Continuing Professional Education for Librarians: International Trends

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Elements such as theories of the profession, dramatic social changes, and lifelong learning philosophies have intertwined with each other and are making continuing professional education (CPE) an important issue for all librarians. In this paper, several CPE philosophies as well as programs from the IFLA, ALA, American Library Schools and the National Library of Korea will be introduced and examined.

Keywords: Continuing professional education, IFLA, ALA, American library school, National Library of Korea

1 Introduction: Raising Awareness toward Continuing Professional Education (CPE)

If librarians are to be called professionals, a high level of knowledge base and university-level training are required from them. Librarianship as a profession needs to form its own professional associations and to maintain professional cultures as well as keeping professional ethics and high levels of autonomy and standards. Coming from theories of the profession, it is important for librarians to participate in continuing professional education (CPE) in order to serve a wide range of readers and users in this rapidly changing society.

As symbolized by the spread of the Internet since the late 1990s, the structure and means of producing, processing, organizing, and delivering knowledge and information have changed dramatically. Constantly, new and innovative technologies are being produced and while they are influencing individuals' day-to-day activities, they are also influencing services provided by the library. Along with this trend, numerous proposals and practices have been suggested concerning the library itself and its directions. Occasionally, there had been stormy disputes between different opinions. However, the importance of CPE such as the indispensability of IT competence and management skills is being widely recognized.

Moreover, concepts of lifelong education and lifelong learning are being accepted and practiced internationally. It is true that these words are being interpreted differently in different countries and policies concerning these concepts are also being implemented differently. Nevertheless, they are not simply turning the library into an organization that secures lifelong-learning opportunities for the residents, but rather, it is also leading librarians' mindsets toward lifelong learning and lifelong development. This is not simply the development of the librarian as an individual, but rather, it is the development of the profession and of all librarians.

Thus, elements such as theories of the profession, dramatic social changes, and lifelong learning philosophies have intertwined with each other and are making CPE an important issue for all librarians. In this paper, some CPE programs will be examined.

2 CPE: International Trends

2.1 IFLA and CPE

According to statues of the International Federation of Library Associations and Institutions (IFLA Statues), goals of IFLA are listed as below (Article 5.2)[1]:

- To promote high standards of delivery of library and information services
- To encourage widespread understanding of the value and importance of high quality library and information services in the private, public and voluntary sectors
- To represent the interests of its members throughout the world

In 1986, members concerned with CPE established the "Round Table on Continuing Professional Education" (CPERT) based on the above goals[2]. In September 2002, CPERT becomes the new "Continuing Professional Development and Workplace Learning" Section.

The name change and transformation of the organization into a section happened in the following course. In the Jerusalem conference in August 2000, the Council, a governing body of the IFLA, adopted new Statues and the Round Table was abolished. In doing so, all the existing round tables were forced into reorganization. Until then, CPERT belonged to Section 23 "Education and Training" of Division VII "Education and Research" and carried out various autonomous activities under the care of the section. However, along with the abolition of the Round Table, CPERT was forced to re-examine directions of the organization. As the result, CPERT becomes the new CPDWL section[3]. During the transformation process, the following changes have occurred[4].

a) "Continuing Professional Education" turned into "Continuing Professional Development and Workplace Learning." The modification of "education" into "development" incorporates a wider perspective where the new "development" also includes elements of "education." Moreover, addition of the "Workplace Learning" component into the section secures educational and training opportunities in the workplace as well as placing a strong emphasis on the effective application of learning outcomes back to the workplace.

b) CPERT belonged to section 23 "Education and Training" and organized round table activities with high level of autonomy. However, as a new section, CPDWL needed to distinguish itself from the existing "Education and Training" section. In other words, the nature and characteristics of CPDWL had to be clearly defined.

c) In order for CPDWL to strengthen its' value and position inside IFLA, cooperation with other IFLA sections and groups were required.

For example, in regard to (c), CPERT "Strategic Plan: 2002-2003"[5], included only (h) "Developing Library Professionals" component, which is one of the top priorities formally defined by IFLA. In contrast, the "Strategic Plan: 2004-2005" [6] included (a) "Supporting the Role of Libraries in Society," (c)"Promoting Literacy, Reading and Lifelong Learning,"

(f)"Promoting Resource Sharing," and (i)"Promoting Standards, Guidelines, and Best Practices" components [7].

Events being organized by CPDWL include the open session at IFLA annual conferences, the World Conference on Continuing Professional Education for the Library and Information Professions [8] which is hold once every few years, publications of the twice-a-year newsletters and papers presented in the world conference. These events have been running for a number of years. However, since the transformation of the organization into a new section, many new events have been suggested and practiced. These events include: workshops at the annual conference, cooperation with other sections and external organizations, presentation of awards and improvements of the quality of newsletters (this also includes submission of thesis).

Presently, the annual conference programs are placing their main focus on distance education, as well as skills, experiments and practices with the usage of web technology. These programs are showing high interests toward the production of quality CPE programs, evaluation and the making of program guidelines. While a strong focus has been placed on the quality and evaluation of library services, an equal amount of interest has been placed on the continuing development education programs[9].

2.2 ALA and CPE

An overview of the ALA continuing education movements can be summarized as the follows. The Committee on Education (COE) is the Committee of the Council and it decides on CPE policies for librarians. Each division carries out its own activities, which include the planning and implementation of programs, provision of teaching materials and the publication of resources. The Continuing Library Education Network and Exchange Round Table (CLENERT) serves as a forum for members who are in charge of, or are interested in CPE. On the other hand, the Office of Human Resource Development and Recruitment (HRDR) can be referred to as the secretariate and serves the role of a clearinghouse for ALA[10].

ALA endeavors to "deliver the highest quality library and information services to all people" within which CPE has been recognized as one of its top priority. In doing so, ALA focuses on 4 points and they are: 1) Modeling and provision of effective education programs to meet needs of new technical and social changes, 2) Quality control on education programs, 3) Continual change and expansion in delivery formats and 4) Assessment and modification of existing programs. In particular, specific goals for 2005 include the effective implementation of IT technologies in all CPE programs and the construction of a framework that meets diverse demands of the ALA and different continuing education themes[11].

For example, the main focus of CPE programs offered by Public Library Association (PLA) includes the running of workshops, "e-Learning@PLA" and the planning of open sessions at the PLA and ALA conferences. A part of the programs offered by PLA is listed below in Table 1.

Table 1. CPE: Public Library Association[12]

	Programs	Theme	URL
1	PLA Traveling Workshops Boston May 2003	Staffing for Results: A Guide to Working Smarter	http://www.ala.org/Content/NavigationMenu/PLA/Conferences, _Events_and_Online_Learning/Traveling_Workshops/Staffing_ for_Results1/Staffing_for_Results.htm
2	PLA Traveling Workshops New Orleans Oct. 2003	New Planning for Results	http://www.ala.org/Content/NavigationMenu/PLA/Conferences, _Events_and_Online_Learning/Traveling_Workshops/Planning _for_Results/Planning_for_Results.htm
3	e-Learning@PLA	Creating Policies for Results	http://www.ala.org/ala/pla/plaevents/elearningpla/elearningpla. htm

Program 1 is a one-day development program that aims at evaluating the performance of librarians. It targets librarians of managerial positions and focuses on theories and practices of the work efficiency of library staffs. This program adopts the *Staffing for Results* and the participants will learn practical methods at evaluating and operating libraries. Program 3 is an on-line development program and is the most important program among the three. Participants would progress in this program from communicating with their facilitators on the Internet. This program employs the *Creating Policies for Results* where participants would progress and develop along with the outline setout by the author of this manual. It has been designed to promote bilateral practice and cooperative learning as well as net chatting between the instructor and participants of the program. This program can be completed in a six-month period, but participants may have another six months of access to the "e-Learning@PLA" after completion of the program.

In order for individuals to engage in continuous learning opportunities, it is important for managers and the workplace itself to understand the importance of staff development and to encourage such actions. Thus, in order to raise awareness towards continual staff development, managerial development programs are indispensable. For example, PLA takes up an important role in changing the mindset of all librarians in all workplaces toward the importance of CPE.

2.3 The ALA-accredited Schools and CPE

2.3.1 *Library and Information Science Education Statistical Report* (2003) [13]

Presently in 2004, there are 56 schools being recognized as ALA-accredited schools. Since 1980, the Association for Library and Information Science Education (ALISE) has been conducting surveys on Library and Information Science Education among ALA-accredited schools and the results have been published in the *Library and Information Science Education Statistical Report*. In this report, an overview of the current CPE is being presented. According to the statistics, 38 of the 56 schools provide non-credit continuing education opportunities. A summary of these statistics is presented in Table 2. The types of continuing education are diverse and they range from the simple one-hour speeches, symposium or workshops to long-term on-line programs.

Table 2. Number of Courses, Participants and Contact Hours in Non-Credit CPE Programs offered by ALA-accredited Library Schools

Schools	Courses	Contact Hours	Attendance
Alberta	6	15	230
Arizona	6	55	351
Buffalo	11	110	46
California - Los Angeles	35	141	717
Catholic	15	84	594
Clark Atlanta	3	8	112
Dalhousie	9	13	750
Dominican	2	4	185
Drexel	39	460	424
Emporia	12	136	241
Florida State	1	12	47
Hawaii	11	31	401
Illinois	2	15.5	50
Iowa	1	4	206
Long Island	19	98	185
Maryland	14	96	237
McGill	10	15	275
Michigan	25	392	354
Missouri	5	75	60
Montréal	5	30	108
North Carolina Central	11	150	2,196
North Carolina - Chapel Hill	10	293	144
North Texas	5	15	73
Pittsburgh	13	27	344
Pratt	8	37.5	72
Puerto Rico	5	19	245
Rutgers	24	127	1,104
St. John's	2	14	128
Simmons	36	191	347
South Carolina	22	71	594
Tennessee	3	3	70
Texas	6	119	26
Toronto	312	4,933	7,007
Washington	30	570	475
Wayne	8	21	230
Wisconsin - Madison	65	847	1,609
Wisconsin - Milwaukee	7	137	122
Total	798	9,369	20,359

Though there are 38 schools currently offering non-credit continuing education programs, only 6 schools offer more than 30 courses and they are: University of California-Los Angeles, Drexel Institute, Simmons College, University of Toronto, University of Washington, University of Wisconsin-Madison. Similarly, the majority of contact hours and participants have the tendency to gather at specific schools. Overall, there are only 5 schools offering 300-plus contact hours and 4 schools with more than 1,000 participants.

2.3.2 Examples of CPE Programs
A. University of Toronto [14]

The Faculty of Information Studies (FIS) in University of Toronto has three majoring areas: Archival Studies, Information Systems, and Library and Information Science. It established the Professional Learning Center (PLC) and this center is in charge of CPE programs for information professionals and librarians. FIS emphasizes strongly on the importance of CPE. Since the establishment of PLC, the University of Toronto becomes the largest ALA-accredited library school to run CPE programs.

Subjects listed in the 2003-2004 information guidebook show that there are many one-day programs although web-based distance education programs may take up to seven to eight weeks. In terms with distance education, tutors send out topics of the week to their students on each Monday and give out clear directions on how to search for required materials and websites as well as giving out short tasks via emails. Upon completion of these tasks, students send their homework back to the tutors and other members of the program. Following this, the tutor and members will discuss on different topics introduced in the program. These discussions are carried out using life-chat technologies in specific time slots.

Courses provided by PLC are diverse in nature and are often not limited to library services. However, one course that is directly related to librarianship is "AACR2R: 2004 Revision and DDC22." This course is limited to the provision of new information related to AACR2R and DDC and it aims at updating participants' basic knowledge toward this area. Another course provided by these library schools is the "Power of One." It is a practical course that focuses on the management of one-person operated libraries.

B. Simmons College [15]

The Graduate School of Library and Information Science at Simmons College has two unique features that are different from all other schools. First, all 45 programs offered by this graduate school provide a Continuing Education Unit (CEU). CEU is a popular system that uses flexible evaluative methods instead of traditional academic accreditation grading systems. Participants involved in the program will be acknowledged once they have reached a certain level of achievement. This system has been recognized by the International Association for Continuing Education and Training.

Second, almost all subjects except ones that are directly related to the use of softwares place strong emphasis on librarianship. For example, in other schools, subjects such as the "Grant Proposal Writing for Information Professionals and PDAs", "WiFi, Blogs, RSS: A Taste of New Technologies for Every Librarian" may not target the librarians. However, in Simmons College, these subjects were set up to cater for the needs of librarians.

Furthermore, the college also organize practical subjects such as "Library Services for Distance Learners," "Digital Reference Pt. 1: Brining Digital Reference to Your Library," and the "Digital Reference Pt. 2: Managing Digital Reference at Your Library."

C. University of Wisconsin-Madison [16]

The Madison Campus is well known for implementing a wide range of philosophical

and foundational courses. Since most CPE programs prepared by ALA accredited schools are practice and technology based, these subjects in Madison Campus are very unique. Although Madison Campus only offers a total of 11 subjects, all subjects are strongly related to the essence of Library and Information Science. For example, it offers on-line subjects such as "Intellectual Freedom and Libraries" by Louise Robbins.

2.4   National Library of Korea and CPE

The National Library of Korea provides continuing education opportunities for all librarians in all types of libraries. Base on CPE policies, surveys are being carried out to investigate needs of the librarians. Results from the surveys are being used to develop further CPE programs. In 1997, NLK established the Librarian Training Section to plan and implement a wide range of CPE programs. Presently this section has eight staff. The Librarian Training Center is an independent facility located adjacent to the main building of the NLK. The Center has an underground floor and 2 floors above ground which make up a total area of 8,198.89 square meters[17].

Educational goals of the CPE programs are: (1) The cultivation of creative and proactive professional librarians who will lead the knowledge-based society and (2) The cultivation of librarians who will do their best with a conviction in serving the public. Educational targets of these goals are not limited to librarians of the public sector but also librarians from the private enterprises[18].

In the month of October and November of 2003, a survey on educational needs was carried out among all Korean public and private libraries. The results were used to modify educational programs provided in the year. The 2004 provisional program is listed below in Table 3.

As shown in Table 3, CPE programs in NLK have the following features: (1) By incorporating programs of the previous year and results of surveys, new programs are being developed; (2) Includes a wide range of carefully examined courses. An important feature of the 2004 program is that courses are being organized so that participants can become accustomed to a wide range of multimedia and information technology skills. The newly added courses are mainly related to information technology skills required for different library services and duties. There are 1,500 individuals participating in the 2004 courses. Compares with figures from the previous year, an increase of 100 participants is evident. Moreover, over a period of 199 days and a total of 39 courses have been scheduled in the 2004 program.

3   International trends of CPE

When one begins to think within the framework of CPE, the change of expression from "education" to "development" as evident in IFLA and changes of related philosophies become extremely significant. Traditionally, the word "education" meant formal systematic education. It implied the ability to work in a profession over a lifetime after obtaining a specific degree. In contrast, the word "development" refers to one's continual "development" over a lifetime. After looking at the content and layout of specific programs in U.S. library

Table 3. The 2004 CPE Programs[19]

Educational field	Courses	Target participants	Capacity		Terms
General professional education	Library policy makers	Senior librarians and directors	30		4/26-4/30
	Library managers	Librarians and administration staff	40	1	3/22-4/2
			40	2	9/13-9/24
	Library information services	Librarians	40	1	5/10-5/21
			40	2	10/18-10/29
	Collection development	〃	40		6/21-7/2
Selective professional education	Library management strategies	Librarians	40		5/31-6/4
	Digital library	Librarians and technicians	40	1	6/14-6/18
			40	2	11/1-11/5
	Information resource services	〃	30		2/16-2/20
	Reading instructions	Librarians, technicians1 and private sector librarians2	40	1	4/26-4/30
			40	2	10/4-10/8
	Library culture and events	〃	50		7/12-7/16
	Preservation of resources	〃	40		3/8-3/12
	DDC cataloging and classification	〃	40		10/11-10/15
	KDC cataloging and classification	〃	40		3/15-3/19
	Library users	Librarians and technicians	40		9/6-9/10
	Nonprint materials	〃	40		7/5-7/9
	Serial publications	〃	30		11/15-11/19
	4th version KCR and KORMARC	〃	50		6/7-6/11
	KOLAS II light	〃	40		11/8-11/10
	KOLAS II	〃	40	1	4/19-4/23
			40	2	8/30-9/3
	Information architecture web design	Librarians, computer operators, technicians and private sector librarians	30		9/13-9/17
	Library and copyright	〃	40		8/25-8/27
	Librarian development seminars	〃	30		11/25-11/26
	Library computer management	〃	40		2/23-2/27
	Practical usage of the digital technology	〃	30	1	5/31-6/4
			30	2	11/15-11/19
Private sector education	Library management strategies	All private sector librarians	30		10/4-10/6
	Library users	〃	30		6/21-6/23
	Digital library	〃	30		4/7-4/9
	Information resource services	〃	30		7/19-7/21
	Nonprint materials	〃	30		8/30-9/1
	Serial publications	〃	30		5/10-5/12
	4th version KCR and KORMARC	〃	40		4/19-4/23
Other Education	Teacher librarian I	High school teacher librarians	80		1/26-1/30
	Teacher librarian II	Elementary and high school teacher librarians	40		8/2-8/6
	Home library managers	Home library managers	50		3/3-3/5

Notes: 1 Librarians and technicians are ones from the publicly-funded libraries
2 Private sector librarians are librarians from the privately-funded libraries

schools, one would conclude that the traditional systematic education (so called formal education for librarianship) is being included into a part of this continual "development" process.

Meanwhile, professionals from all fields and positions need to be involved in various levels of continuous learning. Managers need to constantly bring up opportunities that emphasis the need for continuing education. Furthermore, employers need to expect continual development from their follow librarians and are obligated to provide such educational opportunities. It is also necessary to create frameworks which constantly engage the participation of organizations and individuals into the continuous learning process. In doing so, continuing education programs must include flexibility in selections, schedules and delivery methods in terms with diverse learning programs.

While constructing such programs, there is one tendency where it is simply insufficient for learners to participate merely in the traditional programs and lectures. Rather, learners need to solve problems they encounter by participating in different development programs. Other important elements such as evaluation of the program itself and the evaluation of learners before and after their participation should be considered in all development programs. Finally, by analyzing the needs of participants, it can be assured that new programs that better accommodate needs of all learners can be designed.

When looking at the actual implementation of courses, two distinct features can be noticed. First of all, there is an overwhelming number of skill-based courses that target the usage of Internet and the network. Secondly, there is a very small number of philosophy, foundation and history-based courses. The essence of CPE is to provide learning opportunities for participants in areas they missed out from their previous formal curriculums by involving them into the continuous education process.

Notes

1) IFLA Statutes and Rules of Procedure, Article 5.2 (Mission), Article 6 (Core Values).

2) In regarding to the establishment of the round table, the following text was referenced: "Continuing Professional Education, Annual Report 1985/86,"*IFLA Annual 1986,* p. 179-181.

3) "CPERT-Soon to Become a Section," *CPERT Newsletter,* April, 2002, p. 25.

4) "Letter from the Chair," *CPDWL Newsletter,* October 2001, p. 3; "News, New Name for CPERT," *ibid.,* p. 4;   "Open Session IFLA Conference, Glasgow: Tuesday of 20 August 2002,"*CPDWL Newsletter,* October 2002, p. 10.

5) "Strategic Plan: 2002-2003,"http://www.ifla.org/VII/s43/annual/cpdwl02-03htm

6) "Draft Revised Scope, Vision and Strategic Plan 2004-2005 for CPD&WL Section," *CPDWL Newsletter,* October 2003, p. 16-19.

7) "IFLA's Professional Priorities," *Officers Handbook,* 2001, VIII-X.

8) Next World Conference will be held in 2005 (Oslo).

9) "Proposal for the Development of IFLA Approved Guidelines for a Quality Improvement Framework for Continuing Professional Development and Workplace Learning," *CPDWL Newsletter,* April 2003, p. 5-8: "Development of IFLA Approved Guidelines...,"*ibid.,* p. 12-13;

"CPDWL: Notes from Meeting on 2nd August 2003 and 8th August 2003,"*CPDWL Newsletter,* October 2003, p. 21, 25.

10) *ALA Handbook of Organization.*

11) "Highlights of ALA's Vision and C. E. Activities (2000)," http://www.ala.org/ala/hrdr/educprofdev/highlightsalas.htm
"ALA Action Goal for Continuing Education," http://www.ala.org/ala/hrdr/educprofdev/alaactiongoal.htm

12) "Traveling Workshops," http://www.ala.org/ala/pla/plaevents/travelingwksp/managingresults.htm
"e-Learning@PLA,"http://www.ala.org/ala/pla/plaevents/elearningpla/elearningpla.htm

13) *Library and Information Science Education Statistical Report 2003,* http://ils.unc.edu/ALISE/2003/Contents.htm

14) 2003-2004 Program, Professional Learning Centre, Faculty of Information Studies, University of Toronto, http://plc.fis.utoronto.ca/subs/plc.pdf, 32p.

15) Simmons Graduate School of Library & Information Science Web Page, http://www.simmons.edu/gslis/
Spring 2004 Courses, Institutes for Continuing Education, Graduate School of Library and information Science, Simmons College, http://www.simmons.edu/gslis/forms/CE_Brochure.pdf, p. 19 ; http://www.simmons.edu/gslis/

16) Continuing Education Services, Intellectual Freedom and Libraries, http://www.slis.wisc.edu/academic/ces/freedom.html
Continuing Education Services, Basic Reference: An Online Course, http://www.slis.wisc.edu/academic/ces/basicref.html

17) Information regarding the Librarian Training Department of the National Library of Korea is taken from the following webpage: http://www.nl.go.kr/intro/tel.php
Information regarding the Librarian Training Center of the National Library of Korea is taken from the following webpage: http://www.nl.go.kr/intro/sisul.php; http://www.nl.go.kr/education/information/facility.html

18) Information regarding the educational goals and process of the Librarian Educational Training of the National Library of Korea is taken from the following webpage: http://www.nl.go.kr/education/information/history.html

19) Information regarding the 2004 educational training program of the National Library of Korea and a summary of the educational needs survey is taken from the following webpage: http://www.nl.go.kr/education/research/abstract_research.php2
The "Library Policy Maker" is a professional development program that focuses on library policies, domestic and international movements of libraries as well as the cooperation across libraries and so on. It includes activities such as group discussions, presentations and field trips.
In 1999, the KOLAS (Korean Library Automation System) was improved into the KOLAS II and KOLAS II Light programs, which are ideal for the operation of small-scale libraries. They make a wide range of services possible by making library services into easier, prompt and efficient processes which improve the overall library environment.
KCR (Korea Cataloguing Rules), KCR4 (2003 version), KORMARC (Korean Machine Readable

Cataloging), KDC (Korean Decimal Classification).