LIBRARY THEORY AND RESEARCH

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LETTER FROM THE CHAIR

Theo Bothma

DEAR COLLEAGUES,

It has been nearly five months since WLIC 2017 in Wroclaw, where new officers were elected at the two Standing Committee meetings. Anna Maria Tammaro (former chair), Inoue Yasuyo (former secretary) and Simon Koudjam Yameni (former Information Coordinator) completed their terms as officers, and could therefore not be considered for re-election. I would like to thank them once again for their excellent leadership and hard work on behalf of LTR. I am honoured to have been elected as Chair of LTR for the next term. I would like to introduce the officers and members of the management team that were elected at the second Standing Committee meeting:

- **Secretary**: Krystyna Matusiak
- **Information Coordinator**: Egbert John Sánchez Vanderkast

At the second SC meeting in Wroclaw, we decided to expand the communications team, by selecting additional members to the management team for specific portfolios:

- **Newsletter**: Flavia Renon
- **Website editor**: Heidi Kristin Olsen
- **Social media editor** (blog, Facebook, Twitter, LinkedIn etc.): Amada Marcos Blazquez
- **Global Vision Project reporter**: Anna Maria Tammaro

I would also like to welcome all new SC members that joined the SC in Wroclaw. A full list of all SC members is currently available at https://www.ifla.org/standing-committee/24.

Members of LTR have been very active since Wroclaw 2017. The report for 2016-2017, the action plan for 2017-2018, and a new leaflet that introduces LTR were completed. These documents are all available on the LTR website under Publications. The teams that are involved in planning the LTR joint sessions at WLIC 2018 prepared their session proposals and submitted these to IFLA HQ. Both joint sessions, as well as the session by the Library History SIG, were approved by the IFLA Governing Board. Our participation in the next phase of the Global Vision Project has been finalized and a call for participation in the first LTR midterm meeting will be distributed in the near future. We are also actively participating in the BSLISE project. Selected papers from the Wroclaw satellite meeting about data curation will be published in a special edition of LIBRI later in 2018; for more about this project, please see the report on data curation in this issue.

The next phase of the Global Vision Project (GVP) will take place in Barcelona, Spain, on 20-21 March 2018, directly after the IFLA President's midterm meeting on 19 March 2018. LTR will be present at both meetings through the Chair and Secretary. Due to the invaluable contribution that our previous chair, Anna Maria, made at the Athens meeting and the following LTR discussions, she was also invited to attend the GVP meeting. LTR will follow up again with a number of online discussions about the progress made with the project.

At the suggestion of Anna Maria, we are organizing a midterm meeting. This will take place in Milan, Italy, on 16-17 March 2018. The first day will be part of the Stelline Conference, and is aimed primarily at the Italian library community. The

second day is an LTR business meeting. We will focus on the planning of our joint sessions for WLIC 2018 as well as the sessions and satellite meeting for WLIC 2019 in Athens, by looking for possible themes and partners for these activities. We recognize that many SC members will not be able to attend in person. We, therefore, plan to conduct this meeting online and encourage all SC members and corresponding members to participate. The call for participation will be sent out soon.

Two LTR joint sessions, as well as Library History SIG session, are planned for WLIC 2018:

- **LTR and Information Literacy**: "Information Literacy: From practice to research and back again". The session coordinators are: Gaby Haddow, Min Chou, Dan Dorner, Premila Gamage and Egbert John Sánchez Vanderkast. The Call for Papers is available at https://2018.ifla.org/cfp-calls/library-theory-and-research-section-with-information-literacy-section.
- **LTR and Education and Training**: "IFLA's role in building strong LIS education: An international approach to quality assessment and qualification in the library and information profession". The session coordinators are: Clara Chu, Jaya Raju, Susmita Chakraborty and Saif Aljabri. The joint session encourages audience participation and will not have a Call for Papers.
- **Library History SIG**: "Transform Libraries. Transform Societies: Library outreach to marginalized populations historical perspectives", coordinated by Kerry Smith. The Call for Papers is available at https://2018.ifla.org/cfp-calls/library-history-special-interest-group.

From all our activities and projects, it is evident that LTR is a very dynamic section that collaborates extensively with other IFLA Sections. As the management team of LTR, we trust that we will extend our activities and collaborations through the active participation of all Standing Committee and Section members in such initiatives.

Theo Bothma
Chair, Library Theory and Research

REFLECTIONS ON THE ONGOING IFLA GLOBAL VISION CONVERSATION: A SPOTLIGHT ON LIBRARY AND INFORMATION SCIENCE (LIS) EDUCATION

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Primoz Juznic, University of Ljubljana
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As noted by IFLA's Secretary General, Gerald Leitner (2017), "the challenges facing the library field from ever-increasing globalization can only be met and overcomed by an inclusive, global response from a unified library field". The conversations initiated by IFLA's Global Vision Project highlight common trends and shared values that have a major impact on Library and Information Science (LIS) education.

What are the perceptions, concerns and prospects for LIS education in the IFLA Global Vision process? This is the question that the authors of this article are addressing. We are involved in the BSLISE (Building Strong LIS Education) Working Group, an initiative of the IFLA Education and Training Section (SET), LIS Education in Developing Countries Special Interest Group (LISEDC SIG), and Library Theory and Research (LTR) Section. We thought it would be a valuable exercise to reflect on the conversation initiated by the IFLA community on the Global Vision, with the aim to understand the needs and opinions of colleagues about LIS education in a period of transformation of the profession.

In order to build a dynamic, sustainable and integrative LIS field, it has to be grounded on professional strengths and basic principles that are transmitted in the education and socialization of a librarian. The cornerstone for the conversations by the IFLA Sections on the Global Vision consists of a

set of five values[1], which are also used to frame our reflections on the future of LIS education:

1. LEARNING – We believe that knowledge and expertise to transform the field exists everywhere
2. TRANSFORMATION – We believe the need for change in the field is imperative
3. COLLABORATION – We believe working with others is critical to success
4. TRANSPARENCY – We believe open processes result in sustained engagement, trust, and impact
5. INCLUSION – We believe inclusion and diversity are sources of strength

These values guided the inspiring and civil conversations conducted by representatives of the IFLA Sections. The output of the conversations, appearing in the reports of the IFLA Sections[2] as well as the reports of the Africa, Asia Oceania and Latin America Caribbean Sections, were analyzed to understand their concerns and vision regarding LIS education globally.

Learning

Almost all the Sections in their Global Vision reports identified education as one of the activities that requires attention and further work. Attracting new leaders in the profession is a need that is well-recognized by all Sections in addition to the need to re-tool staff through continuous professional development programs.

Some Sections are calling for a dramatic change in LIS education:

- **Public Libraries Section**: "*Lobby for change in LIS education*",
- **Library Services to Multicultural Populations Section**: "*No match between the needs of the library and the education of librarians*"; "*Lack of training/guidance for librarians and a need to access more information on best practices*".

Other Sections have indicated the need for education and continuous professional development by drawing attention to weaknesses in such areas as new skills and competencies. Interdisciplinarity seems to be the most important competence to focus on. Moreover, there is a need to extend the roles of the profession, which requires raising the professional level, such as through the use of research methods.

- **Information Literacy Section**: "*To build capacity in all regions of the world through strong LIS education*",
- **Information Technology Section**: "*Introduce programs to facilitate the reconfiguration of staff to integrate the skills of librarians with the needed skills from related professions. Professional development – e.g., through sector-based programmes for best practice in their field*",
- **Library Theory and Research Section**: "*Helping librarians to use theory, critical approaches and applied research to build their activities with a strong link to the society, by raising the educational level of library staff - and ensuring their ongoing development*",
- **National Libraries Section**: "*Many responses covered staff and the need to ensure continued skills development – digital, social, life-long learning, staff cooperation*".

The reports of the IFLA Sections underscore the social value in professional work, not just the technical aspects. Thus, for LIS education to be sustainable, constant learning by educators is needed. As noted by the European Project Public Libraries Vision 2020[3] (Reading and Writing Foundation, 2017), three themes have emerged: digital inclusion, social inclusion and lifelong learning, with the critical message being that Libraries Change Lives. This is a universal message for all types of libraries in a diversity of contexts.

Successful LIS professionals need to focus more on individuals and the communities that they

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[1] https://www.ifla.org/files/assets/GVMultimedia/Toolkit%20IFLA%20Global%20Vision.pdf
[2] *IFLA Global Vision: Section and SIG Reports* https://www.ifla.org/node/11607

[3] See at: http://librarieschangelives.eu/index.cfm/public-libraries-2020-tour/home

serve, in particular how they can support communities and individuals through the **transformation** of their roles and through **cooperation**, **transparency** and **inclusiveness**.

Transformation

The challenges of LIS education correspond to the challenges which the LIS field in general and libraries in particular, are facing today. The difficulty of LIS education, during this time of rapid change, is to anticipate future education needs. The Global Vision initiative set a five-year timeframe in presenting its vision of libraries in 2022. LIS education, in preparing future LIS professionals, has two forecasts to make. First, to plan programs until 2022, it must have a vision of what the LIS field will look like at least twenty years from now, as their graduates will be working at that time. On the other hand, it has to include in its programmes the needs and requirements LIS employers will demand in the next five years.

Education is a primary goal

A renewed role in the context of education was identified by most of the IFLA Sections when replying to questions about vision. The role of librarians as LIS professionals is not only that of supporting information and other needs of their users, but also of becoming educators themselves. IFLA is a perfect forum where LIS practitioners and educators can meet internationally to discuss and to globally coordinate their efforts, in advancing a joint vision in order to design a robust LIS education for a strong LIS field.

- **Information Literacy Section**: "*To be an educator and to provide and educational environment for users*",
- **Health Biosciences Libraries Section**: "*Librarianship as a profession is changing – we need to evaluate the type of education and experience required to address future needs*".

A stronger education role means that libraries need to provide free access and education for everyone! The role is not only that of supporting education, such as giving access to resources, but that of becoming an educator.

- **Library services to multicultural population Section**: "*Support of inspiration of life-long learning*",
- **Library and Research Services for Parliaments**: "*To enable literate, informed and participative societies*",
- **Literacy and Reading Section**: "*Initiatives and activities developing the library as an educational and informational space in the physical and virtual world; strategic alignment of libraries as an information network; partnerships and collaboration; illiteracy and aliteracy*",
- **Information Technology Section**: "*Libraries play an important role in creating knowledge, supporting scholarly communications and research*".

Cooperation

Cooperation, as a professional value, is integral to all library services, irrespective of their contexts. Hence, there is a need for LIS curricula, especially at the professional preparation level, to reflect this professional value.

The need for library leaders, for libraries and librarians to engage in partnerships, and for other cooperative and collaborative activities is articulated by various IFLA Sections in their global vision reports:

- **Libraries services to People with Special Needs Section**: "*Cooperation with professionals from other sectors including law, medicine, and education; collaboration and partnerships with stakeholders, policy makers, publishers*",
- **Information Technology Section**: "*Talking to our users about their needs*",
- **Literacy and Reading Section**: "*Strategic alignment of libraries as an information network; partnerships and collaboration*"; and,
- **Continuing Professional Development and Workplace Learning Section**: "*Librarians have become an equal partner of teachers and researchers and collaborate closely with all other staff to achieve the goals of higher education institutions. Libraries are essential in all connections like communities, universities and educational systems. Librarians need training to be adequate*".

Cooperation has become a critical social role for LIS professionals that allows libraries to assume an active agency role for the betterment of the communities they serve, be these university communities, public library constituencies, special library sectors, or school library communities. Such cooperation with relevant stakeholders obviates a 'silo' outlook by libraries and enables cooperation, not just with other libraries, but with all possible sectors of the community being served and related agencies for enhancement of service. Hence there is a need for libraries, in whatever form, to include cooperation, partnerships and collaboration in their strategic planning along with strategic actions and activities in order to give effect to the professional value of cooperation.

LIS education also needs to respond to this important professional value by embedding in its curriculum design and development, philosophical and epistemological underpinnings of cooperation as a library service requirement as well as assessment tasks and practice opportunities to demonstrate learning with regard to this professional value.

Some examples of the envisioned social role of cooperation in library service include:
- A paradigm shift (both among academic library practitioners as well as in the LIS curriculum) from librarian as supporter to librarian as an active partner in the knowledge production process (research life cycle);
- Working with information and communication technology (ICT) divisions to exploit current technology to reach those who are not regular users or to adapt technologies to those that users and potential users are accustomed to (e.g., interfacing library services with cell phone technology and various social media platforms);
- Cooperation with research methodologists to enhance the skills of practicing librarians on how to apply research methods to gain knowledge of how information is used, so as to be able to tailor services to specific needs of individuals and communities; and,
- Cooperation with teaching and learning experts so that librarians may situate their information literacy instruction to users within appropriate pedagogy theory and practice.

Transparency

Funding for library and information services needs to be viewed as an important investment in the future. Transparency has two meanings for libraries: they are institutions that acquire access to information sources and knowledge for all citizens while at the same time they have to work for the direct benefit of the public sector. Transparency is an important part of the efforts to make the public sector more efficient. From the outset of this process, questions have been raised about the implications of different aspects of information policy regarding libraries. LIS educational programs are part of these efforts as they are preparing future LIS professionals for their role in society. These professionals should be educated to work as important agents for "open science" and other initiatives toward better access to information and knowledge, but also to actively promote their work and services.

Most of the Sections have recognized the importance of supporting Open Access, Open Education, and Open Science, with support for "openess" in all its forms. In addtion, catalogs and bibliographies should be open and integrated into the Semantic Web.

- **Serials and other Continuing Resources Section**: "*Supporting Open Access and Open Education Resources*",
- **Information Technology Section**: "*Work for open access and open licensing*",
- **Libraries for Children and Young Adults Section**: "*LIS professionals may need to move beyond accumulation of knowledge to actually sharing it*".

Inclusion

Being open to everyone is a traditional value of libraries. The transformation of services pushes for an extension to disadvantaged and non-habitual users, which can be reached by using the technologies that everyone has become accustomed to, including mobile devices. The concept of the physical library being integrated into the digital library is defined by the concept of third space, where virtual services enrich and extend traditional services.

These problems are not diminished however; while access to information seems easier, the digital divide persists. While social inclusion is a goal, there are privacy issues. The personalization of services is frequently necessary for people with disabilities, which are both facilitated and hindered by technologies.

In essence, social inclusion seems to be the most promising area for the future role of libraries on which we need to concentrate our research to prepare new leaders and to support professionals who will be pioneers of change.

- **Library Theory and Research Section**: "*Providing a safe and engaging environment for individual and collaborative learning, supporting educational endeavors and learning (knowledge transfer) for all ages by providing users with the tools, spaces and processes to become informed, engaged, innovative individuals and citizens*",
- **Preservation and Conservation Section**: "*We are communication and learning spaces, we serve for participation and democratic exchange in societies*".

IFLA Global Vision Impact on LIS Education

LIS education is not a broken ship but one that needs a global captain. IFLA therefore has the noteworthy opportunity to take the helm. LIS education has weathered many changes by keeping a rudder, our foundations in collecting, organizing, providing access and preserving information, but it needs to be set on a new course with IFLA guiding its direction.

Efforts are still needed to help LIS students become not only technical experts, but critical thinkers and library leaders, who can adapt and manage in the changing digital environment, something that is beyond the scope of IFLA's current work. IFLA's role to chart a new curriculum for LIS education requires re-conceptualizing the role of librarians, not as handmaidens but active partners and leaders in shaping the library and information ecosystem. Inspired by the title of the ebook published by the IFLA President Glòria Pérez-Salmerón, we affirm: "Librarians: Gears of the Motors for Change".

How can an international curriculum adequately prepare graduates for the challenges of the rapidly changing information environment of the future?

As IFLA leads, the BSLISE working group wants to collaborate with the IFLA Sections and all stakeholders in shaping and implementing the global vision of a vanguard profession sustained by state-of-the-art LIS education.

Leitner G (2017) About – IFLA Global Vision Discussion. Available at:
https://globalvision.ifla.org/about/

Perez-Salmeron G. (2016) Librarians: Gears of the Motors for Change. Available at:
https://itunes.apple.com/us/book/librarians-gears-motors-for/id1179885302?ls=1&mt=11

Reading and Writing Foundation (2017) Public Libraries 2020 Libraries change life
Available at:
http://librarieschangelives.eu/index.cfm/public-libraries-2020-tour/home

THE DATA CURATOR'S ROLE AND RESPONSIBILITIES: INTERNATIONAL AND INTERDISCIPLINARY PERSPECTIVES
LRT Satellite in Warsaw (WLIC 2017)

Krystyna Matusiak
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Anna Maria Tammaro

The IFLA Section Library Theory and Research organized a two-day Satellite Conference, "Data Curator's Roles and Responsibilities: International and Interdisciplinary Perspectives", in Warsaw on 16-17 August 2017, prior to the WLIC 2017 in Wroclaw. The IFLA Library Theory and Research Section (LTR) collaborated with IFLA Preservation and Conservation Section, and IFLA Information Technology Section and with the local organizer,

University of Warsaw – Faculty of Journalism, Information and Book Studies[4].

The primary goal of the Satellite Meeting was to engage the international scholarly community in a conversation leading to a critical understanding of the challenges that the new requirements for the curation of research data are posing to researchers and information professionals. The specific objectives of the meeting was to explore the international and interdisciplinary perspectives on the roles and responsibilities of data curators and discuss the main trends in data curation/research data management practices as well as education and training needs.

Data curator role

The Organizing Committee selected 12 papers, which present different aspects of data curation and case studies of the implementation research data management services and training of library professionals. The authors represented seven different countries, including Canada, China, Germany, Korea, UK, US, and Zimbabwe. The Satellite was organized into three sessions. The first session focused on the role of the data curator as analyzed through the reflection and research studies of professionals and researchers. The second session described and analyzed specific case studies, in different geographical areas of the world such as China, Zimbabwe, UK. The third and final session focused the interdisciplinary background of the data curator and his/her educational needs.

The three keynotes highlighted the critical and current open issues of the role of the data curator, in the transformation of the support services of cultural institutions and research centers in the digital environment. In addition, they outlined the new participatory approaches used by data

curators that are integrated in the research cycle. Reinhard Altenhöner (Berlin State Library) evidenced that those working in a research support capacity with research data face very different challenges from those digitizing cultural heritage, Sarah L. Shreeves (University of Miami Libraries) highlighted the need for teamwork on campus and explored the role of technology in research data management. Lynn Silipigni Connaway (OCLC, President of the Association of Information Science & Technology ASIS&T) summarized research studies that highlight the collaborative behavior in the creation of knowledge.

At the end of the conference, LTR members, Anna Maria Tammaro, Krystyna K. Matusiak, and Terry Weech, and a member of the research team, Frank Andreas Sposito, participated in the panel and presented the findings of the LTR-sponsored research project "Data Curator: who is S/he?." The research for this project involved multiple phases of data collection and analysis, including: a comprehensive literature review, quantitative content analysis of job announcements for data curators and RDM librarians, and interviews with professionals working as data librarians, data curators, or research data managers. Twenty-six interview participants were recruited from nine countries. In addition, the collected data was analyzed using data mining techniques to identify key phrases and similarities and differences in terminology between the practice and research community.

Building a community...

The two-day conference in Warsaw provided a great opportunity for researchers and practitioners to discuss the current issues in the field, become familiar with practice and case studies in several countries, and build an international community

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[4] The Organizing Committee of the Satellite include: Krystyna K. Matusiak (IFLA LTR; University of Denver), co-chair; Anna Maria Tammaro (IFLA LTR; University of Parma), co-chair; Alenka Kavčič Čolić (IFLA Preservation and Conservation; National and University Library Slovenia); Justyna Jasiewicz (University of Warsaw); Anna Mierzecka (University of

Warsaw); Ingeborg Verheul (IFLA Preservation and Conservation; Data Services / SURF sara Netherlands); Terry Weech (IFLA LTR, University of Illinois at Urbana-Champaign); Evviva Weinraub (IFLA Information Technology; Northwestern University).

around RDM issues. The professional program was enhanced by site visits of the University of Warsaw campus and library, a division of the National Library with the rare book collections, and tours of the city and the Royal Castle.

The organizing committee conducted a survey at the end of the conference and received positive feedback from the participants. Most participants learned about the Satellite from IFLA Website and LTR Section (63,64%).

The organization, in particular, by the local and international committee was appreciated for facilitating the creation of this community, even if many would have appreciated more discussion. In the comments, it was noted that one of the main channels of dissemination was the word shared among colleagues.

The Satellite sessions that were most appreciated in decreasing order are:

- **Session 1**: Perspectives on the roles of data curators 66,67%
- **Session 3**: Technology and training 44,44%
- LTR Panel presentation on the Data Curation Project 44,44%
- **Session 2**: Case studies of data curation services 38,89%

Some comments:
- "Several sessions directly reflected the conference themes, with solid evidences".
- "In particular the piece on Data Quality was outstanding".

… Continuing the conversation

The most important question was how to move forward with the community that was created with the Satellite. Some suggestions from the participants included:

- "To continue to have such focused, small sessions on specific related topics attached to different venues"

- "Compile a mailing list of all the participants where members can continue to share their experiences in the area. If possible we can have periodic webinars on data curatorship/research data management. The organizers should make follow-ups on RDM progress on all the participants. A Facebook page or Twitter handle on the issue will do. Share opportunities on the subject matter especially for countries which are trailing behind".
- "Perhaps a blog or some other means of keeping attendees up to date with the data curation research project".

The most important stimulus was that of continuing this collaboration with the IFLA Information Technology section, the Preservation and Conservation section, also extending it to the Education and Training section in order to continue the conversation. Further study is also needed to analyze the different approaches to digital curation.

The slide presentations are available at https://ifla.wdib.uw.edu.pl/programme/.

BECOME AN LTR MEMBER!

If you (or you employer) are not an LTR member, consider becoming a member when next you renew your IFLA membership. Please also see https://www.ifla.org/membership/categories.

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