



**CONTINUING PROFESSIONAL
DEVELOPMENT & WORKPLACE
LEARNING**

UPDATE

CPDWL

*Newsletter of the **Continuing Professional Development
& Workplace Learning** Section #43 of the
International Federation of Library Associations and Institutions*

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Standing Committee, Officers & Corresponding Members

Responsibilities

CPDWL Standing Committee, Office Bearers & Corresponding Members (revised 01/09/11)

NAME	ADDRESS & CONTACT NUMBERS	TERM	RESPONSIBILITIES
Officers			
Ulrike Lang Co-Chair	Head of Education + Training Department State and University Library Von Melle Park 3 D-20146 HAMBURG Germany Tel. +(49)(40)428385696 Fax +(49)(40)4285532 Email: lang@sub.uni-hamburg.de	2nd term 2011-15	Oversee strategic direction and revision of Strategic Plan. Section representative at Coordinating Board meetings. Translate CPDWL guidelines into German
Sylvia Piggott Co-Chair/Treasurer	Global Information Solutions Group 3835 Northcliffe MONTREAL, H4A 3K9, Canada Tel. +1-514-860305 spiggott@sympatico.ca / sylviapiggott@hotmail.com	2nd term 2009-13	Section representative at Coordinating Board meetings. Manage Section accounts Revision of Strategic Plan Library management journal
Monica Ertel Secretary	Director, Global Information Services Bain & Company 66 Oakdale Avenue SAN RAFAEL, CA 94901 United States Tel. +(1)(415)4828104 Email: monicaertel@yahoo.com	2nd term 2011-15	Organise committee meetings and manage agenda/minutes.
Catharina Isberg Information Coordinator	Deputy Library Director SLU University Library Box 51 23053 ALNARP Sweden Tel.+(46)(40)415047 Email: catharina.isberg@slu.se	1st term 2011-15	Manage website. Provide information to IFLA website coordinator.
Standing Committee Members			
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Lamyaa Belmekki	Informatiste - Enseignante vacataire Ecole des Sciences de l'Information Résidence El Youssoufia, Appartement 32, Av. Bir Anzarane, Maarif CASABLANCA 20000 Morocco Tel.+(212)667042100 E-mal lambelmekki@yahoo.fr	2011-15	
Bau-Mei Cheng	Head, Information & Computing Library, National Central Library Annex Information & Computing Library 13F, No.106, Section 2, Hopping East Road TAIPEI 106, Taiwan Tel. +(886)(2)27377736 fax +(886)(2)27377740 brenda@msg.ncl.edu.tw	2nd term 2011-15	
Linden Fairbairn	Director, Library Services at the NSW Dept. of Attorney General and Justice SYDNEY NSW 2006 Australia Email linden.fairbairn@agd.nsw.gov.au	1st term 2011-15	

Matilde Fontanin	Librarian Università di Trieste, Biblioteca della sede di Gorizia Via Alviano, 18 34170 GORIZIA (GO) Italy Tel. +(39)(0481)599263 Fax +(39)(0481)599262 Email: fontanin@pug.units.it	1st term 2009-13	
Loida Garcia-Febo	Coordinator of Special Services Queens Library 7901 4th Ave A16 BROOKLYN New York 11209 United States Tel. +(1)(917)5482970 Email: loidagarciafebo@gmail.com	1st term 2011-15	
Annamarie Goosen	Project Manager LIASA P.O. Box 1598 PRETORIA 0001 South Africa Tel.+(27)(12)3246096 Fax.+(27)(12)3231033 Email: cicd@liasa.org.za	1st term 2011-15	
Arne Gundersen	Senior Adviser National Library of Norway P.O. Box 2674 Solli N-0203 OSLO Norway Tel. +(47) 23276258 Fax +(47) 23276010 Email: arne.gundersen@nb.no	1st term 2009-13	
Roisin Gwyer	Associate University Librarian Frewen Library, Cambridge Road Portsmouth, England, PO1 2ST United Kingdom Tel: +44-23-9284-3221 Fax: +44-23-9284- 3233 roisin.gwyer@port.ac.uk	2nd term 2009-13	Develop and implement marketing plan and communications strategy Sponsorship
Anne Lehto	Head of Department Tampere University Library, Information Services P.O. Box 617, Kalevantie 5 33014 UNVIERSITY OF TAMPERE Finland Tel. +(358)(3)35517867 Fax +(358)(3)35517493 Email: anne.m.lehto@uta.fi	1st term 2009-13	
Michel Netzer	Head of the Continuing Professional Development Department Bibliothèque Nationale de France Quai François Mauriac 75706 PARIS, France Tel.+ (33)(1)53794134 Fax +(33)(1)53794356 michel.netzer@bnf.fr	2nd term 2011-15	Translate CPDWL guidelines into French
Pijushkanti Panigrahi	Professor & Head, Dept. of Library & Information Science The University of Calcutta 87/1, College Street Kolkata-73 CALCUTTA 700073 India Tel.+(91)(94)34243522 Email: panigrahipk@yahoo.com	1st term 2011-15	
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Mary-Jo Romaniuk	Associate Director University of Alberta Library 5-07 Cameron Library EDMONTON AB T6G2J8 Canada Tel. +(1)(780)4925958 Fax +(1)(780)4927925 Email: mary-jo.romaniuk@ualberta.ca	1st term 2009-13	
Susan Schnuer	Associate Director University of Illinois, Mortenson Center for Int. Library Programs 1402 Gregory Drive, Room 142 URBANA, Illinois 61801 United States Tel. +(1)(217)3330031 Fax +(1)(213)2650990 Email: schnuer@illinois.edu	2nd term 2009-13	Organize Satellite Conference 2012 Oversee strategic direction and revision of Strategic Plan.

Corresponding members and other roles			
Juanita Jara de Súmar Newsletter Editor	Liaison Librarian Humanities and Social Sciences Library McLennan Library Building 3459 McTavish Street Montreal, Quebec, Canada H3A 1Y1 Tel: (1)(514) 398-4729 Fax: (1)(514) 398-7184 Email: juanita.jaradesumar@mcgill.ca	2 nd term 2011-13	Edit and produce two newsletters per year Translate CPDWL guidelines into Spanish
Jana Varlejs	Associate Professor Emerita, Rutgers School of Communication & Information Home: 612 S. First Ave., Highland Park, NJ 08904 Tel. +(1)(732) 846-6850 Email: varlejs@rutgers.edu	1 st term 2011-13	Update CPD quality project
Eileen Breen Section Publisher	Emerald Group Publishing Limited Howard House Wagon Lane Bingley Bradford BD16 1WA, UK Tel: +44 1274 777700 Fax: +44 1274 785244 E-mail: ebreen@emeraldinsight.com	2 nd term 2011-13	Website support
Margaret Law	Associate University Librarian, International Relations Director, University of Alberta, Canada Margaret.Law@ualberta.ca	1 st term 2011-13	
Sandy Hirsh	Professor and Director School of Library and Information Science San Jose State University Sandy.hirsh@sjsu.edu	1 st term 2011-13	

Join CPDWL !

<http://www.ifla.org/en/cpdwl>

Letter from the co-Chairs



Ulrike Lang



Sylvia Piggott

Dear CPDWL members and friends,

This message will focus on the activities of two of our goals:

GOAL 1: Identify, encourage and promote continuing professional development programmes internationally for library and information personnel.

GOAL 2: Provide opportunities for library and information services personnel worldwide to share information and develop skills that will assist them both in their own professional development and in their efforts to improve continuing education and workplace learning for their colleagues.

As we look forward to the 2012 WLIC conference in Helsinki we are proud to say we have been fulfilling both goals splendidly and CPDWL committee members have been active in getting ready for the events in Helsinki, Finland that support these goals.

The Satellite Meeting in Tampere, August 8-10, 2012

The theme *“The Road to Information Literacy”* is a joint programme sponsored by CPDWL and Information Literacy section . The programme is in its final stages of planning thanks to Anne Letho, Susan Schnuer and Irma Pasanen . You will hear more about this from their update in this Newsletter. We hope to have a lively discussion in Helsinki about the outcome of this pre-conference.

CPDWL Section Meetings in Helsinki

The first CPDWL meeting is scheduled for Saturday, August 11 from 12:30 to 2:00 pm. The Agenda for this meeting will be communicated to you at a later date. However, we would like to alert you to a request from Anna Maria Tammaro, our Division Chair.

Anna Maria Tammaro received this note from the OA Task Force - Cooperation with IFLA Continuing Professional Development Section, the content is quoted below:

“Would like to share with you a suggestion from EIFL Board Members: they expressed a need for continual professional development (library schools need to teach about OA now so that librarians will get into the field already having these skills) and suggested that perhaps IFLA Continuing Professional Development Section can influence the curricula of library schools. What do you think about this?”

Anna Maria Tammaro subsequently forwarded a note to CPDWL which reads - *“Dear colleagues, This suggestion from EIFL [Electronic Information for Libraries]) to IFLA Open Access Task Force about education and continuing education of professionals on OA can be of interest to your Sections. I invite you to consider it and send to the PC Chair Ann Ockerson your opinions and ideas”.*

Looking forward your feedback, my best wishes

Anna Maria

This item will be on the Helsinki agenda for discussion and to get CPDWL response to relay to Anna Maria. The second meeting will take place on Tuesday 14, from 9:45 to 11:15 am.

CPDWL Programs in Helsinki

The main CPDWL program which is in accordance with the President`s theme is titled *Libraries and Librarians as Forces for Transformative Change: Continuing Education the Fuel*. The programme is on Wednesday, August 15 from 9:30-11:30 and is coordinated by Sylvia Piggott with the help of several CPDWL Standing Committee members.

CPDWL Membership Update

We are pleased to note that despite the economic crisis CPDWL`s membership is still strong. With 21 members on our Standing Committee the section is well staffed for the upcoming topics in continuing professional development and workplace learning.

Our CPDWL member Loida Garcia-Febo was responsible several interesting and successful webinar sessions during the year. She will provide some details in this newsletter.

Opportunities to be involved

Interested in CPDWL activities? Would you like to be involved? Contact Ulrike Lang or Sylvia Piggott for more information.

Looking forward to seeing everyone in Helsinki in August!

Sylvia Piggott (spiggott@sympatico.ca)

Ulrike Lang lang@sub.uni-hamburg.de

CPDWL Strategic Plan and IFLA key initiatives

The *CPDWL Strategic Plan* is strongly aligned with IFLA`s Key Initiatives. 1, 2 and partially with 3 listed below. Our programmes and publications listed on our website provide evidence of our commitment to these initiatives.

1. IFLA International Librarianship Leadership Development Programme: capacity building to raise the voice of the profession nationally, regionally and internationally
2. Outreach Programme for Advocacy and Advancement of the Profession: connecting, collaborating, representing strategically
3. Multilingualism Programme: a multilingual IFLA website opens windows to the world

Satellite Meeting in Tampere, Finland – August 8, 9, and 10, 2012

The Road to Information Literacy: Librarians as Facilitators of Learning

IFLA's Continuing Professional Education and Workplace Learning and Information Literacy Sections

<http://iflasatellitetampere2012.wordpress.com/>

This Satellite meeting is sponsored by **IFLA Continuing Professional Development and Workplace Learning Section and IFLA Information Literacy Section**. The organizing committee is chaired by Susan Schnuer and Leena Toivonen.

The venue for the meeting will be Tampere University. Pinni B. Kanslerinrinne 1, Tampere ([Google maps](#))

Our call for papers created great interest. A very large number of proposals for presentation and for publication in the proceedings were received and reviewed. Participants in the reviewing committee for presentations were Leena Toivonen, Susan Schnuer, Almah Gastinger, and Linden Fairbairn. The review of papers for publication in the proceedings was done by Roisin Gwyer, Graham Walton and Linden Fairbairn.

A total of 42 sessions and 7 workshops will be presented as well as the Elizabeth Stone Memorial Lecture and the keynote speech,, according to the following programme, which also includes a city tour and library visits::

Wednesday, August 8, 2012

12:00 – 17:00 Registration at the Pinni B Building, entrance floor

15:00 – 16:30 Sightseeing tour of Tampere (cost is included in your registration fee)

17:30 – 18:30 Welcome and networking session

19:00 The City of Tampere reception at the Old City Hall

Thursday, August 9, 2012

9:00 am Welcome from the Vice Rector : Harri Melin, University of Tampere

9:15 – 10:15 Elizabeth Stone Memorial Lecture: Kirsti Lonka, Professor at the University of Helsinki

10:15 – 16:15 Sessions and lunch

16:30 – 18:00 Library Visits

19:00 Conference dinner

Friday, August 10, 2012

9:00 – 10:00 Key-Note Speech : Carol Kuhlthau, Professor II Emerita, Rutgers University

10:00 – 14:00 Sessions and lunch

14:00 – 15:30 Comments – Evaluation

We look forward to seeing most of you in Tampere.

Conference program in the Helsinki Congress

This year's Continuing Professional Development and Workplace Learning session, *Libraries and librarians as forces for transformative change: continuing education the fuel*, has been programmed as Session 162. It will take place on **Wednesday 15 August 2012** from 09:30 to 11:30 am, in Room: 3. The papers to be presented can be read in <http://conference.ifla.org/ifla78/programme-and-proceedings-day/2012-08-15> This session is part of *Congress track 5: Ideas, innovations, anticipating the new*.

Sylvia Piggott chaired the organizing committee for this sessions and will present the introductory talk. Six other papers will be presented by librarians from United States, China, Germany, Finland, India and The Netherlands.



From the Information Coordinator

The CPDWL section future communication?

The Library and information sector is in most cases used to using new information and communication channels. But how can we use this experience in the CPDWL section's future communication?

Within CPDWL we use the IFLA web site, including news and events and we publish a newsletter twice a year. We also communicate IRL at conferences and satellite meetings.

But how can we use in the future the opportunities that information technology provides? How can we, within CPDWL, improve the sharing of skills, ideas and suggestions? And how can we organize this work within the section?

We'd love to hear your views and ideas on how CPDWL can best meet your information and communication needs in the future.

Please feel free to contact me, with all your suggestions!

Catharina Isberg, Information Coordinator CPDWL section



**Continuing Professional
Development and Workplace
Learning Section**

Articles

What "course" shall we take? Experimenting a different delivery mode for workplace learning

Matilde Fontanin – University of Trieste



The following is a personal snapshot of a work in progress: a methodology for delivering workplace learning is being tested in my area, and, being directly involved in the process, I would like to share the experience in the hope of gaining some feedback from other colleagues; yet I need to stress here that the following is the expression of a personal point of view and does not represent the official views of AIB (Italian Library Association) or AIB FVG (the Friuli Venezia Giulia Regional Chapter), which have not been consulted previously to publication.

I would also like to point out that the experimentation is still in progress, with the main purpose of assessing both the impact on learning and the model feasibility and sustainability, within an association mostly made up of volunteers: a detailed discussion of the model is not the issue here, rather the focus is on sharing what has been done up to now in a specific context, that is, a course on E-books delivered to a group of librarians and young volunteers from a civil service project coming from our Region, on the north-eastern Italian border.

Nevertheless, a word is needed on the activity of AIB in order to understand the context. Our regional chapter of AIB recently decided to adhere to the invitation issued by the national Committee on Professional Development (Osservatorio formazione) and apply a model developed by the Committee to one of the courses organised for this year.

The model is very interesting and aims at enhancing the level of professional development courses. Instead of a mere face-to-face delivery, the model proposes to stretch the learning experience throughout 4 phases organised as follows:

- need analysis & course design
- delivery & use
- evaluation and follow up
- final test and learning assessment

The purpose here is not to discuss the experimental model, but just to draw the attention on the fact that the focus changes and that the learning process and design becomes more learner-centred. The model implies that the initial assessment of learning needs be used by the teacher during face-to-face delivery to focus on the issues which those specific learners consider particularly relevant, and of course keeping in mind their initial knowledge.

At a local level, we decided to test the model and start drawing conclusions. It was applied to a course on E-books, and – thanks to the University of Trieste – we were able to use a Moodle platform to host the course content. This way, the results of the pre-course feedback could be collected quickly, notwithstanding the very short notice. Out of 80 users, 47 answered the questionnaire promptly, though some of them had never used an e-learning platform before. The experience is now in the middle of phase 2. The content were delivered during a two-day face-to-face session, and we are about to start a discussion on the content using the platform.

The collection of data previously to the course delivery had a double purpose: on the one hand we wished to investigate the learners' previous knowledge and experience on the issue, and on the other hand we wished to glean an understanding of their particular interest in the course. For these purposes we first of all set up questions such as "What is an E-book?" or "Define DRM" or "Have you ever read an e-book? Using what device?" and so on, deciding to collect the answers as multiple choice as this makes them easier to read and understand, but we also set up one open question, precisely: "What would you like to know above all about E-books? Ask a question...". The feedback has been commended by the teachers who were able to gain a clear idea of their audience's previous knowledge and to tailor their presentation to learners' needs.

The platform is also being used to store the learning material and to host the final feedback on the face-to-face sessions, thus saving a lot of paper and paperwork – and being a course on e-books we could not help but feel that an online delivery mode had to be favoured.

The 4-phase model implies the collaboration of many other figures, apart from the teacher: administrative staff, accountants, but, above all, a "facilitator" or tutor (or more than one). It is precisely this figure which made it possible up to now to deliver the course according to the model. The two facilitators involved took care of keeping in touch with teachers, asking them for material, making arrangements for the physical location, managing participants' enrolment, creating and maintaining the course on the Moodle platform.



We are now at the crucial point where the face-to-face phase has ended, and the online work has to start. The teachers, though available to give their opinion on the proceedings, cannot unfortunately participate directly in the debate, therefore it will be up to the tutors to involve the participants in discussions and stimulate group work on the themes treated during the two-day session, making the discussion lively and fruitful.

Participants come from different realities, therefore they will be stimulated to compare their experiences, thinking of library services linked to their particular situation, and, hopefully, they will start during the course a process of knowledge acquisition and critical thinking which will continue after the course.

Up to now the experience has been rewarding, though not so easy to manage. Specific competences are needed, and these happened luckily to be available within the Chapter involved, otherwise it would not have been possible to carry on; the teachers – who should be pivotal to course planning – could not be involved as needed in this case, due to the nature of previous agreements, yet we decided to try and see what the outcome could be if the course design was supported by a planning group, being perfectly aware, nevertheless, that the ideal condition is starting the course design and planning from the teacher. Therefore, this could be defined as a "test of the test", but at the end we will be able to assess whether the model has brought all the advantages it seems to have brought up to now.

Another important feature of this experience is that it drew together different stakeholders: the local chapter of the Library association worked jointly with the Consorzio Culturale del Monfalconese (a Consortium of local public libraries) to build up the course, a local library hosted the face-to-face meetings and the University of Trieste offered Moodle space. During the present economic situation, collaboration builds up an interesting opportunity for offering qualified professional development at lower costs.

Also the content of the course comes from collaboration: besides the academic speakers, the course offered direct experiences from a single library, from a large library system and from a vendor, and this contributed to bring the discussion to the level of reality.

Hopefully it will be possible to report the complete results on the next issue of the present newsletter, but in the meantime, while the course goes on, I welcome any feedback, especially of similar cases, which will surely help us develop a better learning experience.

Notes on Continuing Professional Development in Cuba

Jana Varlejs



Just how heavily our profession now depends on Internet-delivered continuing learning was a fact I had come to take for granted, but that was made newly vivid to me in Cuba, while part of a small group of Special Libraries Association (SLA) members visiting a variety of information organizations there last October. This was one of those “people-to-people trips” intended to build understanding across borders. My particular interest lay in learning about library/information science education and professional development.

To someone who is used to a plethora of online professional literature, webinars, virtual conferences, courses, and listservs, the scarcity of access to these resources was as striking as the ubiquity of the lovingly preserved 1950’s cars on the streets of Havana. Internet access *is* available, but it is expensive, erratic, and in short supply. The main source seems to be an underwater cable from Venezuela, and there is limited bandwidth provided via satellite for an intranet for university and library use. To some extent, not really clear to me, the intranet serves librarians’ communication and continuing learning needs. The scarcity problem, however, encompasses computers as well as Internet access, making e-learning out of reach for many.

One organization that stands out as privileged in regard to access to information technology is the National Center for Medical Sciences Information/INFOMED. It heads a centralized service for medical schools, hospitals, other health sciences agencies across Cuba. It also publishes books and journals, and maintains the Cuban medical bibliography. INFOMED has arrangements with the Pan American Health Organization and Mexico that allows sharing resources that cannot be accessed directly because of the U.S. embargo. Despite the Internet problems, INFOMED has created a large virtual health sciences library of open source journals and books, and it is the continuing education provider for medical librarians throughout the country.

The success of INFOMED can be attributed to the high priority given to health from the time of the Cuban revolution. Similarly, the high priority placed on the mission of the Universidad de las Ciencias Informaticas from its founding in 2002, encouraged by Fidel Castro, is ensuring an unusual level of support. The purpose of the University is to educate professionals who can create a Cuban information industry, primarily focused on software development. The library is almost entirely digital and available from any PC connected to the network. The staff trains both students and faculty to use and evaluate information, and is working towards creating a system of shared access to the repositories of all Cuban universities. They are also hoping to develop a post-graduate center that would train trainers so that the public could learn to use information technology. Obviously, in the future the University could be in an excellent position to become the key professional development source for public, academic, and special librarians, as INFOMED now is for health sciences librarians.

Several of our group visited with faculty at the Universidad de La Habana, facilitated by Professor Marta Terry, IFLA Honorary Fellow. We were impressed to learn that the Department of Information Science has been offering the PhD degree for some time, in cooperation with Spain’s University of Granada. The University’s master’s degree in LIS requires three years of study during which the students are also working in a library or information organization—no anxiety about finding a position upon graduation! In addition to the approximately 30 graduate students, the program also has some 200 undergraduates; full time faculty numbers 28. The effect of simultaneous workplace and classroom learning would have been very interesting to explore, but our time was way too limited. We also did not have enough opportunity to investigate the role the Department plays in continuing education for its graduates. If I understood correctly, the courses that are part of the master’s degree are open to practitioners who want to update or fill a gap in skills or knowledge. We did learn that faculty has looked to Brussels for its own professional development.

Finally, it should be mentioned that Cuba has three professional associations: The Cuban Library Association (ASCUBI); the Cuban Academy of Science’s Society of Scientific and Technological Information; and the Institute of Documentation and Scientific and Technological Information (IDICT). As anywhere in the world, these associations can be a source of professional development for active members. According to the director of the Cuban National Library, some fairly recent changes in the legal framework for libraries is leading to greater cooperation among libraries, although it appears that archives and museums are in quite separate systems. It was

mentioned that Cuba's internal network was not working for bibliographic control, but that it serves adequately for communication among libraries and for staff training.

Overall, we came away with the impression that Cuban information professionals are enthusiastic and committed, and are trying against great odds to serve the information needs of their publics. We felt we were privileged to be in Cuba at a time when the possibility of positive change was in the air. For more information about organizations we visited and our impressions, see the article by Cindy Romaine and others in the January/February *Information Outlook* (vol. 12, no. 1), "Feeling Squeezed by Political Pressures."

CPDWL and NPSIG put Professional Development on the Global Librarianship Agenda

Loida Garcia-Febo



New Professionals are staying abreast of best practices, models and recommendations via webinars presented by the Continuing Professional Development and Workplace Learning Standing Committee (CPDWL), and the New Professionals Special Interest Group (NPSIG). This year both groups joined forces to produce a program for a global conference and a new webinar series.

"*Successful paths for New Librarians: best practices, models and recommendations*" was presented during the [Library 2.011 Worldwide Virtual Conference](#) on November 3, 2011.

CPDWL member, Loida Garcia-Febo moderated the session and introduced the same by summarizing international efforts to meet the needs of new librarians. Prof. Dr. Claudia Lux, IFLA Past President and Director General of the Foundation Central and Regional Library Berlin spoke about librarians yesterday and today, changing skills, volunteering and active participation in library associations. Anca Râpeanu, CPC & Innovation Specialist at IREX Romania and Biblionet Program shared information about the [Summer School for Young Romanian Librarians](#).

The recording of the session is now available at the following link: <http://www.library20.com/page/general-session-room-links> (Once you open the link, scroll down, look for the title of our presentation and click on "recording.>"). The session was attended by colleagues from different regions of the world.

Where are you from?

Moderator/Presenter:
Give all participants whiteboard permissions for this slide, then turn off when you go to the next slide!

Participants:
Look for the "star" icon to the left, click on it, then click on the map to indicate where you are. You can also post your city/country/time/weather into the chat!

“New Librarians Global Connection: best practices, models and recommendations” is a new series of *free* quarterly webinars on issues of interest to new librarians, models of library associations and library schools working with new professionals, and groups by and for librarians. The free webinars are presented by [IFLA Continuing Professional Development and Workplace Learning](#) and [IFLA New Professionals Special Interest Group](#) in partnership with the [American Library Association](#).

The first session was presented on January 17, 2012 and featured the following colleagues:

Dr. Alex Byrne, New South Wales State Librarian and Chief Executive of the State Library NSW in Australia. IFLA President 2005-2007. Highlighting the topics: LIS school curriculum, gained skills and degrees vs. “the reality” at work. Bridging the gap between theory and practice. How to deal with generational differences at work?

Janice Lachance, J.D., CEO of the Special Libraries Association. Featuring a model of a library association’s work with new professionals in various regions of the globe.

JP Porcaro, Head of Library Acquisitions and Technological Discovery at New Jersey City University. Co-founder of ALA Think Tank, and originator of the Make It Happen philosophy for librarians. Featuring a group by and for librarians.

The second session was presented on April 10, 2012 and the speakers were:

Kay Raseroka, University Librarian, University of Botswana. [IFLA President 2003-2005](#). Highlighting the topics: Mentoring, best practices, pros and cons of different approaches such as peer-to-peer, classical mentor-mentee relationships and much more.

Maureen Sullivan, ALA President Elect. Program Facilitator, [ALA Emerging Leaders Program](#), a model of a library association’s work with new professionals.

Mace Ojala and *Jukka Pennanen*, Founders of [Cycling for Libraries](#). Featuring a group by and for librarians.

The **next session is scheduled for July 17, 2012, at 2:00 p.m. EST**. Check the following link for world time zones <http://www.timeanddate.com/worldclock/>

For updates, keep an eye on the IFLA website and Calendar of Events <http://www.ifla.org/> and on the NPSIG blog <http://npsig.wordpress.com/webinars/>

The CPDWL and NPSIG joint work to produce these webinars is coordinated by Loida Garcia-Febo as part of a team including CPDWL Co-Chairs, Sylvia Piggot and Ulrike Lang, and NPSIG Convenor, Sebastian Wilke.

Book Review

Lori Reed and Paul Signorelli, *Workplace Learning & Leadership: A Handbook for Library and Nonprofit Trainers*. Chicago: American Library Association, 2011.

“Handbook” is not a very accurate description of the nature of this slim and pricy book. Much of it is based on the authors’ personal experience and philosophy of training and staff development in the public library sphere. The content is extended and amplified by references to and substantial quotations primarily from interviews with leaders in the American Library Association’s Learning Round Table (formerly CLENERT). It is nevertheless general enough to be useful to relatively unseasoned staff development coordinators in academic libraries as well, but it would have to be used together with more detailed and systematic how-to guides. Another limitation is that the book’s perspective is that of the large library system based in the United States.

These caveats aside, there are a number of positive aspects to this book. For example, the theme of trainer as leader in the organization is well integrated throughout. Especially interesting is the chapter on “Trainers as Internal Consultants and Facilitators of Change,” which advocates using the position of training coordinator to analyze problems and consider solutions in the process of needs assessment and instructional design. This chapter can be recommended to the experienced coordinator as a challenge to complacency and an invitation to rethink one’s role.

Another commendable part of the book is the Appendix, “Employee Learning & Development Curriculum,” which spells out in detail the regularly required and optional courses available to the staff of the Charlotte Mecklenburg Library. It can be found for free at <http://www.alaeditions.org/webextras>. The bibliography is notable for its unusually sparse inclusion of library literature.

Reviewer: Jana Varlejs

Miscellaneous Notes

Publications

The latest issue of *IFLA Journal*, [Volume 38 Number 1 March 2012](#) published two articles, presented originally during the CPDWL’s session in Puerto Rico last year:

Catharina Isberg. Professional development, values and strategy – the means for building strong libraries for the future!

Mary Wilkins Jordan. Developing leadership competencies in librarians

Warm congratulations to our colleagues whose papers were chosen for publication.

Scandinavian Libraries Quarterly dedicated [Volume 45 Number 1 2012-2](#) to Lifelong learning as its theme. According to the editor “the articles describe different angles on learning throughout life from cooperation between school and public libraries and online help with homework to new challenges for public libraries when it comes to learning both for new types of students and the library staff.”

Courses

Emerald sister company **ASLIB** – The Association for Information Management offers a series of on-site and distance learning courses as part of its training services

As their website indicates (<http://www.aslib.com/training/index.htm>), ASLIB has been providing training and development programmes for information professionals for almost 70 years in key aspects of information work. They offer on-site and distance programmes in the following areas:

- Business and Official Information Sources
- Cataloguing and Classification
- Copyright and Intellectual Property
- General Management and Communication Skills
- Information Governance
- Knowledge Management
- Library and Information Management Skills
- Web and Internet Skills