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Message from the Editor

Dear colleagues,

For sure one of the hot topics in 2020 was, is and will be for a long time COVID-19 that influenced each person and each organisation around the globe. Libraries are not exceptions. So are Library and Information Science educational institutions. Thus the current SET Bulletin includes some pieces dedicated to this topic. It starts with a detailed report by the IFLA Division IV Chair Catharina Isberg. The experience of the Helsingborg city libraries (Sweden) is one of many examples how public libraries respond to the pandemic.

Contributions by Barbara Marson (USA) and Anna Maria Tammaro (Italy) demonstrate challenges which LIS education face due to the COVID-19. Barbara Marson reports about the webinar that was hosted by East Carolina University in June 2020. Speakers from France, Portugal and Italy discussed the impact of COVID-19 on their libraries.

An interested paper proposed by Anna Maria Tammaro shows how e-learning evolved during the pandemic. For instance, she refers to Hodges et al. (2020) who defined terms that have been developed and implemented during the pandemic: *distance learning, distributed learning, mixed learning, online learning, mobile learning* and others. Anna Maria's contribution is just a must-read for those who educate future librarians.

SET Corresponding Member Susanne List-Tretthahn gives an overview of LIS education in Austria where LIS program for academic libraries was updated in 2019.

The US intern Amanda Thompson describes 'The Student Spotlight' – a great initiative of the BSLISE Working Group which addresses such issues as: How does LIS education vary from one country to another? How does the experience remain the same? What is currently working for LIS students?

As always we look forward to your contributions and welcome your ideas about the newsletter's content.

Albina Krymskaya

Report from the Chair

by Kendra Albright, kalbrig7@kent.edu, Goodyear Endowed Professor in Knowledge Management, School of Information, Kent State University, USA

Kendra Albright

Dear SET Colleagues,

We continue to face challenging and unusual times as the coronavirus has affected all of us worldwide. Yet the work of library and information professionals is more important than ever to ensure accurate, factual information is disseminated to everyone for their health and safety. The Education and Training Section (SET) has remained active during these times, and is committed to continuing our work utilizing the digital tools that are available. As we reflect on our activities since the last SET bulletin, we have been highly engaged with the three projects we put forward in our action plan for the year.

The Building Strong Library and Information Science Education (BSLISE) project with the Section on Library Theory & Research (LTR) is continuing its multiple year project of developing core competencies in LIS education, under the leadership of Clara M. Chu and Jaya Raju. Much progress has been made in compiling and organizing the core competencies into a draft framework. Information has also been collected from LIS programs around the world and is being assembled into a visual map.

In a second partnership with LTR, we are investigating LIS education in research methods, overseen by LTR chair Krystyna Matusiak. The project team led a workshop on research methods to library practitioners, "Becoming a stronger researcher-practitioner: Research methods in library and information science" in Mexico City on March 5. The workshop was bilingual in English and Spanish and included hands on activities and bilingual materials. An international survey is planned for late summer to collect data on international education on research methods. Members of SET are encouraged to participate!

Our third project is a two-year partnership with the Section on Knowledge Management (KM) on global education in KM, with SET Secretary, Albina Krymskaya, serving as co-chair of this activity. Much of the work for this project has been put on hold due to the current situation in the world.

We have sent out an email to "Hold the Date" for a virtual webinar for SET. It is scheduled for November 19 and 20, from 09:00–10:30 ET, and we will have several papers presented each day. Stay tuned for additional information!

Thanks to everyone for participating in our projects, especially given the many challenges of working virtually! Please don't hesitate to let me know if you have questions or would like to get engaged in one of our projects.

Kind regards,
Kendra.

A public library in southern Sweden during Corona

by Catharina Isberg, Catharina.Isberg@helsingborg.se, Library Director, Helsingborg City Libraries, Sweden

On March 11 2020, WHO made the assessment that COVID-19 can be characterized as a pandemic. Since early March the library of Helsingborg City has been working on how to keep staff and library visitors safe, prevent the spread and minimize impact of Corona.

This is a brief summary of some of the plans and continuing efforts that are taken in order to keep the library open during the Corona Crisis. As the situation evolves, so do the actions taken. It is important to note that the situation in Scania, the southern region of Sweden is different than other parts of the country, which affects the types of measures taken as well as the timing. At this point, there is limited spread of Covid-19 in this region, but this may change with time.

Background

Libraries in Sweden are all following the national guidelines and regulations and making local decisions depending on the local conditions. Each municipality is entitled to make decisions at a local level unless there is a government decision to overrule the local. Different cities have taken different approaches on dealing with Corona. In some cities, the library is considered as an important service and thus is prioritized during the crisis (although not as critical for society as health care, for example).

At the local level we are taking into account a substantial number of national recommendations and regulations in order to keep the library as safe as possible and limit the spread of the virus, such as:

- Keep your distance and take personal responsibility
- Wash your hands often

Catharina Isberg

- Cough and sneeze into your elbow
- Stay home if you feel unwell

While the available national recommendations and regulations are not specific to libraries, they are quite clear for some other public spaces, such as restaurants and schools among others. We are keeping up to date with the situation as it evolves. For the most up to date and accurate information, we refer to the Public Health Authority https://www.folkhalsomyndigheten.se/the-public-health-agency-of-sweden/communicable-disease-control/protect-yourself-and-others-from-spread-of-infection/ (in English).

An FAQ in English is available on: https://www.folkhalsomyndigheten.se/the-public-health-agency-of-sweden/communicable-disease-control/covid-19/.

Helsingborg city libraries – a brief overview

Helsingborg is the 8th largest city of Sweden, has 150 000 inhabitants and is

located in the region of Scania (Skåne) in southern Sweden. Helsingborg is just a 20 minutes ferry-ride away from Denmark.

The city library comprises of the digital library, a main library, nine library branches and a library bus. The work of the library is organized in four departments (Read, Search, Meet, Digbib/Media), focusing on function rather than were the work is done.

Helsingborg City is the largest city of the northwestern Scania and the library is part of "Helsingborg Family Libraries", a collaboration between 11 cities in northwestern Scania.

Pandemic Plan

Our local pandemic plan for the Helsingborg city library, maps out which services of the library that are prioritized as the situation progresses. The library services are considered an important service within the city. The pandemic plan details out which parts of the library can be open if the situation gets much worse. Since there is still limited spread of the virus in the Scania region, we have implemented the necessary parts of the plan, and are prepared to take more measures if or when it is required.

The plan lists the prioritized services in this order:

1. *Free access to information and knowledge, in order to ensure freedom of expression and opinion as well as facilitate participation in the democratic society. During the pandemic, this is limited to prioritized topics.*

The library needs to ensure that everyone has adequate access to information, by having available staff, access to accurate information sources as well as access to technology.

This is the base of the library business and of special importance as other businesses and authorities are going digital and they refer to digital information and services in the crisis. This service is especially essential to those who are not digital included, who on a daily level are using the library digital competence center.

2. *Digital library.*

Update and secure the operation of the digital library including e-collection, webpage, social media and library e-mail addresses (in relation to accessing information).

Provide accurate information and ensure the functionality and management of the digital library. Guide users to access

information and knowledge during the pandemic.

3. Phone call services, digital customer services, voice books phone service and library lending management.

Ensuring access to the library remotely by phone, chat and other services in order to keep the continuity of access to information and knowledge.

4. Library catalogue/system.

Ensure the most essential functions of the Mikromarc library system to ensure free access to information.

5. The City Library's Digidel section is open during regular opening hours.

Digidel – the digital competence center - at the main library is kept open with regular staff.

If the situation worsens, this will be a section that will remain functional even if the rest of the library needs to be closed. (We are currently not in this situation).

6. Idé A Drottninghög library branch would remain open based on regular opening hours.

Digidel – the digital competence center – at the Idé A Drottninghög library branch is kept open with regular staff. If the situation worsens, activities will be limited to digital competence services and the remainder of the library would be closed.

Other branch libraries are still open, but would be closed if the situation calls for it.

Examples of actions taken

As the situation evolves different measurements are taken to follow the national and local regulations. Below are some examples:

Reduce the risk of transmission, some examples, staff:

- Virtual meetings and digital communication
- Avoid rush hours when commuting
- Work from home when possible
- Increased spacing in the staff areas
- More frequent cleaning in all premises
- Gloves and hand sanitizer available to staff
- Pins: "Please keep the distance"
- Increased communication efforts for the public and the staff
- Medical expert guiding the staff
- Staff shifting from physically close assistance to giving instructions from a safer distance.
- Staff frequently discussing ways to provide assistance to library patrons

and handle common situations during these times

Reduce the risk of transmission, some examples, public areas:

- Information about the Coronavirus
- Signs about hygiene & guidelines
- Keep a distance
- Wash your hands frequently for 30 seconds
- Cough or sneeze in the arm fold
- Stay at home when ill
- More frequent cleaning
- No cash handling
- Distance markers, signs to 'keep a distance', plexiglass
- Close 50% of the computers

- Fewer chairs and tables – provide more space

Library bus

- Maximum number of visitors – one person/one family
- One staff member outside the bus
- Queue system outside
- Return box available outside the bus
- Distance markings and plexiglass at the information desk
- Signs to remind visitors to keep a distance

Maximum number of visitors at the libraries

- In order to keep the libraries open, there is a limit of the maximum

allowable people on the premises at any given time based on the recommendations from the public health authority.

- Depending on the local conditions and size of the library, the library branches allow 10, 15, or 20 people at a time.
- The main library currently has no restrictions due to the large drop in the number of visitors and its large area.

Review of Digidel – supervision/guidance in computers and technology

The work on media- and information literacy and the guidance in computers is important in order to make information accessible for everyone and to increase digital inclusion. There are a lot of measurements taken to limit the spread of the virus and make the supervision/guidance as safe as possible:

- Closed every other computer
- Imposed a time limit on using a computer
- Limit the amount of assistance at the computers and providing instructions from a distance
- Temporarily removed the print fees and changed the routines of printing/copying.

Updated services to allow more remote library services

To make services available from home and to support risk groups in not going to the library there are some changes in the library services.

- Increase E-media budget
- Fines for delayed book returns are temporarily removed
- Extended lending time
- Increased digital services and tips on the website
- "The mobile book 70+" (delivering books home for people 70 years or older)

- Increased telephone time service
- Newly implemented chat function on the website
- Shift from physical events/ programs/ activities to other channels, such as streaming or videos or such as the digital drawing workshop which moved into the virtual space https://digiteket.se/inspirationsartikel/bibblan-ritar-i-helsingborg/

Events/programs/activities

Early during the pandemic there were national guidelines on restrictions in the number of people in public gatherings and also regulations on risk assessments of events/programs. The library has taken a lot of actions in the work on events and programs:

- Risk assessments of all events/programs/activities
- Trying to avoid cancellation of events by adjusting, delaying or digitizing them.
- Limiting the number of participants for activities and events based on the size of the room from anywhere between 10 to 40 people. This to ensure social distancing.

Communication and staff training

Communication and continuous staff training has been of great importance during the crisis.

In the beginning of the pandemic the organization went into a more top-down and hierarchical management. Many issues were raised and quick solutions were required. Daily management meetings and daily mail updates to all staff was implemented. The intranet, web and virtual meeting platforms became increasingly important. A lot of documentation was done and made available for all staff. The management went into a more operational work and the strategical work was put aside.

As the months passed we all realized that the Covid-19 situation will last for a long time. There is a need to get back to a more sustainable situation where everyone is more involved in the development and the solutions. The organizational culture needs to develop towards a more inclusive and trust-based management again. Actions are taken in order to involve all staff in how to use all the measurements and initiatives which are in place an how to get all of this to form the "new normal". Risk assessments, decisions and measurements are being updated.

In all of this we are learning together. None of us have ever lived in a pandemic before and we continuously need to learn in the daily work. Everyone need to be part of the learning and we all need to be open for new ideas and new ways of working. A more agile working environment with a lot of innovation and solutions depending on different situations and dilemmas are developed. Many discussions and meetings are held and the ones with the needed competencies are involved.

An early action taken was to invite a medical expert to a staff meeting. This in order to provide all staff with accurate facts on the Corona virus. This made it possible for all of us to feel safer in our daily work and life and to take better decisions and the right measurements. As the situation evolved the medical expert was asked to join a meeting once again, to give updated information to the staff.

Many webinars have been provided from different associations and organizations. Staff have been encouraged to take part in webinars and online training. Some staff have had spare time as part of their normal work couldn't be done. Part of this time has been filled with developing methods and online training.

At a national level there is also a Swedish library Corona Facebook group available, where we share a lot of information and learn from each other (https://www.facebook.com/groups/2567709373559107/).

The most important staff training during the pandemic is the workplace learning. Through the daily work and through the need to find new solutions the need to learn together and from each other has been key.

The library will continue to follow the local and national guidelines closely, which means we may need to impose more restrictions with time. This is in order to keep everyone as safe as possible and to keep the library as operational as possible during this time. We believe during this crisis it is especially important to ensure free access to information and knowledge for everyone, so that we continue to ensure freedom of expression and opinion as well as facilitate participation in the democratic society.

About the author:

Catharina Isberg, Library Director Helsingborg City Libraries, IFLA Governing Board member and IFLA Division Chair.

Catharina Isberg is Library Director of Helsingborg City Libraries since 2013. She is actively working on developing the library services to best meet the need of the community on both local, regional, national and international level. Since 2011 Catharina is active in IFLA (International Federation of Library Associations) and is from 2019 Division Chair and an IFLA Governing Board member.

Global Library Exchange: COVID-19 and Libraries

by Barbara Marson, marsonb@ecu.edu, Teaching Assistant Professor & International Liasion, East Carolina University (ECU), USA

On June 8, 2020, Dr. Barbara Marson of the MLS program at East Carolina University (ECU) hosted a webinar with speakers from three countries to discuss the impact of COVID-19 on their libraries.

This was one of the first webinars sponsored by a library science program that dealt with the pandemic and the first for the ECU MLS program. The webinar evolved from the program's involvement in the past three years with global initiatives. Beginning in 2017, the MLS program has sponsored a study abroad course during summer session. The first took place in Lisbon, Portugal; the second in Paris, France in 2018; and the third in Florence, Italy in 2019. In addition, several ECU MLS students had interned at the American Library in Paris during this time frame.

When it became apparent that a 2020 study abroad would not be possible, a means of bringing a global connection virtually began development. Dr. Marson attended a university global virtual exchange session in early March 2020, after which contact was made with the Associate Director of the Office of Global Affairs. This collaboration was the beginning of the formation of a global webinar sponsored by the MLS program, using the Zoom account from the Global Affairs Office.

The name Global Library Exchange (GLEX) was chosen as the name of the webinar and is intended to become a series offered by the department on a regular basis with various topics of interest and representing countries worldwide. At this point, libraries were beginning to make adjustments and accommodations due to the pandemic, especially in Europe.

Barbara Marson

The title of **Global Library Exchange: Libraries and COVID-19** was deemed an appropriate and timely topic.

Drawing upon the previous contacts from the program's study abroad and internship initiatives, four speakers were selected to represent three countries and different types of libraries. The speakers were Audrey Chapuis, Director of the American Library in Paris; Liliana Silva, School Library Adviser, School Library Network Program in Portugal; Bruno Eiras, Head of Department of Public Libraries Network in Portugal; and Dr. Anna Maria Tammaro, Retired Professor, University of Parma (Italy).

The webinar ran from 9 AM EDT to 11 AM EDT, allowing 20 minutes for each speaker with 10 minutes each for questions. Each presenter included a PowerPoint with graphics and photographs from situations in their respective countries.

Audrey Chapuis began the session discussing how the American Library in Paris (ALP) adapted to the pandemic. The ALP is an independent lending library for English-speaking persons in Paris. It is

Audrey Chapuis

celebrating its centennial this year. Chapuis explained that the government directive for closing was clear. The fact that they were a small staff made the transition to virtual programming somewhat less daunting. For this library, programming is central to its mission. Children's and teen programs, book groups, and evenings with an author went online. They experimented with different platforms and developed a hybrid approach, using Facebook Live, Zoom, and What's App. There was a period of "accelerated technological adoption" by staff, going totally virtual for the first time. The small staff is very collaborative, so virtual communication among staff members also posed a challenge. Some staff elected to work from home, some from the ALP. The library launched a program called *At Home with the Library*, with actors and authors read works from works associated with authors associated with the library. They increased communications on social media by fifty percent and the number of subscribers and followers tripled. Feedback regarding this format was positive, with some individuals preferring it to face-to-face programs typically held in the library. People reported that it seemed more intimate and felt as if they were visiting authors' homes. The

library determined that Zoom worked best for these events. The news came that deconfinement would happen; however, the consortia of professional library association recommended not re-opening immediately. The ALP wanted to provide borrowing privileges as soon as possible, so the library reacted with alacrity without totally reopening. First, they set up curbside lending which was popular and required that reservations be made in advance for time and materials. All materials needed to be sanitized. The process of curbside lending was a team-building exercise which brought the community closer together. Returns were a bit complicated. Quarantine measures in France were strict and required a quarantine for 10 days. The former reading room was converted into a quarantine room and materials sanitized with alcohol. When they fully open, hard decision on quarantine procedures. For curbside pick-up, the staff Added whimsy and fun by dressing in costumes. Starting mid-June, the ALP planned to open for browsing with an additional reservation system that will be time limited. Book delivery is on an ad hoc basis. The ALP faces particular challenges because it is a members' library with no French or U.S. financial support. The community support is vital. At time of this webinar, Paris was beginning to re-open. Virtual program attendance did not decrease, and in some cases, increased. Some member would like it to continue beyond the pandemic. Reference services went online; however, that transition was not as smooth and relied primarily on emails. With curbside pick-up, lending decreased by approximately 50 percent.

Next, **Bruno Eidas** reported on public libraries' adaptations to COVID in Portugal. The Ministry of Culture in Portugal oversees for the public library network of 303 libraries. This national network was created in 1987; however, public libraries aren't owned by government. They are owned by municipalities. The government

Bruno Eidas

took early measures to control pandemic. The lockdown for public libraries began on March 16, 2020. Prior to the pandemic, most libraries had traditional services. There was no national platform for e-book or electronic resources. The Ministry of Culture was motivated to help all libraries to create electronic services and connect with their communities. Librarians tried to use situation as opportunity to grow, to rethink practices, and to be creative. Ten days after the lockdown, the Ministry of Culture developed an infographic to assist in determining the role of public libraries during the pandemic. At this point, the National Library and National Archives had digital content, but not the public libraries. First, a Flipboard was created and during the first few days of the pandemic, the national television station and newspapers publicized the creation of the Flipboard. The Ministry created a team of librarians who put together free online resources in compliance with copyright. Online tools such as Zoom and WebEx had not been previously used much in libraries, but with the pandemic, investments have been made in technology to help librarians and staff to develop digital competences. There emerged a need and desire to increase the number of online free resources. As time progressed, there was an explosion of online services – online meetings with authors, reading groups, book talks, and conferences. Librarians took the situation as opportunity to change and be active digitally. At beg of April, the

Ministry issued a document with library guidelines. Interlibrary loans increased in popularity with some libraries beginning loans the first week of lockdown. This situation grew to a collaboration among thirty libraries. At end of April, the total lockdown was ending, with reopening to begin on May 4. Additional guidelines were issued on reopening, which was a three-phase process. Some libraries began using maker spaces to produce shields for library and other staff. Onsite loans began with one library leading way to test best practices and share with colleagues. One library implemented a "take-away" theme, similar to a restaurant takeout with "menus" for users. One unique technique was service from a library balcony via a rope and basket. Libraries in rural and mid-size cities initiated homebound services with mobile library services. Others created mobile library services to the elderly. One library created a drive-thru window as a means of loaning materials. In mid-May, schools re-opened and public libraries tried to maintain an organized presence to complement online activities for children in terms of hours. This phase included the first online reading club, not only by specific library, but by regional network of libraries. During the reopening, sanitary and safety measures were employed, which included cleaning the covers of books and requiring masks, gloves, and shields for persons who interacted with the public. Returns were required to be placed on quarantine shelves, first for 9 days and

Liliana Silva

now for 72 hours. On June 1, 2020, the last public library opened. All libraries are open with restrictions and safety measures. The experiences in public libraries in Portugal demonstrated that libraries must change and be ready for the new normal.

Liliana Silva discussed School Library Network (SLN) in Portugal which includes 2,500 school libraries. She mentioned that, under the UNICEF Convention of the Rights of the Child, children have rights of survival and protection; school & development; participation; and non-discrimination. All schools in Portugal closed on March 16. One of the hurdles in providing online access is that some students do not have a computer or internet access at home. The Ministry of Education of SLN developed a strategy 48 hours after closing. The officials published a site with a distance learning plan to help each school and library develop its own plan. The goal was to provide access to all. The learning venues included a YouTube channel, a special TV channel, and the post office. The SLN developed a "brigade" and developed eight guiding principles based on services, activities, and resources. It created an open platform website that served as a digital school library which was organized in groups of curriculum and literacy, citizenship, reading, and free activities with families. For example, under curriculum, resources and activities with tutorials were aggregated under themes or topics. The content was reviewed by teachers and librarians. Several areas or priorities of the distance learning plan for librarian teachers emerged: 1) Mobilize for change; 2) Establish communication network; 3) Decide on DL model; 4) Collaborate & articulate examples; 5) Choose teaching; 6) Select technological means; 7) Take care of school community; and 8) Follow up and monitor. The DL model or platforms that became the most popular were Moodle, Google Classroom, and Zoom. It was discovered that the library and school schedules need to be flexible and include

breaks. For the fourth area, lessons about copyright, and bibliographic citations for all age levels were included. The methodologies employed included practical activities, collaboration, and diversity based on everyday experiences. For example, one lesson covered advertising in a pandemic. Students were required to watch two videos – one produced before pandemic and one after, then analyze both based on a guide. For priority 6, technological priority was given to simple, free, and familiar platforms. Activities to create bonds were deemed important such as video conferences. To address taking care of the school community, two hours per day for personalized technical support was established, with the SLN developing training for teachers and librarians at the beginning. In the digital library, many tutorials for various technological and guides were provided. In the end, the quality and services that were provided were put into place to guarantee services, rights, and freedoms as outlined in the UNICEF Convention of the Rights of the Child.

The final presenter, **Anna Maria Tammaro**, discussed libraries in Italy, which has a complicated system of 11,000 libraries total, mostly in the northern part of the country. Many of these libraries are ancient and specialized with traditional approaches to collections and services. Of these, 6,000 are public libraries which expanded after 1970. Very few school libraries exist. Many library collections not digitized. Italy was the first country in Europe to be affected by COVID-19, with 35,000 deaths by end of May. The government closed libraries in one area on Feb 23 and all libraries, schools, and public services on March 8. A gradual reopening began on May 17, following recommended guidelines with dates for reopening set by the local governments. University libraries were scheduled to reopen on June 15. Most libraries in Italy had no preparation or pandemic plan and were unprepared for the circumstances. They saw an

Anna Maria Tammaro

increase of online services, depending on community infrastructure and needs. Interlibrary loans and document delivery became very popular. However, academic libraries in particular struggled to meet needs. The pandemic initiated a renewed interest in digitizing special collections. Wanting to communicate with their users, public libraries began using many digital resources, with a growing use of social platforms such as Zoom. TV stations were also used. How-to tutorials were developed and put online for users. Reference services were offered by phone and digital tools.

Staffing was a problem because over the years, budget cuts had reduced full-time staff and more part-time staff were hired. These staff members were not as stable financially and as motivated. Full-time staff had to reorganize and invent new online services and create new policies; however, the lack of tools limited the creativity of librarians. With the growing need for digital competences, tutorials were developed. Copyright was also a problem, with Italian publishers denying digitizing permissions. The biggest problem among libraries was digital divide, with infrastructure not being adequate. With the reopening, libraries are dealing with security, social distancing, and quarantining used materials for 7–10 days.

In each of these cases, libraries adapted to the needs of the communities and users. In addition, librarians demonstrated resilience and creativity in expanding and creating services in ways that had not been considered pre-pandemic. Anna Maria Tammaro summed it well in stating that now is a time to reflect and learn from these experiences. How does COVID-19 shape the future for libraries? One could say that there has been a digital shift and a collaborative creative approach that can serve our communities well in the future. Librarians will continue to be called to adapt in a transformed world.

E-learning in Library and Information Science (LIS) education: the new normal

by Anna Maria Tammaro, annamaria.tammaro@unipr.it, Professor, University of Parma, Italy

Introduction

The pandemic period has been an unexpected catalyst for reconsidering teaching and learning online practices. Online courses have been organized for students also in another country, but there was weak engagement and motivation of those who learn, which is the greatest secret of success and satisfaction of e-learning. Many of the responses, in the remote teaching emergency, tried to adapt face to face to online learning education but without considering the consequences of distance, the advantages of e-learning instructional design and appropriate pedagogies to engage students.

E-learning definition

The definition of e-learning in LIS education can be traced in the idea of networked learning and network learning support. The relevance given to interactivity in the web learning experience of the on-line courses, closely recalls the definition of networked learning as defined by Brophy (Brophy 2001):

"Learning in which Information and Communication Technology is used to promote connections: between one learner and other learners, between learners and tutors, between a learning community and its learning resources."

"E-learning" has become during the pandemic a "politicized" term that can take on any number of meanings depending on the topic someone wants to advance. Hodges et al. (2020) have defined terms that have been developed and implemented during the pandemic: distance learning, distributed learning, mixed learning, online learning, mobile learning and others. The temptation too, to compare online learning with face-to-face education in these pandemic circumstances has been great, however this is a highly problematic suggestion. Online learning brings the stigma of being of a lower quality than direct learning, despite research showing the opposite. In truth, no one who is going online teaching during the pandemic, has really planned to take full advantage of the possibilities and features of the online format. During the pandemic, Hodges et al. (2020) say that we can speak of "Emergency remote teaching system (ERT)" as a temporary transition of didactic delivery to an alternative delivery method due to crisis circumstances. ERT implies the use of completely remote teaching solutions for education that would otherwise be delivered face-to-face or as combined/hybrid courses and which will return to that format once the crisis or emergency has subsided.

Virtual classroom

To enable e-learning, generic information systems have been developed, called Virtual Learning Environment (VLEs) in the UK and Learning Management System (LMS) worldwide, which provide a technological framework to allow teachers to develop and deliver learning content, to interact with students and to facilitate open discussion in the forum. They will also generally support a range of administrative functions relating to the course. This platform model is perhaps the most common, but it could be argued that is a poor use of the potential for e-learning. These systems are oriented towards distance learning, that is, the delivery of the educational content

independent of geographic space and also of time. In this way they are used to define the virtual university that can attract students from geographic areas distributed throughout the world.

Travers (2020) says that a lesson learned so far from the pandemic is that education cannot totally depend on delivery patterns tied to a specific time and/or place. LMS are often used in combination with video conferencing systems, which allow greater interaction between teachers and students even if at a distance (Starr Glass 2020).

The trends in higher education reform that emphasize active learning and learning as a social process converge well with an increasing emphasis on the need for students to develop collaborative skills and the ability to communicate effectively and professionally in various media (Zimmerman 2020). E-learning can therefore also use tools such as social media to encourage interaction between students, between teachers and students and students and resources.

Open educational resources

During the pandemic, many unresolved issues became evident as the digital divide and inequality in access to training. UNESCO has launched a Global Coalition to try to limit the exclusion of many from education, focusing heavily on Open education. The Global Coalition aims to three objectives: innovation, partnership, solidarity.

Open educational resources and active pedagogy will be more integrated into the curriculum in the future, expanding the open community of teachers and learners. IFLA recently extended its interest to Open Education which has been listed as one of the important Library Trends, and collaborates with SPARC and UNESCO on this issue. In 2020 IFLA has published a Brief on Open Educational Resource.

Libraries supporting learning

What does the future hold for librarians' participation in teaching and learning in colleges and universities? Many are already taking advantage of the opportunities provided by the Covid 19 emergence. As instructors, librarians must follow the needs of pedagogy and put in practice learning experiences for all course levels. During the pandemic, dialogue with teachers has increased, bringing together activities and exercises with learning content.

Lippincott (2015, p. 287) further observes that:

"When faculty members assign students team-based, multimedia projects, they often incorporate changes in their own pedagogy, particularly active learning activities. This can create opportunities for partnerships between teaching faculty and librarians or other information professionals. Librarians can work with faculty to develop new assignments that both connect to the disciplinary content and encourage students to experiment with new media".

Learner centered approach

Technology will continue to play an even stronger role in the future of education. Remote platforms will improve and integrate them into the teaching process in a student-centered approach. This implies a different pedagogy which is "constructivist" and based on active learning. Students have different learning styles that the teacher must be aware of, for learning that does not remain superficial but is transformative.

Engaging students is essential for promoting a deep understanding of course content. But how can we engage students in remote learning environments? remote educators can benefit from the "lessons learned" by experienced online educators who are providing high-quality, engaging learning experiences for their students. The one "lesson learned" during the pandemic (Riggs 2020) is to consider the new learning

environment from a student-centered perspective. The general approach made use of active learning and what has been termed "active blended learning".

Learning assessment

Alternative approaches to evaluation may be helpful in this transition to ERT. The success of distance and online learning experiences can be measured in various ways. From the university's point of view, students' learning outcomes would be of primary interest. For students, issues such as interest, motivation and commitment are directly related to the student's success and therefore evaluation points may be possible. For teachers, attitudes towards online education and all that this entails can affect their perception of success.

E-learning and LIS education: a SET discussion

The first time IFLA SET (Section Education and Training) became interested in e-learning was in Geneva, Switzerland, in 2003. An E-learning Discussion Group was started soon after by the Education and Training Section (SET) in 2004 and a SIG E-learning in 2008 which was disbanded in 2012, after completing its four-year term. The new normal -after Covid-19- poses challenges to LIS educators which require a new shared reflection on E-learning in LIS education.

Research on types of interaction—which includes student–content, student–student, and student–teacher—is one of the more robust bodies of research in online learning. In short, it shows that the presence of each of these types of interaction, when meaningfully integrated, increases the learning outcomes. Thus, careful planning for online learning includes not just identifying the content to cover but also carefully tending to how you're going to support different types of interactions that are important to the learning process. This approach recognizes learning as both

a social and a cognitive process, not merely a matter of information transmission.

It seems clear that e-learning pushes to rethinking traditional pedagogy. To do this, there are some issues to discuss, starting from the following (but not limited to them).

- How can we use e-learning to ensure that learning processes will be improved?
- Issues of support and training for teaching staff using LMS in their teaching: the systems must be very easy to use, not just for the learner but also for the academic or librarian creating or contributing to the learning resources.
- What is an OER? The re-use concept is an underpinning philosophy of much of the e-learning debate. In the framework of Open Access, in a short time, there will be an array of quality OERs within the distributed platform, which can be searched, retrieved and re-purposed into a new course.
- Finally, although learning content may be potentially reusable, divergence in pedagogic practices can imply the need for a significant refocusing.

To start the conversation about e-learning in LIS education, **a questionnaire for collecting data about the new normal has been prepared: https://forms. gle/1BGqiJZQFmHoiwzv7.**

The objectives are to know the experiences of the members of the IFLA Section Education and Training and their opinions on how to improve learning by creating a virtual or blended context that motivates and engages the students.

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Date: November 19-20, 2020
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An Update on Library Education in Austria

by Susanne List-Tretthahn, list-tretthahn@bvoe.at, Head of Education, Austrian Library Association, Austria

In Austria there are currently 10.049 librarians working in public libraries. Of these 9.216 are employed on a voluntary or part-time basis (Austrian Library Association (BVOE) 2019, reference year 2018). Scientific libraries currently employ 1.744 people (Statistic Austria 2020, reference year 2017). In total there are 1,383 public and 71 academic libraries in Austria. A total of more than 27 million loans are counted annually and the austrian libraries have more than 20 million visitors per year altogether.

The diversity of people working in different employment relationships in the library sector is reflected in the training of librarians.

In Austria there are several ways to complete a specialized library education. In the field of academic libraries, this is the university course "Library and Information Studies", its update is the main subject of this article.

Other training paths include the vocational training course for people with completed school-leaving qualifications, the "Apprenticesship for archive, library and information assistants" (age 15+).

For librarians working in public libraries the Austrian Library Association offers two types of training courses: since a large part of librarians work on a voluntary basis, a tailor-made training is offered for this target group, a new curriculum has been in force since 2018. In addition, a more comprehensive training for full-time colleagues is offered as well.

There are also special training courses for school librarians, which are organised by the colleges of education (Pädagogische Hochschulen).

Library and Information Studies (MSc) in Austria

Due to the brevity of the contribution, it is not possible to go into depth of the historical development of LIS education in the academic field in this context. A comprehensive article "Education for Academic Librarians in Austria: From the Early Beginnings up to the Present" by Christian Schlögl (University of Graz, Institute of Information Science and Information Systems) will be published shortly.

The development of the precursor of the now valid curriculum for the education of librarians in academic libraries started in 2002 and it turned out that a post-graduate program would be most appropriate. The universities of Vienna, Graz, Innsbruck, Salzburg and the Austrian National Library partnered on this program.

The post-graduate program "Library and Information Studies" was set up as an inter-university program, the first courses started in the following years: 2004 in Vienna, 2005 in Innsbruck, 2006 in Graz and 2013 in Salzburg, they all followed the same curriculum and are under a cooperation agreement.

The aim of the courses is the transfer of knowledge as well as its practical application and academic deepening in the field of library science. They offer both practical and theoretical education.

The course consists of two parts, the core training (basic training, two semesters) and the masters program (master program, originally two semesters, it was extended to three semesters to better suit the needs of part time students in 2013). Each course contains 60 ECTS (both together: 120 ECTS).

To apply for the core training a higher education entrance qualification is needed. For the masters program a completed university degree (180 ECTS minimum) as well as the core training in LIS is required. Most LIS students complete the core training but do not continue with the masters program.

Upon completion of the core training, graduates are awarded the title «Academic Library and Information Professional». Upon completion of the masters program, graduates are awarded the Master of Science in Library and Information Studies (MSc).

As already mentioned above, one of the success factors of the core training is the combination of practice and theory. Students complete internships in various areas of librarianship. One internship takes place at the educational institution (university library, national library), the other internships can be freely chosen and can take place in Austria or abroad. In addition, students work in groups on a practical project commissioned by libraries or related institutions. They also write a project report about their project and give a presentation at the end of the core training. In the masters course the focus is more on scientific examination of library topics.

Revision of the Curriulum

Since its introduction in 2004, the curriculum has been revised three times. The first revision took place in 2009, with the introduction of electives for public libraries. These enable students to work in some public libraries after completing the core training.

In 2013, the option of three semesters for working students was introduced for the masters course.

In 2019 an option of three semesters was also introduced for the core training. In addition, the number of electives was expanded and they can also be taken at partner universities. Another change was the reduction of classroom teaching in favour of blended learning.

New Curriculum 2019

Preparations for the revision of the curriculum started as early as 2017 and the courses of previous years were evaluated. The aim of updating the curriculum was to take into account the rapid developments in the professional field by adapting training content and implementing new didactic concepts in order to continue to keep the LIS program attractive. Graduates should be well prepared for starting their careers in the library field. (Hörzer, B., Pum, G., Rezniczek, A. und Schneider-Jakob, M. (2020): News from the library education and training in the academic years 2018/19 and 2019/20).

The curriculum has been updated in three main points: both programmes, the core programme and the masters programme, can now be completed in three semesters on a part-time basis. This also allows a larger target group to be reached. Blended learning has become more important in the context of training. And students can choose from a larger selection of electives, in the core program and the masters program with a total of 8 ECTS in each program. This provides a better opportunity for specialisation than before.

Internships in Austria and abroad continue to be an important part of the training, as they are intended to prepare students for their career entry. Valuable contacts in the library field can be made through internships. This also applies to the work in the project and project team, students learn to apply project management in practice, to work in teams and with clients.

The following contents are taught in the respective programmes (Curriculum 2019):

Core Program	ECTS	Masters Program	ECTS
Library and collection management	8	Strategic thinking and management	12
Organisation of information	8	Libraries and scholarly communication	8
Information technology	8	Elective modules	8
Information services and information brokering	8	Masters seminar	2
Project management (in library and information science context)	8	Master thesis	28
Internship	12	Defensio	2
Elective modules	8		
Total	**60**	**Total**	**60**

Details of the module contents, including precise descriptions of the content, the module objectives and credits can be found in the Curriculum 2019.

Due to the additional electives, a higher degree of specialization can already be achieved in the core program. Through the modules "Public Libraries" and "Strategic management for public libraries" students can also expand their career opportunities if they wish to work in the field of public libraries.

The following contents can be chosen as elective subjects (Curriculum 2019):

Core Program	ECTS	Masters Program	ECTS
Metadata – advanced	4	Construction of new and remodeling of existing libraries	4
Applied information literacy	4	Bibliomethrics and scientometrics	4
Legal aspects for libraries and information ethics	4	Legal aspects for libraries	4
Public libraries	4	Innovation and change management in information settings	4
One person libraries	4	User studies in libraries	4
Administration of literary estates and special collections	4	Strategic management for public libraires	4
Marketing and public relations	4	Emerging trends in libraries and information science II	4
Archival studies	8		
Data librarian	8		
Historical book collections	8		
Emerging trends in libraries and information science I	4		

The electives can also be attended by librarians who have already completed their training as continuing education courses. Furthermore, the electives can be taken at different universities, as not all subjects are offered everywhere.

The first core courses using the new curriculum started in 2019 at the University of Vienna with 27 students, at the Austrian National Library with 22 students and at the University Library of Innsbruck with 20 students.

The first masters course using the new curriculum started in Vienna with 13 students in cooperation between the University Library of Vienna and the Austrian National Library.

Conclusion

Today, training for librarians at academic libraries follows high standards, which are achieved by the new updated LIS curriculum 2019. Through these changes and modernizations, Austria is now at the international level in terms of LIS training, while still taking into account the special circumstances of the library system. Maintaining and further expanding this level is a task that will also be taken seriously heading to the future.

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The Student Spotlight: A BSLISE Project Profiling LIS Students Worldwide

by Amanda Thompson, ajthomp5@uncg.edu, The University of North Carolina at Greensboro, USA

How does LIS education vary from one country to another? How does the experience remain the same? What is currently working for LIS students? The Student Spotlight project hopes to address these questions in an engaging, interesting social media initiative.

This project began through an independent study with the Building Strong LIS Education (BSLISE) Working Group, which is focused on the quality of library and information science (LIS) education on an international scale. BSLISE (https://bslise.org/) is a project within the International Federation of Library Associations and Institutions (IFLA). From the official website of the Working Group, Building Strong LIS Education is "devoted to strengthening the international quality of library and information science education (LIS), and as a result, the excellence of LIS professional practice." As an intern for the Working Group, my responsibility is to manage their social media accounts, post relevant content, attend meetings, and update the group's webpage.

As someone with experience managing social media, creating an effective online presence was important for BSLISE. The content needs to be engaging, informative, and relevant to the audience. There is a lot of interesting news and development regarding libraries and information agencies, which then directly impacts LIS education. Sharing posts and correctly linking the post back to its creator helped increase "follow backs" and attract users with similar interests. Content that shares global LIS education, and international library initiatives is complementary to the mission of Building Strong LIS Education. BSLISE's next phase for social media needs is stronger integration of original information posts. With increasing engagement, this is an excellent opportunity for the Student Spotlight project.

The Student Spotlight project is an initiative to incorporate the LIS student experience into the conversations surrounding LIS education. As reported in the BSLISE White Paper (2018), the LIS educational requirements vary from one country to another. Holding a Master's of Library and Information Science ("MLIS") degree" from the United States, for example, may not be applicable in another country. The requirements for the degree may be different, too. Despite the differences, there are bound to be overlaps and commonalities within the student experience regardless of geographic location. The coursework, or the name of the degree, may change, but the lived experiences will likely contain similarities. While the BSLISE is not a student working group, their perspectives on their LIS education can inform the conversations surrounding the discipline. Student questions include:

1. The name of the institution, and/or the country where they study LIS.
2. The degree in pursuit.
3. Why did you want to study LIS?
4. What do you plan to do with your degree?
5. How do you feel about your overall LIS education experience?

Along with responses to the aforementioned questions, students are asked to submit a picture of themselves for their profile, but it is not a requirement. Students have the option of indicating their country or university, depending on which information they wish to share to identify themselves geographically. The

goal is to profile different students from various countries or regions and schools internationally.

This project serves as a way to highlight students' perspectives on their education: What do they like about their programs? What do they plan to do with their degrees? Do they feel prepared for practice as a library and/or information professional? As the project progresses, I anticipate that the responses will highlight issues in need of discussion. I also think the student profiles will help understand any differences amongst LIS students from Canada, to Russia, to Nigeria, and so on. Currently, I have profiles for students in the United States, Nigeria, and Malaysia in progress. Three different countries, with their own LIS education parameters, but so far, no indication that the lived student experience is profoundly different.

Responses to the questions will surely reveal commonalities, but I also anticipate that this project will give a glimpse into just how different libraries and information organizations can be across the world. From funding to location, selection, etc., there are differences that inform LIS education. As an MLIS student from the United States, I can identify common characteristics of our libraries and information organizations, strengths, and weaknesses. I am well-informed of the policies and standards from the American Library Association (ALA). What are the typical characteristics in another country? Are they similar to what happens in the United States? With a global pandemic, how has LIS education changed internationally? The new developments in libraries and related agencies and their response to this crisis will likely influence LIS education for several years to come. How do LIS students, themselves, feel as their programs respond to the need to change during COVID-19?

While creating a conversation around common experiences, this project will hopefully address student-identified strengths and weaknesses in LIS education and open them for discussion. For example, many LIS programs require internships and practicums, but some do not. Many LIS programs also require students to identify their fields of interest (academic, public, archive, special collection, school, etc.) while it is not mandatory in others. How would a student feel about the education they receive? This project is not designed as an opportunity for participants to express resentments and grievances, but rather to open the conversation to them with the intention to increase their participation in their own education. Bringing student voices into the conversation in a constructive manner is crucial to strong LIS education. BSLISE is not a working group designed for students, but their input will become useful for future conversations about the importance of LIS education.

The Student Spotlight began with collaboration from the BSLISE Working Group. In discussions about BSLISE social media, the possibilities of this campaign were addressed. With collaboration from the BSLISE, parameters for short responses were established. They then identified Working Group members who could assist me in making connections from different regions. To ensure equity of representation, one student at a minimum from six regions will be identified to launch the project: Africa, Asia and Oceania, Europe, Latin America and the Caribbean, North America, and the Middle East. The questions are brief, as they will be posted to BSLISE social media. Eventually, the project could extend and ask for more extensive responses, but for the beginning of the project, plus with consideration for the fast pace of social media, shorter profiles are sufficient. Participation, of course, is voluntary. There is no obligation for students to respond to every question, or share their pictures for the profile.

Provided as a sample is the profile I created for myself. The name of my institution (The University of North Carolina

at Greensboro or UNCG), country (United States), and name of my degree (Master's of Library Information Science, or MLIS) are listed. I responded to the questions regarding my experience and plans for my degree. While completing my MLIS over the past two years, I have worked full-time in public libraries as a paraprofessional. Working full-time and attending school was an arduous experience, but I cannot imagine anything differently. For me, personally, I believe my education has made me think about aspects of librarianship that otherwise I may not understand or even begin to think about. Along with full-time work, I completed an internship and one practicum through UNCG which enriched my library experience as they both focused on librarianship outside of public libraries. Working as an intern for BSLISE is an illuminating opportunity as well because I am able to learn about libraries on a global level, and in many cases, our experiences and futures are intertwined (for example, if libraries close in one country, it is worth learning why and discussing ways to advocate for their existence regardless of the geographic location).

I share my professional experience and personal perspective because my outlook regarding libraries and library and information science education will likely be different from that of another student in my program, or from another country. While I believe my direct experience is paramount in my career, there are students without library experience receiving the degree but feel comfortable making the transition into professional librarianship without hands-on experience. Perhaps this is a conversation about LIS education worth having? Should there be more hands-on experience required before a student comes into a program, or embedded in their coursework? There is not a definitive answer, but as a student set to graduate at the end of July, having applied experience coupled with my degree gives me a lot of confidence as I begin to apply for librarian positions.

The Student Spotlight project is, for now, short profiles, but there are other directions in which BSLISE and future student interns could take this project. Eventually, the questions could change, and become more specific to new goals for LIS. BSLISE may produce a podcast, which would be a fantastic way to connect with students regarding their experiences in LIS education in different countries and regions of the world. Another possibility would be an international roundtable for LIS students to come together virtually and discuss their experiences. Similar to the Student Spotlight, the BSLISE Working Group could help future interns select interested student participants with diverse geographic locations. Though potentially more challenging than the current spotlight, I think this could be an interesting way to elevate the Student Spotlight project.

For students interested in being featured, please email bsliseifla@gmail.com.

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Student Spotlight Examples

Whitney,
UNCG (United States)

Degree: MLIS

How do you feel about your educational experience? Do you feel prepared for librarianship?

> My graduate education is priceless. I am completing my degree while also working full-time and have learned so much that I would not have otherwise. I use what I learn daily in my job.

What type of library career interests you? School, Academic, Public, Archives, Museums/Special collections?

> I am in my third year as an elementary school library coordinator. My education is very important because I am the only librarian at my school and must rely on personal knowledge to perform many aspects of my job.

BSLISE
IFLA

Favour,
(University of Port Harcourt, Nigeria)

Why did you choose to study library science?
Library science is mostly about the dissemination of information for the purpose of scraping out the word - ignorance, from the society.

Decisions are made basically on one's knowledge. Acquiring of information provides this knowledge. I chose library science because it helps to enlighten the society on every aspect or area of life through information.

What are you most interested in within the library science field? The administrative services,which mostly deals with negotiating of contracts with vendors, preparing of budgets, and supervising library employees.

BSLISE
IFLA

Ashton,
UNCG (United States)

•How do you feel about your educational experience? I've been learning so much! I can completely see why a Masters degree is required for this field. The online learning environment is making me feel much more confident using different kinds of technology.

•What type of library career interests you? School, Academic, Public, Archives, Museums/Special collections? I am very interested in either Archives, Special Collections, or public libraries - specifically reference.

BSLISE IFLA

Amanda,
UNCG (United States)

•**Degree:** MLIS

•**How do you feel about your educational experience? Do you feel prepared for librarianship?**

Yes. I think a degree coupled with my experience working in libraries will help me advance in my career. I personally, cannot imagine getting an MLIS without work experience simultaneously.

•**What type of library career interests you? School, Academic, Public, Archives, Museums/Special collections?**

I have 3.5 years of public library experience. I'd love to work an academic library, or a museum someday. Working in public libraries is great, though!

BSLISE IFLA

Abdul Rahman
(Universiti Teknologi Mara, Malaysia)

Why did you choose to study library science? I chose to study library science because it serves a highly educated, special population that will value my first-hand knowledge of science and the scientific research process. With the huge increase in technology in the last decade, earning a library science degree provides me with many exciting career paths. Library Science also gave me the communications and research tools that I need during my work in a library. I have 13 years of experience working in the library field which includes the Special Library, School Library, and Academic Library.

What are you most interested in within the library field? I am most interested in exploring, implementing, and using exciting new technologies within the library field. I also enjoyed interacting with library users from various backgrounds. Assisting them in finding resources and guiding them on how to get the right resources is a very satisfying experience.

Do you feel prepared for professional librarianship? I am currently pursuing my studies in Information Management at the Master Level as one of my preparation for professional librarianship. Furthermore, with my current position as a Chief Librarian at First City University College, it gave me additional skills, experiences, and exposure that indirectly will help me in preparing myself for professional librarianship.
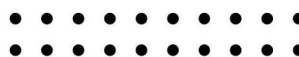
BSLISE
IFLA

1. First Name

Hello ! My name is Ku Zahidah.

2. Name/ Country of your School

I attended the Faculty of Information Management, at Universiti Teknologi MARA, Shah Alam which is located in Malaysia.

### 3. Why did you choose to study library science

The Faculty of Information Management (FIM), Universiti Teknologi MARA (UiTM) offers a flexible learning program designed for students who are working full time, like me. The faculty of FIM offers me a strong foundation in librarianship at the undergraduate level and the enhancement continues at the postgraduate level.

They do guide me, in terms of getting the best out of the courses. That the main reason, I choose to study in library science.

As I love to communicate with the university community, students and academics, I love to work in the academic library environment and I hope I can enhance my career in academic librarianship.
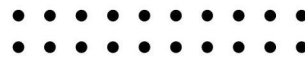
4. What are you most interested in within the library field?

As technology and information become crucial in the 21st century to society. I must say helping and serving them gives satisfaction and I can give the best approach and service while getting new knowledge and experiences. I do feel happy and satisfied.

5. Do you feel prepared for professional librarianship?

I feel that the MLIS offers me a very good learning experience. It really prepares me to meet the needs of industry and society.

I would like to thank FIM for preparing me, from the undergraduate level and now as postgraduate. I must say that after having undertaken the education, Yes, I'm better prepared for librarianship and be able to serve the community better in the future.
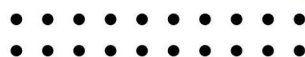
Review of „Going Green: Implementing Sustainable Strategies in Libraries Around the World"

by Petra Düren, Prof. Dr., Faculty of Design, Media and Information, Department of Information, Hamburg University of Applied Sciences, Germany

Right from the start I have to admit that I am not neutral when it comes to the topic of sustainable libraries. Libraries can be important role models for sustainable institutions and can also teach all their users about becoming green. For this sustainable strategies should be implemented in all libraries around the world! And that makes this book so important!

What I like especially about this book is the wide variety of sustainable approaches in public as well as academic libraries and also that it shows and supports the concept that libraries have an environmental responsibility and can help creating a sustainable society.

This book can help leaders of libraries to create and implement own sustainable ideas and strategies in their own library through transferring concepts from other libraries. It also shows LIS-students the importance of the growing idea of sustainable libraries.

Going Green: Implementing Sustainable Strategies in Libraries Around the World Buildings, Management, Programmes and Services / edited on behalf of IFLA/ENSULIB by Petra Hauke, Madeleine Charney and Harri Sahavirta. Berlin/Boston: De Gruyter Saur, 2018. VII, 234 pages, illlustrations. (IFLA Publications; 177). ISBN 978-3-11-060584-6, also as ebook.

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