to work out how to move the organization on without “throwing the baby out with the bathwater”. Parliament is changing and expectations of library and research services are changing. For example:

“Parliamentary officials, MPs and Peers prioritised informing the public but focused less on engaging in two-way communication. MPs and Peers were more interested in modernising procedures and using new technology to make parliamentary processes more efficient and understandable for those both within and without parliament.”

We need to respond to this changing set of expectations while delivering our core services well.

The best is the enemy of the good. Library and research services can cling to outdated, expensive and time consuming practices, rather than move to streamlined, client focused services and products. A client brief that is very long and perfect in every way but a day too late for a speech is not valuable to the client at all. Similarly a perfect catalogue record that means the client does not have access to a publication for several days is also not delivering a client focused service.

We need to review our approaches and develop more efficient ways of doing things.

Focus on the client’s changing needs. We need to challenge established practices and put the client at the centre of what we do, not expect the client to have to work to understand our way of doing things.

The value propositions of our services are fundamental to successfully positioning ourselves for the 21st century. They are:

- saving the time of our clients
- providing services in the parliamentary environment – impartial, independent, conscious of the clients time frames
- flexibly dealing with changing requests and demand generally.

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Uniting information literacy promotion and reader development in schools: Two forms of library-based intervention

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Abstract

Extending a theme introduced in one of the author's earlier articles appearing in the October 2009 edition of the *IFLA Journal*, this paper investigates rarely identified similarities between the information-seeking process and activities associated with the reading of fiction in order to present a case for school librarians adopting principles that both promote reader development and help to foster information literacy. Themes relating to such issues as user behaviour, the nature of information itself and library practices are addressed. The article draws heavily on the ideas of Van Riel and Fowler, who have written a highly regarded book on reader development. Various practical suggestions that may contribute to both young people's information literacy and their development as readers are offered for intermediaries. The paper concludes with some caveats, however, and the dangers of the recommended approach are honestly acknowledged.

Keywords

education, fiction, information literacy, information-seeking, reader development, schools, young people

Introduction

This paper is intended to complement an existing piece published in the journal and written by the same author. In the October 2009 edition, he demonstrated how information literacy, research and scientific inquiry are effectively underpinned by common axioms, and the teaching of these general principles can facilitate the development of skills and understanding across all these forms of scholarly activity (Shenton 2009a). The new article will show how a comparable approach can be taken with regard to guidance on the selection of fiction books for recreational reading and instruction to facilitate information literacy, since these two areas also share several major similarities. Particular attention is paid in the paper to the seminal work of Van Riel and Fowler (1996) in order to illuminate areas of congruence but the ideas of other writers on reader development may be equally relevant.

Reading behaviour and information-seeking

Traditionally, parallels have seldom been drawn between, on the one hand, the behaviour of people

reading books for leisure purposes and, on the other, elements within models of information-seeking. Reuter (2007), in fact, identifies a fundamental difference between the two domains. Whereas the need to solve problems is often considered an integral dimension within the latter, the motivation driving the selection of books for recreational reading cannot so easily be explained in these terms. Nevertheless, some bridging of the two areas can be found in the stance of Case (2007). He contends that problems tend to be given *undue* significance in studies of information-seeking, and should not be considered the driver for all instances of the phenomenon. Certainly, whilst the reading of fiction may be deemed essentially intrinsically motivated, i.e. the individual gains satisfaction from the material itself, on occasion this may also be true of the reading of non-fiction. Fourie and Kruger (1995) note how, in this context, intrinsic

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motivation “could arise from the pleasure derived from finding out more about something which interests the individual personally” (p. 228). Admittedly, motivation for reading non-fiction *is* frequently extrinsic, of course, as information is sought in preparation for a separate activity. In the archetypal information-seeking scenario, this could indeed take the form of solving a problem, and here the “task-based nature of non-fiction use” explicated by Russell (2004:12) is very much in evidence. The utility of material that is read is an issue also raised by Waples, Berelson and Bradshaw (1940), although they are less specifically concerned with the motivational perspective. Delineating reading’s “instrumental effect”, the authors draw on various case studies to conclude that information accessed by an individual may subsequently be put “to practical use” (p. 114). Obviously, the content that is most likely to be of value in this way is non-fiction, rather than fiction. Waples, Berelson and Bradshaw themselves cite “textbooks, guides, and manuals” as works that are intended for instrumental use (p. 74).

When other matters associated with studies of young people’s information behaviour are scrutinized, further clear lines of demarcation pertaining to fiction and non-fiction are apparent. Projects investigating young people’s use of library catalogues have formed a significant strand within research on young people’s information behaviour. Very often work of this type relates to searches for non-fiction volumes, rather than fiction. The imbalance is indicative of an overall disparity in the attention paid to interactions with fiction and non-fiction respectively. Writing just a few years ago, Reuter (2007), in fact, found that there had been only one major LIS study to have examined the book selection decisions made by children in relation to pleasure reading.

Nevertheless, the same author maintains that the browsing of a library collection for recreational material *can* be considered a form of information behaviour if the concept of an information need is expanded from conventional definitions so that it is conceived as “a kind of gratification” (Reuter 2007:139). She postulates that this feeling may be equated with the “visceral” type of information need identified by Taylor (1968:182). There is a growing body of literature to support the perception that fiction reading is embedded within the broader realm of information behaviour. For example, a recent book on young people’s information-seeking includes an essay on teenagers and pleasure reading (Howard and Jin 2007), and, in the preface of the volume, McKechnie (2007) declares unequivocally that studies of reading practices “are now regarded as part

of the literature” on everyday life information-seeking (p. vii). Yet, whilst McKechnie, Ross and Rothbauer (2007) firmly situate leisure reading as an “information behavior practice” (p. 189), they acknowledge that reading typically receives little coverage in scholarship relating to information-seeking.

Even if the motivation for selecting a particular work of fiction in a library is not so driven by a problem context as is conventionally-defined information-seeking, in both scenarios the set of processes that lead to the desired outcome (either an appropriate book or pertinent information) do incorporate a significant problem-solving strand. As the author has indicated elsewhere, information-seeking is frequently understood to be, essentially, a problem-solving experience (Shenton and Hay-Gibson in press), and the question-and-answer structure of Stagg and Brew’s (1977) “algorithm” for “finding the book you want”, which deals with the pursuit of both fiction and non-fiction, is consistent with this outlook in that it provides a didactic approach to how the library user may respond to the various issues that arise.

The location of both appropriate information and a suitable fiction book are typically the outcome of a highly convergent process, in which the individual aims to arrive at a suitable item within a more extensive collection, much of which is likely to comprise materials that are entirely irrelevant to the person’s needs and situation. The desired work may not necessarily be a book, of course; it may, for example, be an item on the World Wide Web, an article within a magazine or an entry within a CD-ROM encyclopedia. Where non-fiction is involved, the convergence is especially marked if the reader is aiming to retrieve particular information from within the item that has been selected. It is an indication of the different levels on which the pursuit of both fiction and non-fiction operate that, in their study of children’s book selection behaviour, Raqi and Zainab (2008) report that their participants moved from macro to micro strategies and make no distinction as to whether the individual was interacting with fiction or non-fiction. Drawing on the work of Shenton and Dixon (2004), the authors explain,

Macro actions involved locating information sources and in this context they would approach a range of information resources such as the library, bookshops or home collections and would subsequently locate an information source they felt to be relevant and feasible. Micro actions involved examining the source closely, perusing chapters and relevant sections to satisfy their specific needs. (p. 484)

Fiction is, of course, generally read sequentially, with the individual following a narrative from start

to finish, whereas particular parts of a non-fiction work are often accessed by users when seeking specific information. In terms of the latter scenario, Shenton and Dixon (2003) highlight the use of strategies for what they term “selective access” (p. 60), notably the exploitation of contents lists and back-of-the-book indexes. Situations do emerge, however, in which a novel “may also be consulted for quick reference purposes to verify the name of a character”, for example (Shenton 2010:283), and here the behaviour of the user is consistent with that frequently seen in archetypal information-seeking situations – the individual is intent on retrieving certain information from a source and the rest of the content offered is essentially superfluous, or even disadvantageous in that its presence effectively conceals the desired material.

The nature of information and library practices

It has been argued in some quarters that fiction is itself merely a particular type of information. Bates (1996), in addition to regarding information as sensory stimuli, believes that the word embraces virtually anything that is sought in a library, including novels. Chen and Herson (1982), too, view information as encompassing “imaginative works of mind” (p. 5), and the assertion of Poston-Anderson and Edwards (1993) that the concept includes any “imaginative message” is similarly based (p. 25). It is unlikely, however, that such stances will meet with universal agreement. Whilst conceding that information is possibly “the most nebulous concept of all”, Irving (1982) writes that, in education, it tends to be perceived as what is required for cerebral processes like “learning”, “studying” and “understanding” (p. 15). This position may go some way towards explaining the fact that, in many schools, non-fiction volumes are often labelled ‘*information* books’ and works of fiction ‘*story* books’, as if the two forms of content are entirely separate and mutually exclusive.

Some congruence in library practices relating to the two types of literature can be found in the work of Pejtersen (1989), however. She cites various approaches that have been applied to the organization of fiction books, one of which is to adapt universal non-fiction classification schemes. Employing a strategy that would seem equally appropriate for facilitating young people’s pursuit of non-fiction, Pejtersen (1986) has herself been instrumental in pioneering work leading to the creation of a computer-based retrieval system for fiction whose development was informed by children’s stated needs. Nevertheless,

whereas probably few readers of this paper would dispute the value of physically arranging on the library shelves works of non-fiction under a particular subject heading, equivalent treatments of fiction are controversial. In many school libraries, fiction is organized in categories according to genre and this practice, especially, is subject to much debate. The arguments for and against it are documented at length in one of the author’s previous papers (Shenton, 2008). Some opponents of the strategy point to special characteristics of fiction that they feel preclude the making of such divisions. It is important in this respect to acknowledge the stance of Sapp (1986), who argues that the substance of any novel is “much more likely to be expressed collectively, rather than singularly” (p. 495). This observation reinforces the wisdom of the multi-faceted nature of Pejtersen’s (1986) classification scheme for children’s fiction.

Whilst it may be true that certain features of fiction render any physical grouping by category problematic, this kind of literature also suffers from a susceptibility to significant criticisms made of classification methods that have been employed in relation to non-fiction books. Writing in a non-fiction context, Downes (2001) declares, “Library classifications . . . cannot encourage readers who are familiar with one area to explore another. They make it difficult to browse for something that’s a challenge or a new reading adventure” (p. 160). In an observation that is strikingly similar, Baker and Shepherd (1987) recognize that separation of fiction by genre may be considered to limit the opportunity provided for a reader to browse beyond the books in a particular category.

Evidence from Van Riel and Fowler (1996)

If it is accepted that the essentials of, on the one hand, information-seeking in its traditional sense and, on the other, behaviour associated with leisure reading are not altogether different, the possibility arises that arguments which have been expressed in relation to the promotion of reading for recreation are equally pertinent when applied to teaching information literacy, thus leading to the prospect of a more ‘integrated’ approach to instruction in the two areas. To date, very little consideration appears to have been given to making such connections. Although Russell (2004) indicates that reader development “can be linked with . . . skills building” (p. 11), she does not refer to information literacy in this regard. Still, a well received book on reader development by Van Riel and Fowler (1996) provides informed comment on individual aspects of the reading of fiction that may well strike a chord with youngsters intent on non-fiction, practitioners

supporting these efforts and academics studying the phenomena involved. In a contemporary review, Sproston (1997) hailed the authors' work as "fascinating and original", highlighting its "insight" and "wisdom".

Van Riel and Fowler (1996) open their discussion of the risks associated with selecting a book for leisure reading by acknowledging the time-consuming and frustrating nature of the task. In terms of the electronic environment, no doubt many young people who have been faced with a list of seemingly countless Web sites after entering a term during a search of Google will have similar feelings when looking for information. More broadly, in his commentary accompanying his own model of information-seeking, Choo (2000) emphasizes that time and various forms of effort are involved in locating, contacting and interacting with sources. Van Riel and Fowler (1996) raise the issue of making "wrong choices" when selecting fiction (p. 26), which, while again frustrating, can be valuable, they suggest, in introducing the reader to books that would otherwise go unnoticed by them. In a situation that has comparable positive and negative angles, a youngster searching the Web as part of their efforts to complete a school assignment may well go initially to a site that offers information which, although irrelevant to the needs of the moment, may still be of value at some stage in the future, possibly when the individual's studies have reached a more advanced stage.

Resemblances may be detected, too, in the manner in which the range of information that can be accessed may be restricted. Van Riel and Fowler (1996) note how some individuals tend to confine their reading to particular writers or series only to "come unstuck when they get to the end" (p. 27). Similarly, many youngsters are inclined to go whenever possible to favourite websites for information they require and may feel less at ease when they have to look further afield. Van Riel and Fowler (1996) also appreciate how some readers may welcome the opportunity to choose from a range whose titles have been filtered by another party, via a book club, for example. This can be likened to how, in many schools, a safety net is afforded when teachers stipulate certain websites that pupils should visit for relevant information on a topic, and further direction is provided through intranets and virtual learning environments (VLEs). Other teachers may ask pupils to concentrate their efforts on extracts from books and other appropriate paper sources that they have photocopied for them.

According to Van Riel and Fowler (1996), a reader who has started a book is faced with "a continuous process of choice" as to whether to go on with the work or abandon it (p. 23). They write of the

"investment" that the individual makes when a "sustained involvement" is required and this may be terminated at any point (p. 27). In the same vein, if difficulties become apparent when a particular course of information-seeking action is taken, the youngster must decide whether the likely outcome of the search is sufficient to justify the time and effort that has been spent or whether another information-seeking option should be adopted instead.

Van Riel and Fowler (1996) remind us that readers of fiction constantly determine how far they wish to engage with the material. Again, a similar observation can be made in relation to non-fiction. At one extreme in the spectrum of engagement, the user may look to explore the accuracy of the information, in the first case probably by testing it against what they already know in the manner recognized by Graef (2000), and read with the definite purpose of enhancing their knowledge. At the other end of the spectrum, they may, with little thought, copy and paste content into a document that is being prepared to meet assignment obligations. In this case, the user is merely a passive and unquestioning recipient of what is accessed.

Coupling information literacy and reader development: Some implications for practice

Several of the issues raised by Van Riel and Fowler (1996) and discussed above involve difficulties that emerge for the reader and are clearly reminiscent of some of the more problematic aspects of information-seeking. The possibility arises, then, that the information specialist can develop, for consideration by the user, broad principles that may apply equally to leisure reading and to finding information so as to satisfy clear information needs. As a first priority, pupils should, from the outset, be warned that the selection of fiction books and other information sources may be arduous, and problems in either situation do not necessarily result from inadequacy on the part of the individual. Given that, as Pickard (2004) notes, much of the "hype" surrounding the Internet presents an image of the computer as "a gateway to all knowledge" (p. 33), and this resource plays a key role in the information-seeking endeavours of many young people, it is important to inculcate a realistic attitude.

According to Campbell (2002:16) and Russell (2004:11), a central aim of reader development is to "open up reading choices" that may be made by library users. An equivalent priority in information literacy instruction may be considered the broadening of the individual's awareness of particular

information materials. With respect to both fiction and non-fiction, a fundamental challenge for librarians lies in achieving such a wider perspective without overwhelming users. One approach is that of phased extension, in which their existing knowledge and appreciation are progressively extended outwards from the familiar and what has already been recommended. Thus, what is offered through book clubs, VLEs, intranets and handouts dealing in pre-packaged information is gradually increased.

In a recent piece (Shenton and Hay-Gibson in press), the author has highlighted how some attention to the basic principles of cost-benefit analysis can help youngsters make informed decisions as to

- whether the end result of an information search is likely to justify any delays that arise
- if it will be profitable to take another approach in the event of the original information-seeking action failing
- when it is worth redefining the information need if material on the desired subject proves difficult to locate.

Care must be taken to ensure that this line of thinking does not lead to youngsters prematurely abandoning a particular course of information-seeking action in the event of minor difficulties. There is also the risk that pupils who believe that the process of finding information is *very* straightforward fail to be convinced that any cost-benefit analysis is necessary. Nevertheless, where youngsters are made to realize that poor decisions made in the course of such an ostensibly simple task as choosing a book for recreational reading can lead to frustration and wasted time at a later stage they are more apt to accept the need for such thought.

Campbell (2002) and Russell (2004) recognize that one of the main strands within reader development is that of affording opportunities for people to share their reading experiences with others. The notion of sharing may be extended to include understanding, too. Information professionals keen to use reader development principles to foster information literacy could consider bringing together pupils with common leisure interests or who are involved in the study of the same academic areas. In a situation akin to the kind of book groups that are seen so often in school and public libraries, small scale user discussions may be stimulated so as to help participants further their appreciation and comprehension of the inherent matters through the exchange of ideas. If one accepts the argument of Todd (2006) that an integral aspect of information use is the construction of “new knowledge”, then interaction between readers, which has

such obvious potential for facilitating this development, is clearly important. It also provides an ideal tool for helping learners to develop the kind of “personal perspectives” and “novel insights” that Bruce (1997) sees as characteristic of the “knowledge extension conception” of information literacy (p. 15).

The value of individual youngsters as personal information sources on topics that may be of interest to their fellows should not be underestimated. Tootill (2007) notes how, in Worcester, reader development experts within the library service operate as “buddies” to libraries across the county, and, in this capacity, each serves as a “named contact for queries or communication of information and guidance in their remit area” (p. 43). In the same way, efforts may be made to ensure that the knowledge of pupils within a particular school is conveyed, via such interpersonal communication, to others who are less expert.

The educative role of peer-to-peer interaction may take other forms, too. Returning to the theme of helping youngsters appreciate a wider range of information materials that are available to them, Shenton (2009b) has highlighted elsewhere the contribution of meta-information sources, which direct the user to adopt courses of action that may ultimately lead to the satisfaction of their information needs in certain situations. Although he cites several participants who reported situations in which parents and teachers offered such meta-information, peers may be useful in this context, as well, with their recommendations recorded in, for example, a database of valuable information sources. Information literacy sessions may be used to direct the attention of learners to this resource initially, with the aim of pupils employing it more autonomously in the future.

Conclusions

Tarter laments that even today there is a tendency for some senior managers in schools to perceive their libraries as no more than a “room” or “collection” (Hyams and Tarter, 2010:29). Such a restricted attitude can be countered by information specialists recasting these environments as dynamic places that promote both information literacy and reader development. These dimensions form two of what Sheard (2005) considers to be three principal areas of action for the school librarian (the other being the management of inclusive collections of resources). Yet, rarely are connections made between the two aspects of the librarian’s work, even though they share significant features. On the most fundamental level, Campbell (2002), Russell (2004) and McKearney (2009) all note the ‘interventionist’ nature of reader

development, and the teaching of information literacy is similarly proactive, with both activities aiming to bring about an improvement of some kind in the individual's knowledge, skills or understanding.

Although reader development is often associated principally with fiction, the case for linking the movement with non-fiction material is by no means new. The Mind's Eye project, for example, sought to promote reader development in the context of narrative non-fiction (Downes, 2001). According to Van Riel, Fowler and Downes (2008), "Of all the promotions to come out of the first wave of reader development, this non-fiction promotion in 2001 was reported as having the greatest impact on issues across England and Scotland" (p. 103). Nevertheless, some three years after Downes' article profiling the initiative, Russell (2004) was still lamenting how, in some quarters, reader development programmes continued to concentrate largely on fiction. Like the Mind's Eye project, this paper has aimed to reconcile the reading of fiction and non-fiction. Here, however, the method has not involved widening the traditional scope of reader development. Rather, just as Russell (2004) shows how strategies typically employed to support reader development in a fiction context can be adopted to promote the use of non-fiction, too, in the new piece the author has sought to demonstrate that intermediaries can exploit the shared principles that pertain to the use of both forms of literature.

The extent to which an integrated approach is considered desirable, however, is heavily dependent on the culture within the school. It may well be that it is established practice for information literacy to be taught according to a framework that is firmly rooted in an educational context. This would be consistent with the way in which Derr (1983), in exploring the notion of an information need, argues that a legitimate "information purpose" is integral to the concept (p. 274). Recreational reading may be perceived as much more frivolous in comparison and thus less deserving of formal teaching. In the 1950s, Walker (1958) was moved to comment, "Since reading novels is mostly pleasurable, we instinctively feel it is not quite the thing, and rather a waste of time during which we might be broadening our minds and deepening our sense of values with more solid nourishment" (p. 22). We must remember that Walker was writing over 50 years ago and the perspective taken by the author was that of a reader, rather than an educator, but one should not discount the possibility that a comparable view among senior managers in schools may still colour the priorities and culture within these organizations. The danger may also

arise that, if the information professional emphasizes that particular approaches may be used when interacting with both fiction and non-fiction, the distinctive characteristics of each become lost and the differences in the library practices applied to them are obscured.

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Collection development for immigrants – what to purchase, and why? Findings in Gothenburg, Sweden

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Abstract

The needs and preferences of public library services for individuals, who have another mother tongue than the majority population, in this case Swedish, have become more and more evident. In order to reflect on prevailing practices, the Gothenburg City Library initiated a study using 14 focus group discussions (Brunnström, 2006). The analysis of the opinions of 154 participating individuals with varied non-Swedish backgrounds, combined with the analysis of borrowing figures, has made it possible to continue to develop services in the multicultural, multilingual society that Gothenburg is today with 21 percent of the population born outside Sweden (2009 data). The Swedish study 'More for useful purposes than pleasure' shows that the most important factors behind the demand for reading materials are: 1) why a person has moved to Sweden; 2) for how long she/he has lived in Sweden; and, 3) what future plans the individual has. These factors result in different needs of fiction, non-fiction and digital access. Individuals new in the country are eager to learn the Swedish language and more about the society. They also demand books on how to manage their day-to-day lives, both in Swedish and their mother tongue. Individuals who have been in Sweden for many years search for reading material with which they can maintain their contact with their original culture and language. In this paper we share what we have learned about this complex matter; how we can best plan our media purchases and stock our libraries in order to meet the needs of our increasingly diversified societies.

Keywords

immigrants' needs, collection development, integration, language learning, fiction, non-fiction, Gothenburg, Sweden

Background

An important task of the public library is to promote reading for all users. Restricted library budgets in combination with increased linguistically and ethnically diversified populations entail a great challenge to public libraries in terms of stock development decision making. In order to promote reading the library must offer relevant reading materials, not just a haphazard selection of media in all possible languages. The question that arises is, thus, what to purchase and why in order to satisfy the needs of immigrants and

refugees, who, in Sweden, generally use more library services than the majority population, but borrow fewer books.

In Gothenburg 21 percent of the population was born outside Sweden and thus have another mother tongue than Swedish. In order to improve and develop

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the library services for this group, a special study targeting immigrants in Gothenburg was initiated by Ann-Christine Brunnström, librarian at Gothenburg City Library, who has specialized in the purchase of non-Swedish literature. In 2003–2005 she carried out a study on local immigrants' views on library services in Gothenburg. The title of the report is 'Mer nytta än nöje' (Brunnström, 2006) ("More for useful purposes than pleasure": our translation), which points at the results of the study.

Here we will present a summary of the results of the Brunnström study, highlighting the results that deal with media selection, her comparisons with the Danish study 'Frirum til integration' (2001) and present some suggestions for further development of library services.

Problem and methodology

Brunnström combined different methods to try to discover how immigrants view and use the public library. An adapted focus group method was used in combination with statistics on Gothenburg public libraries' stocks and loans in twelve languages.

Focus groups

Brunnström used a simplified form of focus group aiming at highlighting the participants' priorities. The starting point of the focus groups was the following question written on a whiteboard visible for all participants: "What is important to make the library a good library, for you and your family and friends?"

All suggestions put forward were listed and numbered on the whiteboard. A co-worker took notes on a computer and when no more suggestions were put forward, the list was printed and distributed to the participants who were asked to individually choose one-third of the suggestions which they considered most important. The choices were then added up and top lists of priorities were thus created. The suggestions put forward do not only provide information on how the participants value the library services but also reveal their familiarity with what the libraries have to offer. What they knew about the offers naturally affected their choices.

Stock and borrowing

Millennium, the common computer system of the public libraries in Gothenburg, offers good opportunities to study what media are borrowed. A number of lists of literature in different languages have been used in order to examine how the stocks are used and to reveal trends.

The languages investigated were Arabic, Bosnian (here Serbo-Croatian written in Latin alphabet), Finnish, Chinese, Kurdish, Persian, Polish, Russian, Somali, Spanish, Thai and Turkish.

The twelve language stocks examined were divided into the following five categories: 1) fiction for adults; 2) children's literature (both fiction and non-fiction); 3) language learning media and dictionaries; 4) humanities/society; and 5) everyday life handbooks.

The percentage for each category of the total stock in the twelve languages was calculated. The percentage of loans was also calculated, and then the ratio comparing the loans to the stocks. A percentage of loans higher than the percentage of the stock was interpreted as a well-used stock. It might need to be extended with more purchases. The opposite proportion with a lower percentage of loans compared to the stock suggested that there was something wrong with the stock. The books might be obsolete and require weeding, for example.

Frequently borrowed items were also listed and top lists were made for each language. To some extent who borrowed the books was also examined. However, for reasons of integrity no lists were printed and no results remain in the statistical module. The factors studied were age, gender and if the name indicated non-Swedish background.

Finally, the statistical results were compared to the priorities and views emerging from the focus groups in order to discover if the loans were concordant with the focus group results and shed more light on the emerging usage patterns.

Selection and implementation

In order to find a potential pattern in immigrants' perceptions and use of the public library it was important to obtain a well balanced focus group mixture. Important criteria for selection were gender, ethnic background, age, time of residence in Sweden and occupation. A prerequisite was also that some participants, but not necessarily all, had previous experience of Swedish public libraries.

In total, 154 persons took part in 14 focus groups composed of 5 to 20 participants. More than half (56 percent) of the participants were women and 44 percent were men. In total, 33 different mother tongues were represented among the participants. Most participants also spoke the language of a neighboring country and some also knew English. Two groups were composed only of women, one group only of men, and eleven groups were mixed. A majority of the participants had resided in Sweden less than 15 years;

however, some had lived in Sweden much longer. Most were ‘young adults’ or in younger middle age. Some ten seniors participated. Young children were represented by preschool pedagogues, while 40 percent of all participants were adult students. Six groups consisted of persons from the same cultural background; Somalis, Finns, Russians, Bosnians, Latinos, Arabs. Other groups were mixed groups of students and a group of preschool pedagogues and a group of librarians. Most participants were refugees or relatives of refugees, although single individuals in all the focus groups had come for work or marriage. In the Finnish and Russian focus groups all participants had come for the purpose of work or marriage. The participants came from all continents except Australia and among the secondary school students there were interesting language combinations indicating ethnically mixed families.

Results and discussion

Danish comparison

Brunnström’s study confirms by and large the findings in the Danish study ‘Frimur til integration – en brugerundersøgelse af de etniske minoriteters biblioteksanvendelse’ (2001), a large study of ethnic minorities’ use of the library in Denmark. The aim of the Danish study was to investigate how ethnic minorities use the public libraries and the importance of the library in the integration process. Several methods were used: questionnaires, focus groups, and statistics of media usage during one day, analysis of the Immigrant Library deposits, and interviews with library staff. The Danish study also made comparisons with the majority population’s use of library media. It turns out that immigrants borrow less in average compared to all users. This may be due to lack of media offered in the foreign languages. When the stock was enhanced with deposits from the Immigrant Library, loans increased to the same level as users of the majority population.

Media on the shelf are what matters

What is on the shelf is what matters since immigrants rarely use the catalogue. The focus group participants state that they do not use the catalogue. Instead they prefer lists of catalogue entries that they are particularly interested in. Even if the catalogues exist in their own written language, with non-roman scripts, there is no interest in this. They are not inclined to order books from other libraries either. What matters is what is on the shelf here and now. And the books on the shelves should be new.

Library staff confirm that library visitors who look for non-Swedish literature seldom use the catalogue but prefer searching the shelves. The staff also found that immigrants mostly try to manage on their own and seldom approach the information desk to ask for assistance. Thus, the librarians do not get the opportunity to show how catalogue searches are made. Reluctance to contact the information desks is probably often due to language reasons. It also seems easier for immigrants to approach library staff on the floor. Among the majority population, we find that mainly students use the catalogue.

Little interest in using the catalogue was also found in the Danish study. As an Iranian explained, he wanted to hold the book in his hand in order to judge if he wanted to read it. Ordering books from the Immigrant Library was not an interesting option to him, nor was it interesting to others.

A current trend in Swedish library administration is to reduce interlibrary deposits and instead increase single interlibrary loans on demand. This contradicts the focus group results expressing a need for more resourceful libraries with larger stocks of foreign literature on the library shelves for direct access to visitors with immigrant background.

Library staff and intercultural competence

Staff of foreign origin are a symbol of career success and also inspires a sense of security. Several focus groups highlight the importance of finding immigrants among the library staff. There are several reasons for this. It is not above all a matter of language, even if many would appreciate receiving assistance from a fellow countryman. Staff with minority backgrounds are perceived more as a symbol, indicating that it is possible to be employed in a profession that demands higher education for persons with a foreign background. There is also a feeling of greater security meeting people with a similar background and common frames of reference.

According to library staff with minority backgrounds, they possess a special competence based on their knowledge of certain target groups and knowledge of publishing in the home country and are more easily contacted by immigrant visitors. They may also function as interpreters and be able to assist in the purchase and cataloguing of foreign literature in different languages.

The Danish study also found a need of employing staff with foreign backgrounds: “They understand foreigners better”, as one of the participants stated. It is less embarrassing for library visitors who are not

mastering the language to approach a non-native speaker.

Since more persons with other mother tongues than Swedish train to become librarians the need for a more ethnically diverse staff may be met eventually. In the meantime, there are several labor market measures that enable at least temporary admittance to work in library services for persons with minority backgrounds. The libraries should make use of these opportunities to a larger extent.

It is also important that public library staff increase their intercultural competence in order to better understand and meet the needs of globalization. A good practice example in Region Western Sweden is the European Social Fund competence development project 'The Interlingual Library – opening up intercultural meeting places' (2009–2011), which has offered several courses for librarians and library management, including a course for librarians on infrastructure for multilingualism, traditional media, ICT, social and cultural dimensions and new methods, a cultural pedagogy course for librarians on initiating new methods developed, and a course for library managers and key persons on gender and interculturalism. The project results were disseminated a.o. at the IFLA Satellite Conference in Copenhagen 2010 and via inspiration days in Western Sweden 2010–2011 (<http://www.bibl.vgregion.se/sv/Regionbibliotek/Konsulenterna/Projekt/Det-mangsprakiga-biblioteket-utveckling-av-interkulturella-motesplatser/>).

The media stock of the public libraries in Gothenburg

The stocks in the different languages are of varying size but the main categories for each language follow a similar pattern. Fiction for adults constitutes the largest category, approximately 40 to 60 percent of the stocks. Children's literature represents 20 to 30 percent. Non-fiction is dominated by humanities/society with 10 to 20 percent. The share of language learning materials varies but is always under 10 percent. The smallest category is everyday life handbooks with only a few percent.

Traditionally, media purchase in the various languages has targeted the rather well educated middle class. The libraries have mainly been passive receptors of a small number of publishing houses and bookshops specializing in the immigrants' languages. The literature purchased by the libraries has above all been based on what these publishing houses and bookshops have offered to the libraries, and not on the visitors' wishes and needs. Naturally, changes take place and the so called popular literature and bestsellers are now

all the more available on an international and multilingual market.

The stocks may also have an ideological bias. For example, a Bosnian library visitor pointed out that the stock in his language contained too much religious literature, while an Iranian visitor thought that the Persian books contained too much socialistic literature. A Russian respondent said that the so called exile literature, much appreciated earlier on, now is found obsolete. Single sales companies easily come to play a crucial role when the libraries lack linguistic or cultural competence.

Among those who move to Sweden for purpose of marriage, work or studies, many come from English speaking countries. Books in English are usually bought for library visitors who have Swedish as their first language, but it is high time to also see these languages as 'immigrant languages' and change the purchase principles accordingly.

The Swedish language and the mother tongue

The Swedish language is the overwhelming problem for many immigrants, even for some individuals who have lived in the country for many years. Learning Swedish is considered of vital importance. The collections of language learning materials are far from adequate.

Learning the Swedish language is crucial to the participants in the study. Practically all groups appreciate different materials that support language learning. The importance of dictionaries is confirmed by the number of circulations. For the languages Arabic, Persian, Somali and Turkish the share of loans of language materials is several times higher compared to the stock. Especially newcomers appreciate easy-to-read literature for language learning purposes. There is a large demand for Swedish language courses at all language levels and the stock is far from sufficient. Others highlight the importance of easy-to-read books with information on Sweden and Swedish history. Watching Swedish children's films together with children or grandchildren provides a good opportunity for language training that many have experienced. Several city district libraries have therefore chosen to purchase Swedish children's films.

The students taking part in the focus groups also wished for more pedagogical support from the library for language learning and showed a particular concern for immigrants who are illiterate. A good practice example is the learning environment One Step Further (VIDARE) available at eight city district libraries in Gothenburg, offering activities such as conversational training in language cafés for adult language learners,

basic computer courses and home work support, often in cooperation with local NGOs.

Almost half the respondents in the Danish survey stated that the library is important for learning Danish. According to the librarians interviewed at Gothenburg City Library, newcomers often come to the children's section looking for very simple materials for language learning. A typical situation is a male refugee whose wife just arrived. He knows a little Swedish and his wife needs to learn the language too. Are there books combining words and images? How do you pronounce the Swedish words? They leave the library with a book for small children.

Adult students engaged in upper secondary studies often ask for materials in easy Swedish for their school assignments. Also parents ask for easy non-fiction in order to support their children with their homework.

School books for primary and secondary school in the mother tongue facilitate understanding of concepts and contexts, however Swedish libraries have by tradition focused more on purchase of fiction than non-fiction. It is time to reconsider and purchase more non-fiction and school books, in subjects such as natural sciences, in as many languages as possible.

Newspapers and magazines

Newspapers and magazines in different languages are mentioned by several groups with varying motivations. One group considers mostly elderly persons who have strong bonds to their home country and will perhaps never learn Swedish.

Many newcomers, above all refugees, want news from their home countries. This need is all the more met via Internet. Newspapers and magazines in Kurdish are the primary wishes of the Middle Eastern focus group. Sports magazines have been proposed in many of the focus groups and also women's magazines. In the Danish study the lack of sports magazines and women's magazines was also observed. According to the librarians it is above all men who read newspapers and magazines at the library, whereas women and youngsters seldom visit this part of the library. Thus, there is reason to add magazines that appeal to women and youngsters to what the library offers.

None of the participants mentioned newspapers on the Internet. However, since the study was carried out a lot has happened, more people now use the Internet and many libraries offer access to the database Library Press Display, with newspapers in full text from all over the world. However, too few are aware of the rich resources available on the Internet in terms

of press and news services. In this field a lot of information and marketing work remains to be done by the public libraries.

However, for many elderly people the paper version is the only thinkable alternative, and the elderly are often faithful and active library visitors, although they may not constitute such a large group. One of the participants in the Danish study suggested a popular magazine with the motivation: "Women want women's magazines in Arabic". To take this advice and subscribe to such a magazine has proved very successful in many libraries in Western Sweden.

The mother tongue and the home country

Many respondents feel respected and confirmed by finding literature in their mother tongue at the library and the mother tongue inspires a sense of joy and pride.

Taking pride in the culture of origin was particularly predominant in the Somali focus group. Storytelling for children agrees well with the oral tradition of this country, which did not receive its written language until the 1970s. But, there is still a considerable lack of printed materials in Somali. As a matter of curiosity – three-quarters of the Somali publishing comes from Sweden. Literature from many different countries translated into Swedish should be available at the libraries, as a way of promoting understanding of different cultures, says an elderly Somali man. Only a very small amount of books are translated into Swedish from the first languages of immigrants residing in Sweden, and most translations are published by small ambitious editing companies. However, the libraries must survey this publishing and prioritize these purchases over much of the Anglo-Saxon bestsellers. It is probable that the share of translations from other languages than English will gradually increase as more people obtain bilingual competence and engage in translation and publishing.

Several focus groups considered it important that children maintain and develop their mother tongue and learn about their family's country of origin. Informing about the home country is a frequent school assignment, where pupils turn to the library in order to find reading materials in both Swedish and their first language. The loan statistics also show that immigrants are interested in books on their countries and cultures of origin. Immigrants from the Middle East often borrow books on the modern history of their home country. This is not surprising given that many have migrated for political reasons. Later investigations show that this is true for all languages.

Children

It is important to parents that their children keep their mother tongue but many children prefer using their new language to their mother tongue. The youngsters often lack the ability to read in their mother tongue and many parents find it difficult to enable the children to keep and develop their knowledge of the family language. This is an issue that troubles many and many wish that the library could support children's mother tongue development.

Children's literature in the first language is the most important library service for the natural science students focus group and the Latin American group who have lived in Sweden for over 30 years. Several focus groups mentioned the importance of primers in the mother tongue for children learning how to read and write, e.g. the Arabic alphabet, stories and fairy tales in their first language and factual study books on the country of origin. Many also wished for recorded stories in their mother tongue enabling children to listen to their own language. The Danish study showed the same wishes. Several libraries in Sweden have initiated recordings of such materials, sometimes in cooperation with local pre-schools. However, a lot of work remains to be done in this field.

Storytelling and other cultural programs in the children's mother tongue are considered important. Some libraries have tried to meet this demand, however much remains to be done in this area. Several good practice examples are found in the Manual (Libraries for All, 2010) and the Regional reports of the European Lifelong Learning Project, Libraries for All – ESME, run between Sweden, Austria, Germany and the Czech Republic from 2008 to 2010, such as Parents' Library Collections, targeted library introductions to parents, discussions between preschool teachers, parents, librarians and specialists in language development, multilingual story telling dramatizations and reading aloud events, offered at public libraries in the project (www.librariesforall.eu).

The Danish study observed that children borrow very little in their mother tongue by themselves, and this is also the experience of Swedish libraries. Despite the importance accorded to children maintaining their mother tongue, parents do not seem to borrow children's literature to a large extent either. This may be due to a lack of strong children's literature traditions in some language areas or that parents obtain children's literature elsewhere. Children's literature in Swedish constitutes an important part of the media stock at the public libraries. There is a strong

tradition of working with children's reading at the libraries. This explains why children's books constitute a relatively high share of the media stocks in the various foreign languages, usually around 30 percent or more. However, the share of children's literature loans is considerably lower. The figures are very low for Finnish, Polish and Persian. The share of media loans is particularly low at the City Library, clearly below 10 percent for several languages, with the exception of Thai, for which it constitutes 25 percent of the loans. Most likely it is because most children with immigrant backgrounds in Gothenburg live in the Northern and Eastern suburbs where they visit the city district libraries.

Parents borrowing books for their children play an important role, but teachers also have a large impact on children's reading habits. Loans of children's literature in other languages than Swedish dropped in conjunction with the reorganization of mother tongue training in Swedish compulsory school. Mother tongue training in other languages than Swedish was moved to after school hours, and the number of children attending mother tongue classes consequently decreased. However, Swedish school authorities have started to reconsider this. Mother tongue training is recommended, as is training in the core school subjects in the mother tongue for small children and children who are newcomers. This may increase the demand for fiction and non-fiction for children in their first language

Non-fiction

Libraries often underestimate the interest in non-fiction. Books on humanities and society are borrowed to a larger extent than expected, especially by men.

Humanities/society include literature in the fields of religion, philosophy, modern history, biographies, geography and politics. A large part of these books is oriented towards the country of origin. Non-fiction is demanded and borrowed to a larger extent than its share both in Persian, Arabic and Kurdish. Also other groups wish for more non-fiction. In general, the libraries have been better at providing fiction, while underestimating and misjudging the need for non-fiction. The Danish study also noted that non-fiction was borrowed to a larger extent than expected. The most frequently borrowed books are from the immigrants' own cultural sphere and thus cannot be replaced by translations of books published in other countries. In order to find the 'right' books the libraries need adequate cultural and linguistic competence, which is mostly not the case today. Items in the

category humanities/society in several languages are borrowed to a smaller extent than their share of the stock.

Everyday life handbooks

‘Everyday life handbooks’ include topics like cooking, medicine, pregnancy, psychology, child-rearing, everyday economy, car driving and how to use computers. They are popular among both women and men. Titles in these fields show high circulation figures, in particular at the city district libraries, where the share of loans is at least twice as high as its share of the stock.

This kind of literature is considered very important in several of the focus groups, and as the most important type of literature in one group, since it offers support in daily life. A comment on the need of medical literature was: “We are beginning to grow old”. Librarians’ experience confirms that medical literature is increasingly requested, literature on age-related diseases in particular. The need of handbooks can be understood in the light of the fact that many immigrants have lost their usual networks and ways to obtain everyday knowledge.

The category everyday life handbooks include subjects related to home and family and attracts above all women, predominantly from ‘asylum countries’. Considering that this category constitutes a very small amount of the library stock, only a few percent, it is safe to say that the previous purchase policy has disadvantaged women.

Medical literature was also demanded by Bosnians in the Danish study. In several of the Danish focus groups it was pointed out that non-fiction interesting to women is found in the field of everyday life handbooks. “There is not much for women”, a respondent stated. Borrowing figures indicate that literature on Western child-rearing translated into different languages is popular, as is literature on subjects such as psychology, cookery, beauty care, alternative medicine, and sexual guidance.

Textbooks

Textbooks in both Swedish and the mother tongue in subjects such as mathematics, physics, chemistry, biology and health care are demanded to support immigrants who engage in upper secondary studies.

Many immigrants engage in adult education in Sweden. This has entailed a high demand for adequate Swedish literature in the various subjects studied. Adults may also ask for books at primary and secondary school level because of problems understanding the Swedish language. Textbooks in the various

subjects in the mother tongue are considered important by many, both well established immigrants who have previous experience of adult studies and newcomers who are in the midst of them. A Kurdish respondent explains that a subject such as chemistry demands terminology in the mother tongue in order to understand and retain the knowledge. Thus it is language difficulties that entail that study literature quickly emerges among the suggestions in the focus groups. Many choose to study subjects such as mathematics, physics or medicine, probably because of the global work market for these particular fields of study. Technical terms and notions have to be contextualized in order to be understood; a dictionary is often not enough, but textbooks in the reader’s own language are also required. Especially the Somali group was keen on school books in their own language, but the problem is that few such books are available for purchase.

Civic information

Information on Swedish society in the first language is of course most important to newcomers, and easy-to-read books on Swedish society are demanded by all groups. Unfortunately, very little information about the Swedish society is published in languages other than Swedish and there seems to be little ambition for changing this. All are supposed to access the information through so called Easy Swedish (LL Lättläst svenska). In this respect the Danish website, www.finno.dk, constitutes a good practice example. In the Danish study, one-third of the questionnaire respondents stated that the library had contributed a lot to their knowledge about the Danish society.

Learning English

Learning English as a language for studies, tourism and moving abroad is desirable. People who migrate to Sweden often need to learn English, a world language useful for tourism and in most cases a prerequisite for higher studies in Sweden. English has become increasingly necessary even in the Swedish society and some intend to move on to an English-speaking country later on.

English language training media are traditionally purchased by Swedish libraries and when studying the loan history on English media we see that they are borrowed by immigrants to a large extent. In recent years, the public libraries in Gothenburg have purchased a large number of English language courses based on e.g. Arabic, Persian, Spanish, Finnish, and Chinese, for those who want to learn English without taking a detour via the Swedish language.

Old books and new

Evidently people want new publications in their own language. In the Danish study it was repeatedly stated that the books found at the library were too old. They called for new books, but there were few new publications offered. "Sell the old books", some suggested.

Of course, the library must make more efforts to find and also purchase the latest publications in the languages spoken in the country and keep track of stocks so that unwanted books are sorted out in order to meet the demand. This can be done with great advantage in dialogue with interested library users, as long as the selection principles of the library are clearly communicated. Otherwise, the stock in a particular language risks being characterized by a single person's taste and preferences; according to our experience it then becomes too specialized and narrow.

Leisure reading and cultural programs

People who are more firmly established in the country by long term residence or by work or marriage tend to use the library resources for leisure. Fiction reading is an important leisure activity, particularly for women.

For Finnish and Polish, fiction represents over 80 percent of the loans. In both cases the loans are clearly above the share of the stocks of fiction. For the languages Bosnian, Chinese, Russian, and at some libraries also Persian, fiction represents about 60 to 70 percent of the loans, also above the stock share.

In Arabic, Kurdish and Turkish fiction is borrowed to a smaller extent compared to what is purchased. In particular, fiction in Arabic seems to remain on the book shelves of the city district libraries. It might be that the wrong books have been purchased or it may indicate different reading traditions.

Changes in acquisition policies at Gothenburg City Library aimed at better meeting the demands of female library users have proved successful. Women from China, Bosnia, Persia, Pakistan or any other country want to read books about human relations, about love.

Remarkably few focus group participants suggested film or music as important library services. It could be that their view of the public library is more traditional – a place for books only. On the other hand, activities and cultural events were said to be very much appreciated, e.g. author visits, storytelling, book circles and other cultural events for the different language groups, preferably in cooperation with their own associations. The libraries may also share joy and celebration by paying attention to festivals, authors' jubilees and other events.

The library premises

In order for the library to promote reading it is important that the library premises are found attractive, that it is a place people like to visit. Access to libraries in the vicinity is found important in two groups and is a high priority among newcomers who have just started learning Swedish. Opening hours extended to evenings and weekends are important for the participating students.

Many wish for a quieter and calmer library with more study places. Brochures with codes of conduct for parents to read or more male staff are suggested in cases where the library is visited by noisy children. Youngsters wish above all for comfortable and pleasant seating areas with comfortable sofas, peace and quiet and a friendly staff. Not always quite compatible requirements for a small library!

Many want more computers. Librarians fully agree with this, they believe that access to computers for information retrieval, email, chat and newspaper reading is a high priority. The lack of adequate IT resources is perceived as frustrating for both staff and visitors. Students often need more advanced IT equipment than many libraries are able to offer to date.

Other studies and experience show that persons with a mother tongue other than Swedish are 'over represented' among library visitors, and especially in the use of library computers, copiers, scanners, faxes, etc. In this field the libraries provide an important, necessary, service, albeit insufficient, that is not so easily available elsewhere in Swedish society.

Signs, instructions, brochures and reading lists in various languages are needed in libraries according to several of the groups, including those who are more established. To wander around the library not daring to ask for advice is considered an unpleasant experience. Some have visited the library for years without contacting the information desk, and thus without always finding what was requested. Signs in their own language, as well as lists of what belongs on the various shelves were also asked for in the Danish study.

Interviews with staff from city district libraries serving many library users with non-Swedish background reveal that contact between staff and users is usually better in small libraries. As a visitor put it, "It is easier to find your way around in smaller libraries". The atmosphere in smaller libraries is more relaxed. It is also easy to find someone nearby who can serve as an interpreter.

Conclusions and suggestions

Establishing in the new country

Refugees are in need of materials of use in the integration process. The majority of the participants in

Brunnström's focus groups have come to Sweden as refugees. The library has been used, by these individuals, as a means of integration into the country. It turns out that there are great similarities between the different focus groups and the individuals. Male or female, young or old, from Bosnia, Somalia or Kurdistan - the situation is the same. You have to learn Swedish, obtain education and work, and cope with everyday life and children and so on. The overall impression is that they above all need public libraries for useful purposes.

The results of the focus groups suggest that gender, origin, age and employment are not so important to the choices made. The statistical processing partly provides a different picture. An examination of the Arabic and Persian loans shows that men are more mobile and visit the City Library.

Library usage seems to change over time, so that fiction reading in the mother tongue comes to dominate after a long period of residence. Fiction reading dominates also among some groups of newcomers. According to Brunnström, the deciding factor for how people view the libraries and how they use them seem to be their degree of establishment in Sweden.

Survey participants had experienced using the library while establishing themselves in Sweden. What emerges very clearly in most groups is the need for learning Swedish, and at a level that allows for studies and work. Demand for study literature in their own language can be seen as a need for language assistance. Everyday life handbooks are a category of books that one needs when the usual routes to everyday knowledge are no longer available.

The examination of the book stocks and usage statistics provides evidence that what people need, in order to facilitate establishment in the new country, is not available at the libraries to the extent needed. Literature supporting language learning is insufficient. School books in other languages than Swedish are lacking almost completely.

Children are very important for many participants. Several groups highlight the importance of supporting children to both learn Swedish and keep their mother tongue and learn about both old and new conditions in the home country.

Children and parents have different views of the Swedish language. Those who migrate at an early age are often eager to learn Swedish. Since language is related to one's identity and belonging, many adults are also eager that their children uphold their mother tongue.

The analysis of the statistics on stocks and loans does not provide a basis for the idea that there are real deficiencies in the children's book stocks in different

languages. The fact that children often 'become Swedes' faster than their parents do is not really a library issue but must be seen as a more general dilemma. One way to satisfy both children and parents is by organizing multilingual storytelling and other activities for children in different languages, something which several libraries regularly offer.

Many feel a strong desire to preserve their cultural heritage, including those who have lived in Sweden for many years. Many want to stay updated with what happens in their home country. Thus, newspapers and magazines are interesting to many, as are books on religion, politics and modern history, and fiction from their own cultural sphere. The libraries' media stocks seem to correspond fairly well to these needs.

Reading for pleasure

In examining the library's stock in different languages and the statistics on loans another pattern emerges for languages like Russian, Thai and Chinese. Borrowing figures in these languages are high. They borrow mainly fiction, especially from their own country. According to Brunnström, these groups probably have a more solid base in Sweden for reasons of work, studies, marriage or a long time of residence in the country and use libraries more for cultivation and entertainment purposes.

Later investigations have shown that women are more interested in reading novels about personal relationships, while men prefer books oriented towards society. The collections have not been adequate in the first respect. Paying attention to women's need of leisure reading has really proved successful, especially since more modern books are now available in many different countries.

It is hardly reasonable – given the amount of languages – nor desirable – given the different needs, reading habits and range of offers – to develop 'complete' libraries in every language represented in the country. However, the library should be responsible for leisure reading such as fiction, biographies and history in the various languages on request by the local residents. The current labor and student migration includes, to a large extent, persons who speak English, and a greater focus on English literature, including different types of everyday life handbooks, is therefore appropriate.

Many of the temporary settlers often lack access to literature and cultural events in their native language other than provided via the Internet and the library. On the other hand, they can also easily buy books in their native language via the Internet.

Migration across national borders is expected to increase. Thus, it is important to stay updated as to

demographical changes and language groups represented among newcomers, both permanent and temporary settlers. Changes often occur rapidly, for example, during the past year, many thousands have come from European Union countries, China, India, Iran, Pakistan, and Ukraine to study or work in Sweden.

Digital services

Computers for the users are important as a tool to adapt oneself to modern society and to keep in touch with the native country.

Digital library services were not discussed much in the focus groups. However, to the library staff it is obvious that a lot of visitors with foreign background are well aware of the demands and opportunities of the digital society. Some attend basic computer courses offered by many libraries and others borrow advanced computer literature in both Swedish and English. It is easy to notice with the naked eye that the public computers at many libraries today are mostly used by persons with roots outside Sweden.

But there are still many, among both immigrants and the majority population, who are unfamiliar with the IT community and find it difficult to cope with daily situations that request digital skills. Bridging the digital gap is therefore a major challenge for public libraries and it is important that libraries meet this challenge.

Dialogue with users and some suggestions

One of the objectives of the Brunnström study was to create dialogue with library users with foreign backgrounds. One of the expectations was that library users would appreciate being asked for their views and opinions on the library and its services. This objective was met to a large extent. The focus group meetings themselves were found to be valuable. They show that it is important that all libraries invest in creating networks and a dialogue with local residents, regardless of their country of origin and mother tongue, in order to promote library services that correspond to the residents' needs and requests. A useful tool in this respect is to set up local multicultural advisory boards where librarians and selected local residents meet regularly to discuss and develop library offers and activities together (www.librariesforall.eu).

In the results of the study Brunnström points out two different patterns of library usage. People who have a longer period of residence, who come for work or marriage tend to be more firmly settled in Sweden and use the library more as a cultural institution. They borrow above all fiction from their home countries. In the focus group interviews they also show a great

interest in the library's cultural program for both children and adults.

For refugees who are not yet as firmly settled in Sweden, the library serves as a resource for integration into the new country. Their most crucial need is to learn Swedish at a level that allows for study and work. Non-fiction such as everyday life handbooks and study literature in the native language facilitates their daily life and studies. For them it is also important that the children retain their native language and have knowledge of the country of origin. Newspapers and magazines in their native language offer an opportunity to stay updated on the home country. Library staff with foreign backgrounds are also considered important both for language and psychological support but also have a symbolic value.

The libraries should prioritize the latter group, that is, newcomers, primarily refugees and their families, who need support in creating a new life in this country. Knowledge of Swedish is important and all possible support in terms of language learning materials that libraries are capable of offering must therefore be obvious purchases. Swedish courses and dictionaries should thus be prioritized purchases. An important pedagogical task is also to show the resources available online, such as dictionaries, language courses and translation tools. More computers are needed for this. It would also be desirable to create combined materials of ordinary Swedish novels along with audio versions or film versions in order to obtain Swedish language training materials appropriate for adults. Easy-to-read books in different fields of study are also a prerequisite, particularly in health care and social care, where many of the students have a foreign background. It is desirable to purchase recorded educational materials for adult learners at primary and secondary school level and also study literature in their own mother tongue. Today it is common to purchase audio books in several languages. A problem, however, is that the production of audio books is very poor in languages needed for groups with a high degree of illiteracy.

There is also a great need to both expand and improve the marketing of other educational activities offered at the libraries, such as basic computer courses, homework support, language support and conversational groups, often organized in collaboration with volunteers from different NGOs.

Libraries should also continuously examine in more detail how the various stocks in different languages are used, for evidence-based decision making on new media purchases in relation to the changing demographic situation in the area. It is also necessary, although not part of this study, to strive to find reliable

sources for purchase and channels for all the relevant languages. This work should be organized at national or Nordic level in order to obtain sufficiently competent and effective management. It is not reasonable that all local libraries should have to acquire the skills and networks required for a good library service in all the languages now spoken in the country. Meanwhile, the Internet offers new and more diversified possibilities for any library to buy books in many languages on the web, an opportunity poorly exploited to date.

Analyses of stocks, circulations and loans should be more frequently used as a method of assessment and planning of stocks and purchases. Focus groups and user satisfaction surveys should also be used more frequently for fine tuning the evaluation and planning of the library services. Today most surveys do not target library users with non-Swedish backgrounds. Survey question schemes have to be adapted so that they target immigrants and refugees in order to discover what persons with mother tongue other than Swedish expect, need and wish of the library.

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News

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From IFLA headquarters

Launch of IFLA Online Learning Platform

IFLA is pleased to announce the launch of the first stage of the Online Learning Platform, a new section of its website that makes available training materials in a dedicated learning environment. Initially, the five Building Strong Library Associations (BSLA) modules will be available through the platform, with specialist modules and other training materials to follow.

Powered by the open source learning platform, Moodle, the website allows IFLA members to:

- download high-quality training materials and case studies
- participate in online learning activities and discussions
- contribute their stories of how they have used the programme.

The online learning platform will be a significant new resource for all of IFLA's members. Beginning in November 2010, IFLA will make available a growing number of downloadable resources, and interactive learning activities. Content will be continually rolled out, with each Building Strong Library Associations module available for download at launch. From February 2011, all five modules will be complemented by a range of blended learning content, quizzes, and activities.

The launch of the Online Learning Platform also includes more than 20 high-quality, research-based case studies that illustrate examples of the work of

library associations around the world. This resource will continue to grow, and IFLA will actively seek out examples of innovation from associations.

For more information about the contents available and access to the platform, visit the Online Learning Platform at the IFLA website: <http://www.ifla.org/en/bsla/learning-platform>

Fiona Bradley, ALP Programme Coordinator, IFLA Headquarters, PO Box 95312, 2509 CH The Hague, Netherlands. Email: fiona.bradley@ifla.org

Membership matters

New members

We bid a warm welcome to the 42 members who have joined the Federation between 1 October and 16 December 2010.

Institutional members

Universidad Católica Boliviana "San Pablo",
Regional La Paz – Biblioteca Central, Bolivia
HePing District Library, China
Helsinki University Library, Finland
Dirección de Bibliotecas – IPN, Mexico
Polytechnic of Namibia Library, Namibia
National Library of Peru, Peru
The Office of the Administrative Courts, OAC;
Public Law Library Bureau, PLB, Thailand
Appalachian State University, Belk Library and
Information Commons, United States
The Rockefeller Foundation, United States

National associations.

Library Association of Barbados, Barbados

Personal affiliates

Sandra Hirsh, United States
Theresa Byrd, United States
Dora Marshall-Turner, United States
Sandra Brooke, United States
Stephen Bury, United States

Student affiliates

Georgina Crisp, Australia
M.D. Anisur Rahman, Bangladesh

Danijel Cuturic, Bosnia and Herzegovina
 Barulaganye-Nthula Hulela, Botswana
 Lin Bian, China
 Hsinjo Lee, China
 Getnet Lemma Tefera, Ethiopia
 Tadele Tedla Damessie, Ethiopia
 Betty Turpin, Germany
 Nadine Messerschmidt, Germany
 Amma Naningrum, Indonesia
 Nafiz Zaman Shuva, Italy
 Jasper Ipskamp, Netherlands
 Haseeb Ahmad Piracha, Pakistan
 Melody Madrid, Philippines
 Marcial Batiancala, Philippines
 Stanislava Gardasevic, Republic of Serbia
 Montserrat Espuga, Spain
 Pussadee Nonthacumjane, Thailand
 Florence Mirembe, Uganda
 Ezerea Kulisooma, Uganda
 Andrew Wabwezi, Uganda
 Patience Agabirwe, Uganda
 Yalda Kontratchi, United States
 Phuong Lan Bach, Vietnam
 Chau Do Van, Vietnam
 Phuong Le Thi Thuy, Vietnam

Grants and awards

Building Strong Library Associations programme applications 2011

IFLA is pleased to announce the call for applications for the Building Strong Library Associations (BSLA) programme 2011.

Building Strong Library Associations country projects are single-country projects lasting up to 2 years, aimed at strengthening national associations. One country will be selected from each of IFLA's three regional sections in 2011.

BSLA country projects are capacity building activities designed to support library associations and the development of the sector in a country. The programme consists of training on library association development, IFLA's policy-based learning materials, mentoring, cross-association activities, and online access to materials and discussions.

Interested associations are strongly encouraged to make contact with ALP or their nearest regional office to discuss their application.

Application guidelines can be found in full on the IFLA website together with application forms in English, Spanish and Arabic.

Applications should be submitted to the relevant regional office and ALP by 1 April 2011.

More information is available about ALP and the Building Strong Library Associations Programme at: <http://www.ifla.org/bsla> or by contacting the ALP Programme Coordinator Fiona Bradley via email: fiona.bradley@ifla.org

De Gruyter Saur / IFLA Research Paper Award 2011

Sven Fund, Managing Director of De Gruyter Saur and Jennefer Nicholson, IFLA Secretary General invite submissions of papers for the De Gruyter Saur / IFLA Research Paper Award 2011. This is an annual award for the best research paper on a topic of importance to publishing and access to information.

This year's topic is 'Use and Users of Digital Libraries' with subthemes:

- access to digital information
- user behaviour in digital libraries
- improving interactivity in digital libraries using web 2.0 technologies
- reaching out to the wider community through digital libraries

The award is aimed at encouraging research and publication by those relatively new to the profession. Those with no more than 8 years of professional experience in library and information services are eligible.

The award is an amount of EUR 1,000 (one thousand Euros).

The selected paper must have been written no earlier than January 2010 and not yet have been published. The paper's maximum length should be approximately 5,000 words and should be submitted in English.

The selection panel for the award comprises two IFLA members and the IFLA Professional Programmes Director. All applicants will be required to give De Gruyter Saur the right to publish their submitted paper.

Both IFLA and De Gruyter Saur will announce and further publicize the award via their websites, relevant mailing lists, journals and newsletters, press conferences, news releases, etc.

The recipient of the award will be announced at the IFLA President's Lunch during the IFLA World Library and Information Congress in Puerto Rico, August 2011. If the recipient is attending this Congress s/he will also be invited to the President's Lunch.

Papers, accompanied by the completed application form, must be submitted by 31 March 2011. Incomplete application forms will not be considered and the decisions of the jury are final.

Download the application form:

In .doc format: <http://www.ifla.org/files/hq/news/documents/degruyter-ifla-award-2011.doc>

As PDF: <http://www.ifla.org/files/hq/news/documents/degruyter-ifla-award-2011.pdf>

Sjoerd Koopman, Professional Programmes Director.

The Aspire Award – Supporting New Professionals in Memory of Bob McKee

IFLA and the Chartered Institute of Information Professionals (CILIP), with the support of his family, have launched the Aspire Award in memory of CILIP's Chief Executive Bob McKee, who died in August 2010. The Award will support Bob's strong interests in developing new professionals and strengthening international relationships. It will provide bursaries for new professionals to attend CILIP and IFLA conferences.

The creation of the Award was announced at a special event to celebrate Bob's professional life, held in London on Thursday 28 October, which was the date when Bob was due to hold his retirement party. IFLA's Secretary General, Jennefer Nicholson and CILIP's President, Biddy Fisher launched the Award.

IFLA will provide an international bursary to support a new professional from Ukraine, a country in which Bob had a professional interest. The scope of the international bursary will be widened to the whole library community after two years. The initial time-scale for the Award is four years.

CILIP will provide a UK bursary to pay for attendance at either its biennial Umbrella event or its annual New Professionals Conference.

It is hoped the Award will be funded by donations, which can be made through CILIP or IFLA.

- Donate through IFLA at www.ifla.org/funds-grants-awards/aspire
- Donate through CILIP at www.cilip.org.uk/aspireaward

Future IFLA conferences and meetings

Puerto Rico 2011

The World Library and Information Congress 2011, 77th IFLA General Conference and Assembly, will take place the Puerto Rico Convention Centre, San Juan, Puerto Rico from 13–18 August 2011. Theme: Libraries beyond libraries: Integration, Innovation and Information for all. For a short video introduction to San Juan and Puerto Rico, please visit this YouTube link: <http://www.youtube.com/watch?v=twdEw6ufw1U>

IFLA has launched a new website for its World Library and Information Congress. Keeping the website separate from the main IFLA website allows us to

work more flexibly with the layout, as the information that is offered has different requirements and output formats. We have created a new URL (<http://conference.ifla.org>) as a starting point for both future and past congresses.

Please visit the IFLA WLIC 2011 Puerto Rico website at <http://conference.ifla.org/ifla77> and see all the improvements.

Puerto Rico Satellite Meetings

Social science libraries: A bridge to knowledge for sustainable development.

Havana, Cuba, 8–10 August 2011. Social Science Libraries Section.

Topics:

- digital libraries
- repositories –subject and institutional
- open access
- collaboration and networking.

The conference venue is the National Library of Cuba José Martí.

Further information: rudasill@illinois.edu

Francophonies, bibliothèques et développement durable.

Martinique, 9 au 12 août 2011. L'Association internationale francophone des bibliothécaires et documentalistes (AIFBD) en coopération avec la Section Préservation et Conservation.

Pour information: Réjean Savard, Président de l'AIFBD et du comité scientifique. Rejean.Savard@umontreal.ca

Maximising collection development of electronic and print media in the digital environment: Opportunities for collaboration, strategic partnerships and patron initiated collecting models.

US Virgin Islands, 10–11 August 2011. Acquisition and Collection Development Section.

Topics:

- redefining collections: integrating electronic and print media
- collaborative collection development in Latin America and the Caribbean: marketing online resources
- patron initiated collection development: new opportunities for libraries
- access versus ownership
- strategic partnerships with publishers.

The conference will be held at the University of the Virgin Islands, St. Thomas Campus, Administration and Conference Center (ACC), 142, 2 John Brewers Bay, St. Thomas, VI 00802. The conference languages are English and Spanish. Please note that some

financial support will be provided for flight expenses and hotel costs.

Further information: Conference website: <http://www.ifla.org/en/acquisition-collection-development/conferences-workshops>

Art bibliography and networking information in Latin America and the Caribbean: A recent perspective.

Mexico City, 20–21 August 2011. Latin America and the Caribbean Section, Asociacion Mexicana de Bibliotecarios A.C. with the collaboration of the Art Libraries Section. Topics:

- arts bibliography
- cooperation among art libraries
- art and the web
- art information sources
- connection between European and Latin American art
- information about art museum collections
- art digital libraries.

Further information: Martin Flynn, Head of Information Services & Illustration Awards Manager, Word & Image Department, Victoria and Albert Museum, South Kensington, London SW7 2RL, UK. Tel: +44 (0) 20 7942 2291. Fax: +44 (0) 20 7942 2410. Email: m.flynn@vam.ac.uk

ILDS 2011: 12th Interlending and Document Supply Conference

Chicago, USA, 19–21 September 2011. *Theme:* Resource sharing in the digital age.

Organizers: IFLA Document Delivery and Resource Sharing Section.

Topics:

- resource sharing activities of all types, including: interlibrary loan, cooperative collection development, cooperative reference, direct borrowing, consortial programs, and shared licensing/purchasing of electronic resources
- international resource sharing concerns, such as: delivery methods, payment options, interoperability of systems, computer standards
- intellectual property rights in different countries or regions, especially as they pertain to electronic resources
- open source systems and their role in resource sharing
- innovative approaches or trends in resource sharing in all types of libraries or in any part of the world.

Further information: Mary A. Hollerich, Director, Lewis University Library, 1 University Parkway, Romeoville, IL 60446, USA. Tel. +1 847-275-0666 (cell) Email: mary.hollerich@gmail.com

Helsinki 2012

The World Library and Information Congress: 78th IFLA General Conference and Assembly, will take place in Helsinki, Finland from 11–16 August 2012. *Theme:* Libraries Now!–Inspiring, Surprising, Empowering.

Further information from: Josche Ouwkerk, Conference Officer, IFLA Headquarters, PO Box 95312, 2509 CH The Hague, Netherlands. Tel. +31 70 314 0884. Email: josche.ouwerkerk@ifla.org

From other organizations

WIPO to work on library and archive copyright exceptions

The 21st Session of the World Intellectual Property Organisation Standing Committee on Copyright and Related Rights (SCCR) took place in Geneva on November 8–12, 2010. At the meeting's conclusion the SCCR agreed a work plan for 2011/12 concerning copyright exceptions and limitations which not only takes forward the proposal by Brazil, Ecuador, Paraguay and Mexico for the World Blind Union's (WBU) proposed 'Treaty for Improved Access for Blind, Visually Impaired and other Reading Disabled Persons' but additionally allocates equal time for "text-based work on appropriate exceptions and limitations" for libraries and archives, educational, teaching and research institutions, and persons with other disabilities.

Source: IFLA Press Release 1 November 2010. See also: http://www.wipo.int/meetings/en/doc_details.jsp?doc_id=147798

Sri Lanka Library Association

The Sri Lanka Library Association (SLLA) celebrated 50 years of existence with a Golden Jubilee International Conference, held in Colombo, Sri Lanka from 7–8 October 2010 on the theme 'Libraries: Access to Information and Empowering People'. The conference was attended by IFLA President Ellen Tise (see photo, next page) and library leaders from other South Asian countries, who also participated in the second Council meeting of the Regional Federation of South Asian Library Associations (REFSALA).



Sri Lanka Library Association 50th Anniversary Golden Jubilee International Conference Inauguration.

Front Row [left to right]: Mrs Swarna Jayathilake (Info. & Public Rel.); Mrs D.I.D. Andradi (Pres. Elect.); Prof. Jayasiri Lankage (Past Pres.); J. Rathnayake (Vice-Pres.); Dr Ellen Tise (President IFLA); Mr. Upali Amarasiri (SLLA President); Ms Pushpamala Perera (Gen. Secretary); Prof. Russell Bowden (Council Member); G.R. Padmasiri (Educ. Officer); Mrs Daya Ratnayake (Past Pres.) with other members of SLLA Council.

Obituaries

Herman Liebaers, 1919–2010

Former IFLA President Dr. Herman Liebaers passed away on 9 November 2010 at the age of 91. The International Federation of Library Associations and Institutions (IFLA) President Ellen Tise, Governing Board members, members and staff convey our condolences to Dr. Liebaers' family.

Memories by Margreet Wijnstroom – IFLA Secretary General 1971–1987. Herman Liebaers, Honorary President of IFLA since 1974 has left his captivating life. Herman was a brilliant man, an original thinker, a bibliophile, a lover of the good life and a true friend to many world citizens – be it librarians, artists, staff or just the man in the street. Though less so of politicians.

His friendship also extended to me and can best be illustrated by his first and last words.

Herman and I (Herman an imposing figure in the scientific and interested library community, I a newcomer on the scene) met for the first time in 1960 at an IFLA Conference in Lund, Sweden. At the time he was the Chair of the Section of National and University Libraries, I was representing the Dutch Central Association of Public Libraries.

As newcomer I looked around uncertainly, wondering whether I would ever feel at home between all those distinguished names, which I only knew from the professional literature. All at once one of a group who had welcomed each other as old friends approached me smiling. He was a sturdy fellow with a Burgundian aura and introduced himself in Dutch: "Hello, you must be that Dutch topsporter who has decided to dedicate herself to the revival of sleepy librarianship. By the way your Royal Librarian pointed you to me. He seems to have tried coaching you, but you had your own strong views, according to him. Well, then we belong together in spirit, because I am stubborn and was a topsporter too as a member of the Belgian basketball team, like you on the Dutch hockey team. We both know how to plan, fight and win a game." He shook my hand firmly and continued: "I have a strong premonition that somewhere in the near future we will fight together for the furtherance of librarianship in the world. And what a team we will be!"

Nearly fifty years later, Herman's last – written – words fell in my letterbox. His letter was dated 13 January 2007, shortly before he perforce had to



enter a care-unit. He complained (in Dutch of course, our normal communication language) that he hardly could find the internal rest to write: “writing is a form of thinking, but to think is getting too much for me these days.” He continued this – clearly final – word of farewell with an analysis of the nucleus of our long cooperation, which according to him had benefited everybody. “There was no hierarchy between us. You were your own boss, and I mine. This awareness led to an agreement between us expressing the richness which we owe each other. I know no other relationship between man and woman as excellent as ours.” Now three years later, I try to examine what this unforgettable man has meant in my life and work, as in so many other lives I presume. In my case: practically everything.

Herman reaped me into international librarianship when he was elected President in 1969. He still had to find the funding to set up a proper central IFLA bureau with full-time staff. He succeeded through his American network and convinced the Council on Library Resources of the realistic chance that after some years IFLA could stand on its own feet. The ultimate result was a three-year-grant which covered the salaries of a SG and a personal assistant, along with grants from the Netherlands’ government and from UNESCO for overhead costs and working quarters; the birth of a new IFLA came true in the beginning of 1971. Herman relied on the background-guidance of Kees Reedijk, the then Royal Librarian in The Hague, a thoughtful character (an Erasmus-specialist) who used to translate Herman’s sometimes surprisingly wild ideas, into an acceptable proposition. They were assisted by Wim Koops, University Librarian of Groningen, who managed to show the world that IFLA had reached maturity using the IFLA Publications.

But it was Herman himself who created the basis on which the flourishing IFLA of today still builds, in particular the important Professional Board (with Reedijk as the first chair) whose diversity of cultural

background and professional expertise provided content to IFLA’s planning. One of the projects created by Herman was UBC (Universal Bibliographic Control), which he used as an example of IFLA’s reasons for existence. In one of his many autobiographic writings he observes: “I guess that in twenty five years I shall be remembered as the UBC president of IFLA.” In this case, however, he underestimated himself. There were many other areas upon which he left his indelible mark, such as the involvement in the Third World in library and information development.

I myself hold the opinion that Herman’s greatest achievement was his successful advocacy of librarianship in general and IFLA in particular to the world. Although the phrase “advocacy” was unknown in our days (now the term adorns every page of the IFLA Annual report), it is precisely what we did under the driving force of Herman’s ideas. What he achieved in his years as President, until he in 1974 accepted his high post as Grand-Maréchal at the Belgian Court, borders on the unbelievable. When he left, IFLA was transformed into the globally accepted voice of librarianship with its numerous sections for specialized library services. The Federation had become all he had hoped for in less than a decade.

After he left his library position, Herman made himself always available to IFLA for word and deed when needed. I remember in this respect the General Conference in Brussels (1977) where he intervened when the organizing committee became more or less disabled through personal circumstances. He managed to conjure up at the last moment two main speakers who appealed to everybody’s imagination: President Senghor from Senegal and the Russian astronaut Yuri Gagarin. Both were surrounded by a large delegation and safety-cordon when they precisely on time arrived in the main hall where Herman and I were ready to welcome them. Unfortunately they entered through opposing doors and marched straight ahead towards the middle, where we back-to-back anxiously were awaiting the clash. “Now we must show that IFLA can hold its own in all circumstances” whispered Herman, “good for the press-releases” (the press had appeared mainly to interview Gagarin). “You take the astronaut, and I will see to President Senghor.” I still can remember tension in Yuri’s eyes when he had to make an abrupt stop in front of me. The man obviously found this performance amidst stern looking Russian bodyguards a terrible ordeal. He spoke little English, but while shaking my hands he whispered urgently: “toilet please, toilet please.” Fortunately my personal assistant was hovering nearby. She took action and

dragged the poor man with his bladder problems away from his astonished entourage and into the nearest toilet. That this by chance was a woman's toilet added to the general confusion!

Herman used to give dinners in his apartment at the top of the Royal Library, mainly to induce his guests to sponsor some of his projects or to contribute to the acquirement of some costly manuscript for the library. Those dinners were given in a most relaxed atmosphere, and form a highlight in my happy recollection of those times.

Another side of Herman's character was revealed to me when we once visited Moscow together. Our hosts insisted to take us to the Kremlin, where we were allowed to pass through president Kosygin's working quarters. He actually came out to greet us, discussing with Herman the future of his daughter as a possible library director (which post she by the way indeed acquired as well as a position on IFLA's Executive Board). Thereafter we were led into a little back-office where supposedly Herman's father had lived and worked in the 30's when he had been expelled by Belgium because of his communist sympathies. His old desk was still standing there. Herman was really moved and had to sit down with tears in his eyes. Then he told me about his difficult youth and his hard working mother who had to replace a father who had chosen his political beliefs above his family. That Herman proved, in fact, to be a self-made man has contributed to the admiration for his brilliant career. But when after some time our hosts returned to lead us to another engagement while curiously asking Herman how he felt in the shadow of his father's ghost, Herman showed his old self by remarking: "This proves once again that an individual from a small country has major advantages on the international scene. May I too count on you whenever Belgium decides that it would like to get rid of me?"

No, Belgium never showed Herman the door, although his proverbial directness in voicing critical feelings did eventually cost him his position at the Court. Nevertheless he continued up to a high age to play an important role in the Belgian cultural and artistic life (Europalia!).

In his native country as well as in the world at large and in the library history his name will remain in the fond memory of his many co-workers and friends, who feel privileged to have known Herman Liebaers.

Norman Horrocks, 1927–2010

It is with sadness that IFLA advises of the passing of Norman Horrocks. Norman was an exceptional communicator and networker. IFLA is indebted to

Norman for his active promotion of IFLA and its activities over several decades, across continents and through many channels. We were delighted that Norman was able to attend the 2008 IFLA World Library and Information Congress in Quebec City and that we could celebrate his 80th birthday there. President Ellen Tise, Governing Board members, members and staff convey our condolences to Norman's family.

Tributes to Norman Horrocks. Norman Horrocks was a friend, colleague, teacher, and mentor to so many people in the library community in Canada and throughout the world. The members of the Canadian Library Association share in the sorrow of his family and friends. To commemorate Norman's tremendous impact on our profession, CLA has set up a blog in his memory, and we welcome you to contribute your thoughts and memories; http://www.clatoolbox.ca/Norman_Horrocks/

Vladimir Zaitsev

It is with great sadness that IFLA advises of the passing of Vladimir Zaitsev, President of the Russian Library Association and Director General of the National Library of Russia.

Dr. Vladimir N. Zaitsev passed away 26/27 October 2010. Dr. Zaitsev had been ill for some time. IFLA is indebted to Dr. Zaitsev for his promotion of IFLA and its activities over several decades. Vladimir Zaitsev was a dedicated participant at the IFLA Congress. He played a role of importance in the National Library Section and in the Management of Library Associations Section for many years.

President Ellen Tise, Governing Board members, members and staff convey our condolences to Dr. Zaitsev's family and colleagues.

In Memory of Edward Swanson

Edward Swanson died Dec. 10, 2010 after a brief illness.

Edward's long and significant career began at the Macalester College, his alma mater, with duties including cataloging and organizing the college archives. In 1968, he moved to the Minnesota Historical Society where he led the Newspaper, Processing, and Technical Services departments, culminating in the position of Coordinator of Library Cataloging and Principal Cataloger. During this time, he played a vital role as a Minnesota AACR2 Trainer, helping librarians throughout the state learn and understand the new cataloging rules. He not only provided in-person training, but authored and edited numerous manuals and other documentation to support

cataloging including (with Nancy Olson) *The Complete Cataloging Reference Set: Collected Manuals of the Minnesota AACR2 Trainers*. Edward prepared curriculum and conducting training for the MN Opportunities for Technical Services Excellence (MOTSE), strengthening the cataloging knowledge of librarians and paraprofessionals throughout the state. He has also served as a long-time Name Authority Cooperative Program (NACO) trainer for the region and as the Minnesota NACO funnel. He retired from the Minnesota Historical Society after 32 years and then joined the staff at Minitex, University of Minnesota, in 2001 where he managed the contract cataloging service for nine years.

Edward was drawn to librarianship as a teenager and his contributions to the larger profession started just as early. He joined the Minnesota Library Association (MLA) when he was still in high school and became active in the MLA Technical Services Section almost immediately, ultimately serving as president of MLA. He received the MLA President's Award in 1981 and also received an MLA Centennial Medal. Edward played a leadership role in the state-wide shared integrated library system (MnSCU/PALS, and MnLINK) Cataloging User Groups and Database Quality Maintenance Task Forces, where his expertise in authority control and indexing were particularly valued.

On a national level, Edward became member of the American Library Association in 1962. He served the Association for Library Collections and Technical Services (ALCTS) in a variety of roles including the Library Research and Technical Services (LRTS) Editorial Board (for 15 years), ALCTS Board member and parliamentarian, ALCTS International Relations Committee, ALCTS Publications Committee, and many others. He indexed LRTS for decades, compiled the index for v. 1-25 in 1981, indexed the annual issues each year, and compiled the cumulative index to v. 1-50. He was a member and Chair of the ALA

Committee on Cataloging: Description and Access and MARBI Committee. Edward received the 2007 ALCTS Presidential Citation recognizing his lifetime of service to ALCTS.

Edward's contributions were not limited to the state and national level – he was also active in the International Federation of Library Associations and Institutions on a governing level and served on a number of cataloging-specific committees, including the Serials and other Continuing Resources Standing Committee.

Since Edward never liked to be without work and something intellectually stimulating, he was working toward a PhD at the University of Minnesota at the time of his death. After his second retirement from Minitex, he worked several hours a week on a Minitex project for the University of Minnesota Libraries (as part of an IMLS grant awarded to the University of Michigan Libraries) that reviewed digitized monographs scanned by Google and held in HathiTrust to make determinations regarding their copyright status.

Edward was the consummate cataloger and the epitome of a life-long learner. He had a wonderful, dry sense of humor which surfaced even during his duties as parliamentarian for the MN Library Association. His range of knowledge and willingness to share his expertise were extraordinary.

Carla Urban, Edward's colleague at Minitex, observed, "Edward Swanson's career was characterized by a true love and understanding of cataloging; dedication to sharing that knowledge with others, through training, one on-one consultations, and publication; and a commitment to the professional community and its activities. His generosity and dedication to colleagues and cataloging have been greatly appreciated."

Marlo Welshons, Communications Director, University of Minnesota Libraries.



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International calendar

2011

31 March–2 April 2011. Ljubljana, Slovenia.
World Book Summit. *Theme:* Book: The bearer of human development.
Further information: <http://www.wbs2011.si/home>

25–27 April 2011. Kuala Lumpur, Malaysia.
IFLA International Newspaper Conference.
Further information: Conference website: <http://www.pnm.gov.my/IFLA/>

11–13 May 2011. Brisbane, Australia.
Third International m-Libraries Conference.
Further information: <http://mobile-libraries.blogspot.com/2010/06/third-international-m-libraries.html>

24–27 May 2011, Athens Greece.
3rd Qualitative and Quantitative Methods in Libraries International Conference (QQML2011).
Further information: Dr. Anthi Katsirikou, Conference Co-Chair. Emails: anthi@asmda.com; secretariat@isast.org

25–27 May 2011. Sogndal, Norway.
International Conference on Web Intelligence, Mining and Semantics (WIMS'11).
Further information: Vestlandsforskning, PO Box 163, NO-6851 Sogndal, Norway. Phone: +47 916 85 607. Fax: +47 947 63 727. Email: wims11@vestforsk.no Conference website: <http://wims.vestforsk.no/>

18–23 June 2011. Novi Sad, Serbia.
InSITE 2011 Conference.
Further information: Website: <http://insite.nu/>

19–21 June 2011. Aarhus, Denmark.
Next Library. *Themes:* Democracy, Innovation, Partnerships.
Further information: Aarhus Public Libraries, Lotte Duwe Nielsen. Email: Ldn@aarhus.dk Conference website: www.nextlibrary.net

27–30 June 2011. Greater Manchester, UK.
EBLIP6: 6th International Evidence Based Library and Information Practice Conference – Valuing Knowledge and Expertise.
Further information: Conference website: <http://www.eblip6.salford.ac.uk/>

30 June–1 July 2011. Ferrol, Spain.
10th Conference of the ISKO Spanish Chapter.
Further information: X Congreso de ISKO-España. Secretaría Técnica, Universidade da Coruña, Facultad de Humanidades, C/ Doctor Vázquez Cabrera, s/n, E-15403 Ferrol, Spain. Website: <http://humanidades.udc.es/index.php/gl/novas/140-congreso-isko>

4–5 July 2011. London, UK.
2nd ISKO UK Biennial Conference. *Theme:* Facets of Knowledge Organization.
Further information: Conference website: <http://www.iskouk.org/conf2011/index.htm>

11–29 July 2011. Riga, Latvia with study visits to partner institutions in other Baltic states.
SOIMA 2011: Safeguarding Sound and Image Collections (3 weeks course).
Further information: SOIMA 2011–Collections Unit, ICCROM, 13, via di San Michele, I–00153 Rome RM, Italy. Tel. +39 06 585531. Fax: +39 06 58553349. Email: collections@iccrom.org

24–29 July 2011. Dublin, Ireland.
International Association of Music Libraries, Archives and Documentation Centres (IAML) Conference.
Further information: <http://www.iaml.info/en/activities/conferences> or email Roger Flury, AML Secretary General at: roger.flury@natlib.govt.nz

8–10 August 2011. Havana, Cuba.
Social science libraries: A bridge to knowledge for sustainable development. IFLA Social Science Libraries Section Satellite Conference.
Further information: rudasill@illinois.edu

10–11 August 2011. St. Thomas, US Virgin Islands.
Maximising collection development of electronic and print media in the digital environment: Opportunities for collaboration, strategic partnerships and patron initiated collecting models. IFLA Acquisition and Collection Development Section Satellite Conference.

Further information: Conference website: <http://www.ifla.org/en/acquisition-collection-development/conferences-workshop>

10–12 août 2011. Martinique.

Francophonies, bibliothèques et développement durable. Deuxième congrès mondial de l'Association internationale francophone des bibliothécaires et documentalistes (AIFBD) et colloque satellite IFLA en coopération avec sa Section Préservation et Conservation.

Pour information: Réjean Savard, Président de l'AIFBD et du comité scientifique. Rejean.Savard@umontreal.ca

13–18 August 2011. San Juan, Puerto Rico.

IFLA World Library and Information Congress: 77th IFLA General Conference and Council.

Theme: Libraries beyond libraries: integration, innovation and information for all.

Further details: IFLA Headquarters, PO Box 95312, 2509 CH The Hague, The Netherlands. Phone: +31 70 314 0884. Fax: +31 70 383 4827. Email: ifla@ifla.org. OR Puerto Rico National Committee, IFLA 2011, San Juan, Puerto Rico. Email ifla2011.puertorico@upr.edu OR executivesecretariat@acuril.org

20–21 August 2011. Mexico City, Mexico.

Art Bibliography and Networking Information in Latin America and the Caribbean A recent perspective. IFLA Art Libraries Section Satellite Conference 2011.

Further information: Martin Flynn, Head of Information Services & Illustration Awards Manager, Word & Image Department, Victoria and Albert Museum, South Kensington, London SW7 2RL, UK. Tel. +44 (0) 20 7942 2291. Fax: +44 (0) 20 7942 2410. Email: m.flynn@vam.ac.uk

19–20 September 2011 The Hague, The Netherlands.
Classification & Ontology – Formal Approaches and Access to Knowledge. International UDC Seminar 2011.

Further information: Email: seminar2011@udcc.org
 Website: <http://seminar.udcc.org/2011/>

19–21 September 2011, Chicago, USA.

ILDS 2011:12th Interlending and Document Supply Conference.

Further information: Mary A. Hollerich, Director, Lewis University Library, 1 University Parkway, Romeoville, IL 60446, USA. Tel. +1 847-275-0666 (cell) Email: mary.hollerich@gmail.com

October–December 2011. Antwerp, Belgium.

LIB@WEB : Management of Electronic Information and Digital Libraries (3 months course)

Lib@Web is the successor to the STIMULATE ITP which has been running successfully for 10 years (2000–2010) at the Vrije Universiteit Brussel. Target group : Young but technologically skilled librarians and information managers in universities and research institutes. Aims: Training of the new digital and electronic librarians to manage modern library technologies which can effectively support development in science, culture and technology.

Further information: Website: <http://www.ua.ac.be/lib@web>

10–12 October 2011. Chicago, Illinois.

12th Interlending and Document Supply Conference (ILDS).

Further information: Mary A. Hollerich, Director, Lewis University Library, 1 University Parkway, Romeoville, IL 60446, USA. Tel. +1 847-275-0666 (cell). Email: mary.hollerich@gmail.com

2012

11–16 August 2012. Helsinki, Finland.

IFLA World Library and Information Congress: 78th IFLA General Conference and Council.

Theme: Libraries Now! – Inspiring, Surprising, Empowering.

Further information: Josche Ouwerkerk: <http://www.ifla.org/en/hq#josche-ouwerkerk>

2012–2015

2012 Canada; 2013 Denmark, Århus; 2014 Austria, Vienna; 2015 USA, New York

International Association of Music Libraries, Archives and Documentation Centres (IAML).

Further information: <http://www.iaml.info/en/activities/conferences> or email Roger Flury, AML Secretary General at: roger.flury@natlib.govt.nz



Abstracts

Sommaires

Sustaining learning for LIS through use of a virtual world [Soutenir les études des sciences de l'information en utilisant un monde virtuel]

Sheila Webber and Diane Nahl

IFLA Journal 37 (2011) No. 1. pp. 5

Le mouvement en faveur d'un enseignement en ligne sur le monde virtuel fait son chemin, et les bibliothécaires en sont devenus des acteurs de premier plan en développant des services et des ressources pour ce nouveau terrain d'information. Cet article identifie la façon dont l'environnement virtuel de Second Life (SL) est utilisé par des bibliothécaires et décrit l'enseignement dispensé sur SL à des étudiants en sciences de l'information et des bibliothèques, ainsi que la valeur de SL pour une formation continue durable. Le monde virtuel est devenu le nouveau laboratoire des sciences de l'information et des bibliothèques sur le plan de l'innovation, de la sensibilisation, du développement de carrière, de la recherche et de l'élaboration de programmes d'enseignement, offrant des possibilités durables d'apprentissage en permettant un gain de place, de temps, d'argent et des ressources consommées, ainsi qu'en augmentant l'interaction internationale et interdisciplinaire entre programmes, éducateurs, bibliothécaires et étudiants. L'enseignement des sciences de l'information et des bibliothèques peut développer des pratiques de formation durable en optimisant les interactions avec la bibliothèque virtuelle, l'enseignant et les communautés de disciplines actives sur SL, fournissant ainsi aux étudiants, éducateurs et chercheurs un environnement virtuel d'enseignement particulièrement dynamique. Parmi les avantages pour les étudiants: un accès sans précédent dans chaque domaine à des tuteurs, professionnels et experts géographiquement éloignés; des horaires flexibles de réunion; une expérimentation du contenu sous des formes uniques; et l'acquisition d'une maîtrise de l'information dans le monde virtuel.

Usability and compatibility of e-book readers in an academic environment: A collaborative study [Utilisabilité et compatibilité des livres électroniques dans un environnement universitaire: une étude en collaboration]

Mari Aaltonen, Petri Mannonen, Saija Nieminen and Marko Nieminen

IFLA Journal 37 (2011) No. 1. pp. 16

Les nouvelles technologies créent d'excellentes possibilités et de nouveaux défis pour les bibliothèques lorsqu'elles constituent leurs collections virtuelles. La popularité des livres électroniques et autres appareils portables ne cessant d'augmenter, les collections ne peuvent plus être simplement évaluées en se basant sur le contenu; il faut tenir compte de leur adaptabilité et facilité d'utilisation sur divers supports. La collaboration entre bibliothèques, utilisateurs et professionnels de l'utilisabilité est cruciale pour constituer les collections virtuelles du futur. Seuls les utilisateurs peuvent dire comment ces supports vont être utilisés, en tant qu'instruments mobiles d'étude ou comme appareils de divertissement. Il est important de déterminer la véritable utilisabilité de ces collections numériques et les documents essentiels actuellement incompatibles avec ces appareils. La gestion des droits numériques et les questions techniques de compatibilité devraient devenir des considérations habituelles lors de tout achat de matériel électronique. Cet article présente une étude menée de l'automne 2009 à l'été 2010 à la bibliothèque de l'université de Technologie d'Helsinki, qui fait actuellement partie de l'université Aalto. En collaboration avec le Groupe de recherche sur l'utilisabilité stratégique, divers livres électroniques ont été testés aussi bien par des professionnels que par des étudiants. Dans cette étude, des livres électroniques ont été distribués aux étudiants pour une période d'étude, l'intégralité du programme de cours étant fourni en format numérique. Les réactions des étudiants ont été rassemblées par le biais de discussions, journaux d'étude et questionnaires.

À la bibliothèque, les livres électroniques ont été testés afin de déterminer les exigences et les limites qu'ils entraînent pour le matériel numérique, et de déterminer également le degré d'utilisabilité des collections numériques actuelles de la bibliothèque sur ces appareils. Les résultats montrent des incompatibilités avec de nombreux documents électroniques sous licence, alors que la plupart des documents en libre accès peuvent facilement être téléchargés et utilisés.

Keeping the information profession up to date: Are compulsory schemes the answer? [Maintenir à jour la profession des sciences de l'information: les programmes obligatoires sont-ils la solution?]

Judith Broady-Preston and Amanda Cossham
IFLA Journal 37 (2011) No. 1. pp. 28

Cet article s'intéresse à la contribution et à l'importance de la formation continue obligatoire pour redynamiser et motiver la profession des sciences de l'information. Considérés dans le contexte du développement de notre compréhension du concept de « professionnalisme » pour la profession contemporaine des sciences de l'information, les programmes obligatoires proposés par des associations professionnelles au Royaume-Uni et en Nouvelle Zélande sont comparés et mis en regard afin de déterminer leur côtés positifs et négatifs dans ce cadre.

Integrating diversity across the LIS curriculum: An exploratory study of instructors' perceptions and practices online [Intégrer la diversité à tous les niveaux des sciences de l'information et des bibliothèques: une étude exploratoire de la perception et des pratiques des instructeurs en ligne]

Bharat Mehra, Hope A. Olson and Suzana Ahmad
IFLA Journal 37 (2011) No. 1. pp. 39

Cet article rend compte d'une étude sur la façon d'introduire la diversité à tous les niveaux des sciences de l'information et des bibliothèques ainsi que des meilleures pratiques pour leur exécution en ligne. Un questionnaire anonyme en ligne envoyé aux instructeurs qui enseignent à la fois en ligne et de façon traditionnelle a permis de rassembler des informations sur leur comportement et leurs pratiques grâce à des questions portant sur deux sujets: comment la diversité devrait-elle être représentée selon eux et quelles sont les techniques dont ils pensent qu'elles peuvent avoir du succès. L'analyse exploratoire des données quantitatives (en retenant les réponses ouvertes de qualité) sert de base au développement d'un cadre d'actions fondé sur les meilleures pratiques en tenant compte des attitudes et perceptions qui alimentent les pratiques

actuelles. Des recherches futures seront consacrées à tester ce cadre d'actions.

Parliamentary library and research services in the 21st century: A Delphi study [Services de bibliothèque et de recherche parlementaires au 21^e siècle: une étude selon la méthode Delphi]

Roxanne Missingham
IFLA Journal 37 (2011) No. 1. pp. 52

Par le biais de ses sections et conférences, l'IFLA offre aux bibliothèques du monde entier la possibilité de partager leurs idées et leurs expériences. Cet article rend compte d'une étude utilisant la méthode Delphi pour identifier les principaux défis qui se posent aux services de bibliothèque et de recherche parlementaires. Ont participé à l'étude des innovateurs et des penseurs de premier plan au sein de ces services, qui sont aussi des membres actifs de l'IFLA. Le contexte de l'étude était de modifier les attentes des citoyens à l'égard des relations avec le parlement et ses représentants, et les nouvelles technologies permettant un meilleur accès au parlement. L'étude a constaté que ce nouvel environnement signifiait que les membres du parlement s'attendaient à ce que les services de bibliothèque et de recherche parlementaires leur offrent un soutien d'un nouveau type et aident le parlement à adopter les nouvelles technologies. Ils concurrencent les services de bibliothèque et de recherche traditionnels, cependant les valeurs, les compétences et l'expertise des services de bibliothèque et de recherche peuvent être reconnues et mises en valeur dans un environnement virtuel. Parmi les principaux défis qui se présentent à nous: innover avec des budgets restreints et répartir nos investissements afin de s'assurer que les membres du parlement et les citoyens soient mieux informés.

Uniting information literacy promotion and reader development in schools: Two forms of library-based intervention. [Promouvoir la maîtrise de l'information tout en favorisant le développement des lecteurs dans les écoles: deux formes d'intervention reposant sur les bibliothèques.]

Andrew K. Shenton
IFLA Journal 37 (2011) No. 1. pp. 62

En approfondissant un thème introduit dans un article précédent du même auteur paru dans l'édition d'octobre 2009 du Journal de l'IFLA, le présent article étudie les similarités rarement examinées entre le processus de recherche d'informations et les activités associées à la lecture de fiction, afin de plaider en faveur des bibliothécaires scolaires adoptant des principes qui tout à

la fois font la promotion du développement des lecteurs et contribuent à favoriser la maîtrise de l'information. Des thèmes relatifs à ces questions, notamment comportement des utilisateurs, nature des informations elles-mêmes et pratiques bibliothécaires, sont abordés. L'article puise largement dans les idées de Van Riel et Fowler, qui ont écrit un livre très bien considéré sur le développement des lecteurs. Diverses suggestions pratiques qui peuvent contribuer tout à la fois à la maîtrise de l'information par les jeunes et à leur développement en tant que lecteurs sont proposées aux intermédiaires. L'article conclut cependant avec quelques avertissements, et les dangers de l'approche recommandée sont reconnus avec sincérité.

Collection development for immigrants – what to purchase, and why? Findings in Gothenburg, Sweden. [Développement de collections à l'intention des immigrants: qu'acheter et pourquoi? Constatations faites à Göteborg, Suède.]

Ingrid Atlestam, Ann-Christine Brunnström and Randi Myhre

IFLA Journal 37 (2011) No. 1. pp. 69

Les besoins et préférences en matière de services bibliothécaires publics destinés aux personnes dont la langue maternelle n'est pas celle de la majorité de la population, dans ce cas le suédois, se font de plus en plus évidents. Afin de réfléchir sur les pratiques prépondérantes, la bibliothèque municipale de Göteborg a

mené une étude en organisant 14 discussions avec des membres du groupe cible (Brunnström, 2006). Associée à l'analyse des chiffres des prêts bibliothécaires, l'analyse des opinions des 154 participants aux origines variées non suédoises a permis de poursuivre le développement de services dans le cadre de la société multiculturelle et multilingue qui compose actuellement Göteborg, où 21 % de la population sont des personnes nées hors de Suède (données 2009). L'étude suédoise intitulée « Plus dans un but utilitaire que pour le plaisir » montre que les principaux facteurs motivant la demande de documents de lecture sont: 1) Les raisons pour lesquelles une personne est venue vivre en Suède; 2) Depuis combien de temps cette personne habite Suède; et 3) Les projets futurs de la personne en question. Ces facteurs entraînent des besoins différents en matière d'œuvres de fiction, d'œuvres non romanesques et d'accès numérique. Les nouveaux arrivés dans le pays sont désireux d'apprendre le suédois et de découvrir la société. Ils demandent aussi des livres sur la façon de gérer leur vie de tous les jours, aussi bien en suédois que dans leur langue maternelle. Les personnes qui habitent depuis de nombreuses années en Suède recherchent du matériel de lecture qui leur permette de maintenir le contact avec leur culture et leur langue d'origine. Dans cet article, nous faisons partager les connaissances recueillies sur ce sujet complexe: comment planifier au mieux nos achats de matériel et approvisionner nos bibliothèques afin de répondre aux besoins de nos sociétés de plus en plus diversifiées.

Zusammenfassungen

Sustaining learning for LIS through use of a virtual world. [Förderung des Studiums der Bibliotheks- und Informationswissenschaft (LIS) durch die Nutzung einer virtuellen Welt.]

Sheila Webber und Diane Nahl

IFLA Journal 37 (2011) No. 1 p. 5

Die Online-Unterrichtsbewegung (Online Education Movement) in der virtuellen Welt (Virtual World, VW) ist voll im Gang. Die Bibliothekare haben durch die Entwicklung entsprechender Services und Ressourcen für diesen neuen Informationsbereich einen wesentlichen Beitrag dazu geleistet. In diesem Artikel zeigen wir Wege auf, wie die VW Second Life (SL) von Bibliothekaren genutzt werden kann. Außerdem beschreiben wir den Unterricht der LIS-Studenten in SL. Dabei wird auch der Wert von SL für das nachhaltige "Continuing Professional Development" (CPD) – also die ständige professionelle

Weiterbildung - erwähnt. Die VW ist zum neuen LIS-Labor für Innovation, Öffentlichkeitsarbeit, berufliche Entwicklung, Forschung und Curriculumentwicklung geworden und bietet nachhaltige Weiterbildungsmöglichkeiten. Vorteile sind die Platzersparnis, die Zeiteinsparung, die geringeren Kosten und die Schonung der Ressourcen. Außerdem verstärkt dies die internationale und fachübergreifende Interaktion zwischen verschiedenen Programmen, Dozenten, Bibliothekaren und Studenten. Das LIS-Studium kann durch die Optimierung der Interaktion mit der VW-Bibliothek und den Dozenten sowie die Förderung fachspezifischer Gemeinschaften im SL nachhaltige Bildungspraktiken entwickeln. Auf diese Weise entsteht ein lebendiges VW-Bildungsumfeld für Studenten, Dozenten und Forscher. Die Studenten profitieren von dem beispiellosen Zugang zu geographisch weit entfernten Dozenten, Fachleuten und Experten in allen Fachbereichen sowie den flexiblen Besprechungszeiten. Außerdem erfahren sie den Content in einzigartigen

Ausprägungen und eignen sich dabei gleichzeitig VW-Informationskompetenz an.

Usability and compatibility of e-Book Readers in an academic environment: A collaborative study. [Gebrauchstauglichkeit und Kompatibilität von E-Book-Readern in einer akademischen Umgebung: Eine Gemeinschaftsstudie.]

Mari Aaltonen, Petri Mannonen, Saija Nieminen und Marko Nieminen

IFLA Journal 37 (2011) No. 1 p. 16

Wenn die Bibliotheken ihre virtuellen Bestände erstellen, so bringen die neuen Technologien wunderbare Chancen wie auch neue Herausforderungen mit sich. E-Book-Reader und andere tragbare Geräte werden immer populärer und die Bestände können nicht mehr nur in Bezug auf ihren Inhalt bewertet werden; vielmehr ist auch ihre Anwendbarkeit und die Benutzerfreundlichkeit auf diversen Plattformen zu berücksichtigen. Die Zusammenarbeit zwischen Bibliotheken, Benutzern und Usability-Professionals hat eine wesentliche Bedeutung für die Erstellung der virtuellen Bestände der Zukunft. Nur die Nutzer können bestimmen, wie diese Plattformen in Zukunft verwendet werden - als mobile Hilfsmittel für das Studium oder als Geräte mit einem Unterhaltungswert. Wichtig ist, festzustellen, wie gebrauchstauglich die elektronischen Bestände wirklich sind und welche grundlegenden Quellen derzeit zu diesen Geräten inkompatibel sind. Die digitale Rechteverwaltung und die technische Kompatibilität sollten bei allen Ankäufen elektronischer Materialien automatisch mit berücksichtigt werden. Dieser Beitrag befasst sich mit einer Studie, die an der Technologiebibliothek der Universität Helsinki, die zurzeit zur Universität Aalto gehört, zwischen dem Herbst 2009 und dem Sommer 2010 durchgeführt wurde. In Zusammenarbeit mit der Strategic Usability Research Group wurden diverse E-Book-Reader von Professionals und Studenten getestet. Im Rahmen dieser Studie erhielten die Studenten probeweise je einen E-Book Reader für ein Semester mit den gesamten Kursunterlagen im elektronischen Format. Die Rückkopplung der Studenten wurde im Rahmen entsprechender Diskussionen, Studienjournale und Fragebögen erfasst. In der Bibliotheken wurden die E-Book-Reader getestet, um festzustellen, welche Anforderungen und Einschränkungen in Bezug auf die elektronischen Materialien gelten und wie gut sich die aktuell vorhandenen elektronischen Bestände der Bibliothek auf diesen Geräten abrufen lassen. Die Ergebnisse zeigen gewisse Inkompatibilitäten mit vielen lizenzierten elektronischen Materialien,

wohingegen sich die meisten Freihandbestände mühelos herunterladen und nutzen lassen.

Keeping the information profession up to date: Are compulsory schemes the answer? [Laufende Weiterbildung in der Informationsbranche: sind Pflichtsysteme die Antwort?]

Judith Broady-Preston und Amanda Cossham

IFLA Journal 37 (2011) No. 1 p. 28

Dieser Artikel diskutiert Themen im Zusammenhang mit dem Beitrag und der Bedeutung des obligatorischen "Continuing Professional Development, CPD)", also der zwingenden ständigen professionellen Weiterbildung zur Stimulierung und Motivation der Informationsbranche. Im Kontext der Entwicklung unseres Verständnisses des Konzepts der fachlichen Qualifikation in der heutigen Informationsbranche werden die von den Fachverbänden in Großbritannien und Neuseeland eingeführten Pflichtsysteme miteinander verglichen und einander gegenübergestellt. In dieser Hinsicht werden auch die entsprechenden Vor- und Nachteile beurteilt.

Integrating diversity across the LIS curriculum: An exploratory study of instructors' perceptions and practices online. [Integration der Diversität in das LIS - Curriculum: Ein Sondierungsprojekt zur Erforschung der Sichtweisen der Online - Dozenten und deren Praktiken.]

Bharat Mehra, Hope A. Olson und Suzana Ahmad

IFLA Journal 37 (2011) No. 1 p. 39

Dieser Artikel prüft die Frage, wie man die Diversität am besten in den Lehrplan der Bibliotheks- und Informationswissenschaft (Library and Information Science, LIS) integrieren kann und wie die optimalen Strategien für deren Online-Implementierung aussehen. Ein anonymer Online-Fragebogen, der an Online-Dozenten wie auch an Dozenten von Präsenzkursen geschickt wurde, bot einen Einblick in deren Auffassungen und Praktiken. Die entsprechenden Fragen bezogen sich auf zwei Themen: Wie die Diversität nach Meinung der Befragten vermittelt werden sollte und welche Methoden ihrer Ansicht nach dafür geeignet sind. Die exploratorische Analyse der quantitativen Daten (mit selektiver qualitativer ergebnisoffener Rückkopplung) dient als Grundlage für die Entwicklung eines Bezugssystems für entsprechende Maßnahmen auf Basis der optimalen Verfahren unter Berücksichtigung der Auffassungen und Sichtweisen, die der aktuellen Praxis zugrunde liegen. Dieses Bezugssystem wird dann im Rahmen zukünftiger Forschungsprojekte geprüft.

Parliamentary library and research services in the 21st century: A Delphi study. [Bibliotheks- und Forschungsdienste für das Parlament im 21. Jahrhundert: eine Delphi-Studie.]

Roxanne Missingham

IFLA Journal 37 (2011) No. 1 p. 52

Die IFLA bietet die Möglichkeit des Ideen- und Erfahrungsaustauschs über ihre Sektionen und Konferenzen, die den Bibliotheken in der ganzen Welt offenstehen. Der vorliegende Artikel berichtet über eine Studie, die sich auf die Delphi-Methode stützt und wichtige Herausforderungen für die parlamentarischen Bibliotheks- und Forschungsservices formuliert. Die Teilnehmer an der Studie waren führende Wegbereiter und Denker bei diesen Services, die auch aktive IFLA-Mitglieder sind. Kontext der Studie sind die wechselnden Erwartungen der Bürger in Bezug auf das Engagement mit dem Parlament und ihren Vertretern sowie neue Technologien, die einen besseren Zugang zum Parlament ermöglichen. Im Rahmen dieser Studie hat sich herausgestellt, dass diese neue Umgebung bedeutet, dass die Parlamentsmitglieder eine ganz neuartige Unterstützung von den Bibliotheks- und Forschungsservices erwarten und davon ausgehen, dass diese das Parlament bei der Einführung neuer Technologien unterstützen. Die traditionellen Bibliotheks- und Forschungsservices sehen sich mit einem gewissen Wettbewerb konfrontiert. Die Werte, Fähigkeiten und Expertise der Bibliotheks- und Forschungsservices können jedoch in der Online-Umgebung erkannt und verbessert werden. Die Innovation bei einem begrenzten Budget ist immer auch eine grundlegende Herausforderung; außerdem müssen wir unsere Investitionen evaluieren, um sicherzustellen, dass die Parlamentsmitglieder und die Bürger besser informiert sind.

Uniting information literacy promotion and reader development in schools: Two forms of library-based intervention. [Verknüpfung der Förderung der Informationskompetenz und der Lesefähigkeit in Schulen: zwei Interventionswege über die Bibliotheken.]

Andrew K. Shenton

IFLA Journal 37 (2011) No. 1 p. 62

In Fortsetzung eines Themas, das der Autor in einem Artikel aufgegriffen hat, der im IFLA Journal vom Oktober 2009 erschienen ist, untersucht er in diesem Beitrag wenig bekannte Ähnlichkeiten zwischen der Informationssuche und Tätigkeiten im Zusammenhang mit dem Lesen von Erzählliteratur. Damit möchte er den Mitarbeitern von Schulbibliotheken nahelegen, Prinzipien einzuführen, die die Lesefähigkeit fördern und zur Verbesserung der Informationskompetenz

beitragen. Dabei werden Themen im Zusammenhang mit Parametern wie dem Verhalten der Benutzer, der Art der Informationen selbst und der Gebräuche in den Bibliotheken angesprochen. Der Artikel stützt sich stark auf die Ideen von Van Riel and Fowler, die ein sehr anerkanntes Buch über die Entwicklung der Lesefähigkeit geschrieben haben. Für die Vermittler werden diverse praktische Vorschläge unterbreitet, die möglicherweise zur Informationskompetenz junger Menschen und zur Entwicklung ihrer Lesefähigkeit beitragen können. Der Artikel endet jedoch mit einigen Vorbehalten und der Autor weist auch ehrlich auf die Gefahren der empfohlenen Vorgehensweise hin.

Collection development for immigrants – what to purchase, and why? Findings in Gothenburg, Sweden. [Entwicklung der Bestände für Immigranten – was soll man kaufen und warum? Ergebnisse aus Göteborg in Schweden.]

Ingrid Atlestam, Ann-Christine Brunnström und Randi Myhre

IFLA Journal 37 (2011) No. 1 p. 69

Die Bedürfnisse und Vorlieben von Einzelpersonen mit einer anderen Muttersprache als die Mehrheit der Bevölkerung - diesem Fall Schwedisch – in Bezug auf die Dienstleistungen öffentlicher Bibliotheken kristallisieren sich mit der Zeit immer deutlicher heraus. Um ein Licht auf die derzeit üblichen Gebräuche zu werfen, hat die Stadtbibliothek in Göteborg eine Studie ins Leben gerufen, sich auf 14 Zielgruppendifkussionen stützt (Brunnström, 2006). Die Analyse der Meinungen von 154 in Schweden lebenden Probanden mit unterschiedlichem Migrationshintergrund in Kombination mit der Analyse externer Daten hat es ermöglicht, weiterhin Dienstleistungen für die multikulturelle mehrsprachige Gesellschaft zu entwickeln, die heute in Göteborg lebt, wobei 21 Prozent der Bevölkerung ihren Geburtsort nicht in Schweden hat (Daten aus dem Jahr 2009). Die schwedische Studie unter dem Motto "More for useful purposes than pleasure" zeigt, dass der Lesestoffbedarf im Wesentlichen von den folgenden Faktoren abhängt: 1) warum die fragliche Person nach Schweden umgezogen ist; 2) wie lange er oder sie schon in Schweden lebt; und 3) wie die Zukunftspläne der Person aussehen. Diese Faktoren bedingen einen ganz unterschiedlichen Bedarf in Bezug auf Erzählliteratur, Sachbücher und den Zugang zu digitalen Inhalten. Neunkömmlinge im Land wollen gern schnell die schwedische Sprache lernen und mehr über die schwedische Gesellschaft erfahren. Außerdem benötigen sie Bücher über das tägliche Leben, und zwar auf Schwedisch und auch in ihrer Muttersprache. Menschen, die schon viele Jahre in Schweden leben, suchen Lesestoff, über den

sie den Kontakt mit ihrer ursprünglichen Kultur und Sprache aufrechterhalten können. In diesem Beitrag berichten wir, was wir zu diesem komplexen Thema erfahren konnten; wie wir unsere Medienankäufe am

besten planen und unsere Bibliotheken optimal ausstatten können, um die Bedürfnisse unserer immer stärker diversifizierten Gesellschaft erfüllen zu können.

Resúmenes

Sustaining learning for LIS through use of a virtual world. [Apoyar el aprendizaje de la biblioteconomía y la información a través de un mundo virtual.]

Sheila Webber y Diane Nahl

IFLA Journal 37 (2011) No. 1, pp. 5

El movimiento de educación a través del mundo virtual ha avanzado considerablemente y los bibliotecarios han pasado a desempeñar una función fundamental a la hora de desarrollar servicios y recursos para este nuevo terreno de la información. En este documento señalamos las formas en que los bibliotecarios utilizan el mundo virtual de Second Life (SL) y describimos nuestro método para enseñar biblioteconomía e información a los estudiantes en SL, así como el valor de esta plataforma para el desarrollo profesional continuo. El mundo virtual se ha convertido en el nuevo laboratorio de biblioteconomía e información para la innovación, el acceso, el desarrollo profesional, la investigación y la mejora curricular al ofrecer oportunidades de aprendizaje que ahorran espacio, tiempo, fondos y recursos, así como promover los contactos internacionales e interdisciplinarios entre programas, educadores, bibliotecarios y estudiantes. La educación en el ámbito de la biblioteconomía y la información puede dar lugar a prácticas formativas perdurables al optimizar la interacción con la biblioteca del mundo virtual y el educador, así como con las comunidades de la misma disciplina presentes en Second Life. Todo ello aporta un entorno educativo estimulante para los estudiantes, los educadores y los investigadores en el mundo virtual. Entre las ventajas que obtienen los estudiantes se encuentran un acceso remoto sin precedentes a tutores, profesionales y expertos de cada disciplina, horarios flexibles para reuniones, estudio del contenido de forma novedosa y alfabetización informacional en el mundo virtual.

Usability and compatibility of e-book readers in an academic environment: A collaborative study. [Usabilidad y compatibilidad de los lectores de libros electrónicos en un entorno académico: un estudio colaborativo.]

Mari Aaltonen, Petri Mannonen, Saija Nieminen y Marko Nieminen

IFLA Journal 37 (2011) No. 1, pp. 16

Las nuevas tecnologías presentan magníficas oportunidades y nuevos retos para las bibliotecas que desean crear sus colecciones virtuales. A medida que los lectores de libros electrónicos y otros dispositivos portátiles ganan popularidad, deja de tener sentido evaluar las colecciones exclusivamente sobre la base del contenido; es necesario tener en cuenta su adaptabilidad y facilidad de uso en distintas plataformas. Para crear las colecciones virtuales del futuro, es fundamental que exista una colaboración entre bibliotecas, usuarios y profesionales de la usabilidad. Los usuarios son los únicos que pueden determinar el uso futuro de estas plataformas, ya sea como herramientas móviles para el estudio o como dispositivos para el entretenimiento. Es importante saber cuál es realmente la usabilidad de las colecciones electrónicas y qué materiales esenciales son incompatibles en estos momentos con esos dispositivos. La gestión de derechos digitales y las cuestiones de compatibilidad técnica son aspectos que deben tenerse siempre en cuenta en la adquisición de materiales electrónicos. Este documento presenta un estudio de la Biblioteca de la Universidad de Tecnología de Helsinki, que actualmente depende de la Universidad de Aalto, llevado a cabo entre otoño de 2009 y verano de 2010. En colaboración con el Grupo de Investigación Estratégica de Usabilidad, un grupo de profesionales y estudiantes probó distintos libros electrónicos. Para el estudio, entregó a los estudiantes lectores de libros electrónicos durante un período lectivo y todo el material del curso se facilitó en formato electrónico. Los comentarios de los estudiantes se recogieron a través de debates, diarios de estudio y cuestionarios. En la biblioteca se probaron lectores de libros electrónicos para comprobar los requisitos y limitaciones que se imponen a los materiales electrónicos y el grado de usabilidad de las colecciones electrónicas de la biblioteca con esos dispositivos. Los resultados señalan incompatibilidades con muchos materiales electrónicos sujetos a licencia, mientras que los materiales de acceso más abierto se pueden descargar y utilizar con mayor facilidad.

Keeping the information profession up to date: Are compulsory schemes the answer? [Mantener actualizada la profesión de la información: ¿son los programas obligatorios la respuesta?]

Judith Broady-Preston y Amanda Cossham
IFLA Journal 37 (2011) No. 1, pp. 28

Este documento aborda cuestiones relativas a la contribución y la importancia del desarrollo profesional continuo para dinamizar e impulsar la profesión de la información. En el contexto de mejorar nuestra comprensión del concepto de la "profesionalidad" de la labor actual de información, se comparan y contrastan los programas obligatorios que ofrecen las asociaciones profesionales del Reino Unido y Nueva Zelanda, ofreciéndose asimismo, una evaluación de los pros y los contras a este respecto.

Integrating diversity across the LIS curriculum: An exploratory study of instructors' perceptions and practices online. [Integrar la diversidad en el currículo de la biblioteconomía y la información: estudio exploratorio de percepciones y prácticas en Internet de los instructores.]

Bharat Mehra, Hope A. Olson y Suzana Ahmad
IFLA Journal 37 (2011) No. 1, pp. 39

En este documento se aborda un estudio sobre cómo incorporar la biodiversidad en el currículo de la biblioteconomía y la información, así como las mejores prácticas para su aplicación en Internet. Un cuestionario anónimo enviado través de la web a los instructores que imparten cursos en Internet y presenciales permitió recabar información sobre sus actitudes y prácticas a través de una serie de preguntas sobre dos temas: cómo creen que debería estar representada la diversidad y cuáles son, en su opinión, las técnicas que funcionan. El análisis exploratorio de datos cuantitativos (con respuestas abiertas seleccionadas de carácter cualitativo) sirve de base para desarrollar un marco de actuación que se apoye en las mejores prácticas, teniendo en cuenta las actitudes y percepciones que conforman la práctica actual. Futuros estudios probarán la validez de dicho marco.

Parliamentary library and research services in the 21st century: A Delphi study. [Biblioteca parlamentaria y servicios de investigación en el siglo XXI: un estudio Delphi.]

Roxanne Missingham
IFLA Journal 37 (2011) No. 1, pp. 52

IFLA ofrece la oportunidad a las bibliotecas de todo el mundo de compartir sus ideas y experiencias a través de sus distintas secciones y conferencias. Este artículo informa sobre un estudio realizado con el método Delphi que identifica los principales retos que deben

afrontar los servicios de biblioteca e investigación para los parlamentarios. En este estudio han participado socios activos de IFLA que destacan por su espíritu innovador y sus ideas en el ámbito de estos servicios. El contexto del estudio está cambiando las expectativas de los ciudadanos en lo que respecta a su relación con el parlamento y sus representantes, y con las nuevas tecnologías que facilitan el acceso a los mismos. El estudio mostró que este nuevo entorno significa que los parlamentarios esperaban que los servicios de biblioteca e investigación les ayudasen de nuevas maneras y facilitasen la adopción de nuevas tecnologías en el parlamento. Aunque existen competidores de los servicios tradicionales de biblioteca e investigación, los valores, las capacidades y la experiencia de estos servicios pueden reconocerse y mejorarse en un entorno de Internet. La innovación con un presupuesto reducido no está exenta de dificultades, al igual que la revisión de nuestras inversiones para asegurar que los parlamentarios y los ciudadanos estén mejor informados.

Uniting information literacy promotion and reader development in schools: Two forms of library-based intervention. [Unir la promoción de la alfabetización informacional y el fomento de la lectura en los colegios: dos formas de intervención a través de las bibliotecas.]

Andrew K. Shenton
IFLA Journal 37 (2011) No. 1, pp. 62

Este documento amplía un tema planteado en uno de los artículos anteriores del autor que se publicó en la edición de octubre de 2009 de IFLA Journal e investiga una serie de similitudes excepcionales entre el proceso de búsqueda de información y las actividades asociadas a la lectura de libros de ficción para presentar argumentos que apoyan la adopción de principios, por parte de los bibliotecarios, que promueven el desarrollo de lectores y ayudan a promover la alfabetización informacional. En el documento se abordan temas relacionados con cuestiones como el comportamiento de los usuarios, la naturaleza de la información en sí y las prácticas de biblioteconomía. El artículo se basa en gran medida en las ideas de Van Riel y Flower, que han escrito un libro destacado sobre la mejora de la lectura. También ofrece varias sugerencias prácticas para los intermediarios que pueden contribuir a la alfabetización informacional de los jóvenes y a su desarrollo como lectores. No obstante, el documento concluye con una serie de advertencias y alerta de una serie de peligros del método recomendado que reconoce honestamente.

Collection development for immigrants – what to purchase, and why? Findings in Gothenburg, Sweden. [Desarrollo de colecciones para inmigrantes: qué comprar y por qué. Conclusiones de Gotemburgo, Suecia.]

Ingrid Atlestam, Ann-Christine Brunnström y Randi Myhre

IFLA Journal 37 (2011) No. 1, pp. 69

Las necesidades y preferencias en cuanto a los servicios de las bibliotecas públicas para las personas cuya lengua materna sea distinta a la de la población mayoritaria, en este caso, el sueco, son cada vez más notorias. Para reflejar las prácticas predominantes, la Biblioteca Municipal de Gotemburgo puso en marcha un estudio con 14 grupos de debate (Brunnström, 2006). El análisis de las opiniones de los 154 participantes de origen no sueco, junto con el análisis de las cifras de préstamos, ha permitido seguir desarrollando los servicios para la sociedad multicultural y multilingüe del Gotemburgo actual, donde el 21% de la población ha nacido en el extranjero (datos de 2009). El

estudio sueco “Más recursos para fines útiles que para el placer” demuestra que los factores más importantes que están detrás de la demanda de materiales de lectura son los siguientes: 1) motivos por los que una persona se traslada a vivir a Suecia, 2) período de permanencia en Suecia y 3) planes para el futuro. Estos factores generan necesidades diferentes de libros de ficción y no ficción, así como de acceso digital. Las personas que llegan por primera vez al país están más interesadas en aprender el idioma sueco y en conocer mejor la sociedad. También demandan libros para desenvolverse en el día a día, tanto en sueco como en su lengua materna. Las personas que llevan muchos años viviendo en Suecia buscan materiales de lectura que les permitan mantener el contacto con la cultura de su país de origen y su idioma materno. En este documento exponemos lo que hemos aprendido sobre este asunto tan complejo y explicamos la mejor forma de planificar nuestra compra de medios y de dotar de recursos a nuestras bibliotecas para satisfacer las necesidades de una sociedad cada vez más diversificada.

Рефераты статей

Sustaining learning for LIS through use of a virtual world. [Способствуя изучению LIS через использование виртуального мира.]

Шейла Уэббер и Диан Наал

IFLA Journal 37 (2011) No. 1, pp. 5

Онлайновое образовательное движение *Виртуальный Мир* (VW) уже набрало хорошие обороты, а его основными участниками путем разработки услуг и ресурсов для этой новой информационной платформы стали библиотекари.

В данной статье мы идентифицируем способы, при помощи которых библиотекари используют *Вторую Жизнь* (SL) *Виртуального Мира*, и описываем обучение студентов по специальности LIS при помощи SL, а также значимость SL для устойчивого непрерывного повышения квалификации (CPD). VW стало новой лабораторией LIS для инноваций, расширения диапазона, повышения квалификации, исследований и разработок учебного материала, предложения устойчивых возможностей для обучения за счет экономии места, времени, средств и потребления ресурсов, а также путем усиления международного и междисциплинарного взаимодействия между программами, преподавателями, библиотекарями и студентами. Обучение по специальности LIS может способствовать

разработке методик устойчивого образования путем оптимизации взаимодействия с библиотеками VW, преподавателями и ориентированными на определенную дисциплину сообществами, активно владеющими SL, таким образом обеспечивая энергичную образовательную среду VW для студентов, преподавателей и исследователей. Студенты получают от этого следующие преимущества: беспрецедентный доступ к гео-дистанционным учителям, профессионалам и экспертам в любой области; гибкий график занятий; познание контента в уникальных форматах, и приобретение информационной грамотности в сфере VW.

Usability and compatibility of e-book readers in an academic environment: A collaborative study. [Применимость и совместимость устройств для чтения электронных книг в академической среде: совместное изучение.]

Мари Аалтонен, Петри Маннонен, Сайя Ниеминен и Марко Ниеминен

IFLA Journal 37 (2011) No. 1, pp. 16

Новые технологии открывают большие возможности, а также сопряжены с новыми сложными задачами, которые сопровождают работу библиотек по выстраиванию своих виртуальных коллекций. По

мере роста популярности устройств для чтения электронных книг и других портативных устройств, коллекции не могут более оцениваться только на основе контента; необходимо принимать во внимание их адаптивность и легкость в использовании на различных платформах. Первостепенным в построении виртуальных коллекций будущего является сотрудничество между библиотеками, пользователями и профессионалами в области применимости устройств. Только пользователи могут сказать, каким образом следует применять эти платформы: как мобильные сервисы для обучения или как устройства для развлечения. Важно изучить, насколько применимы в действительности виртуальные коллекции, и какие из обязательных материалов в настоящее время не совместимы с этими устройствами. Управление цифровыми правами и техническая совместимость должны стать стандартными факторами, которые необходимо всегда учитывать при приобретении электронных материалов. В данной статье представлено исследование, проведенное в период с осени 2009 по лето 2010 гг. в Хельсинкском технологическом библиотечном университете, в настоящее время являющемся частью Университета Аалто. В сотрудничестве со Стратегической группой по исследованию применимости профессионалы и студенты протестировали различные устройства для чтения электронных книг.

В ходе данного исследования студентам на один учебный период были предоставлены устройства для чтения электронных книг со всеми курсовыми материалами в электронном формате. Отзывы студентов собирались путем проведения дискуссий, изучения журналов для записей и анкетирования. В библиотеках тестирование устройств для чтения электронных книг проводилось с целью определения того, какие требования и ограничения они предъявляют к

e-материалам, и насколько существующие в библиотеках виртуальные коллекции совместимы с этими устройствами. Результаты свидетельствуют о несовместимости со многими лицензионными e-материалами, в то время как большинство материалов открытого доступа можно легко загружать и использовать.

Keeping the information profession up to date: are compulsory schemes the answer? [Поддерживая информатику в актуализированном виде: дают ли обязательные к выполнению схемы нужные ответы?]

Джудит Броди-Престон и Аманда Коссахэм
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В данной статье рассматриваются вопросы, касающиеся вклада и важности обязательного

непрерывного повышения квалификации (CPD) с точки зрения "ре-активизации" и стимулирования информатики как профессии. В контексте развития нашего понимания концепции "профессионализма" в современной информатике в статье сравниваются и противопоставляются обязательные для выполнения схемы, предлагаемые профессиональными ассоциациями в Великобритании и Новой Зеландии, а также даются оценки в отношении их преимуществ и недостатков.

Integrating diversity across the LIS curriculum: An exploratory study of instructors' perceptions and practices online. [Интегрирование разнообразия в учебные планы по LIS: поисковое исследование мнений преподавателей и интерактивных практик.]

Бхарат Мехра, Хоуп А.Олсон и Сузана Ахмад
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В статье описывается исследование на тему интегрирования разнообразия в учебные планы по библиотечному делу и информатике (LIS), а также наилучших практик его интерактивной имплементации. При помощи анонимной онлайн-анкеты, разосланной преподавателям, ведущим как заочные интерактивные, так и очные курсы, были собраны мнения об их отношении и применяемым практикам касательно двух тем: каким образом, по их мнению, следует презентовать разнообразие, и какие методические приемы они считают действенными. Поисковый анализ количественных данных (с избранными качественными комментариями, сделанными в свободном формате) служит основой для выработки плана действий, базирующегося на наилучших практиках с учетом позиции и мнений относительно существующей практики. Последующие исследования протестируют этот план действий.

Parliamentary library and research services in the 21st century: a Delphi study. [Парламентская библиотека и поисковые услуги в 21-м веке: изучение по дельфийскому методу.]

Роксэни Миссингэм
IFLA Journal 37 (2011) No. 1. pp. 52

ИФЛА предоставляет возможность библиотекам из различных стран мира обмениваться идеями и опытом посредством участия в своих секционных заседаниях и конференциях. В статье сообщается об одном исследовании с использованием дельфийского метода, при помощи которого были определены ключевые вызовы, стоящие перед парламентскими библиотеками и поисковыми услугами для нужд парламентов. В исследовании участвовали ведущие изобретатели и мыслители в области указанных

услуг, являющиеся активными членами ИФЛА. Изменяющиеся ожидания граждан в отношении взаимодействия с парламентом и их представителями, а также новые технологии, обеспечивающие больший доступ к парламенту, задали контекст для данного исследования. Установлено, что такая новая конъюнктура означает, что члены парламента ожидают от библиотек и поисковых услуг новых форм поддержки и содействия парламенту в обретении новых технологий. Существуют конкуренты традиционным библиотечным и поисковым услугам, однако ценности, навыки и потенциал библиотечных и поисковых услуг могут быть признаны и оптимизированы в онлайн-среде. Существуют фундаментальные проблемы, связанные с проведением инновационной деятельности в условиях ограниченных бюджетов, а также с оценкой наших вложений в обеспечение лучшего информирования членов парламента и граждан.

Uniting information literacy promotion and reader development in schools: two forms of library-based intervention. [Объединяя продвижение информационной грамотности с развитием навыков чтения в школах: две формы воздействия на базе библиотек.]

Эндрю К.Шентон

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В продолжение темы, затронутой автором в одной из своих предыдущих статей, опубликованных в октябрьском 2009 года номере журнала ИФЛА, в данной статье исследуются редко идентифицируемые сходства между процессом поиска информации и деятельностью, ассоциируемой с чтением художественной литературы с целью презентации доводов для школьных библиотекарей по усвоению принципов, которые способствуют как продвижению развития навыков чтения, так и стимулируют информационную грамотность. Рассматриваются темы, относящиеся к таким вопросам, как поведение пользователя, характер самой информации и библиотечные инструкции. Статья в значительной степени основывается на идеях Ван Рила и Фаулера, написавших широко известную книгу по развитию навыков чтения. Посредникам предлагаются различные практические соображения, которые могли бы содействовать как информационной грамотности молодых людей, так и их развитию в качестве читателей. Статья, однако, завершается некоторыми предупреждениями, в ней

также честно признаются опасности, связанные с применением рекомендуемого подхода.

Collection development for immigrants – what to purchase, and why? Findings in Gothenburg, Sweden. [Разработка коллекций для иммигрантов – что покупать и почему? Результаты исследований из Гётеборга, Швеция.]

Ингрид Атлестам, Анн-Кристин Бруннстрём и Ранди Мюре

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Потребности и предпочтения в услугах публичных библиотек для людей, чей родной язык отличается от языка большинства населения страны, в данном случае Швеции, становятся все более очевидными. С целью выявления преобладающих практик городская библиотека Гётеборга инициировала исследование, задействовав для дискуссии 14 фокусных групп (Бруннстрём, 2006). Анализ мнений, высказанных 154 участниками с различным нешведским происхождением, вкупе с анализом заимствованных данных позволили продолжить разработку услуг в многокультурном и многоязычном обществе, которым сегодня является Гётеборг с 21% своего населения, рожденным за пределами Швеции (по данным 2009 года). Результаты шведского исследования под названием «Больше для пользы, чем для удовольствия» показывают, что наиболее важными факторами, определяющими спрос на литературу для чтения, являются следующие: 1) почему человек перебрался в Швецию; 2) как долго он/она прожил в Швеции, и 3) какие у человека планы на будущее. Эти факторы влияют на различные потребности в художественной, научно-популярной литературе и цифровом доступе. Вновь прибывшие в страну люди стремятся к изучению шведского языка и получению большей информации об обществе. Среди них также высок спрос на книги о том, как устроить свой каждодневный быт, как на шведском, так и на их родных языках. Люди, проживающие в Швеции уже длительное время, ищут литературу, при помощи которой они могли бы поддерживать контакт со своей родной культурой и языком. В данной статье мы делимся тем, что мы узнали по этой сложной теме; показываем, каким образом лучше спланировать наши покупки носителей информации и укомплектовать наши библиотеки с тем, чтобы удовлетворить потребности наших обществ, становящихся все более многообразными.



Corrigendum

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Corrigendum for 'Preserving traditional knowledge: Initiatives in India' by Rupak Chakravarty.
IFLA Journal 2010 36(4): 294-299. [DOI: 10.1177/0340035210388246]

We regret that the second author's name was omitted in error. The second author is Preeti Mahajan,
Panjab University.