



Section

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## Message from the Editor

Dear colleagues,

This issue represents activities of IFLA Section on Education and Training since July 2020.

Last fall we started organizing online activities. An absolutely significant event became a mini-conference titled as “Putting emerging LIS competencies into education and practice: Challenges and opportunities.” It focused on projects utilizing innovative LIS competencies in education and practice. There were six presentations from 8 countries (Kuwait, Taiwan, France, Peru, USA, China, Italy and Canada). You can get more information – papers’ abstracts, interviews with speakers (Anna Maria Tammaro, Kathleen De Long, and Vivian Lewis), a review about a mini-conference in this issue. Also, it includes a paper on one of the popular topics over the last 5 years – fake news. This paper was delivered by Julie Biando Edwards from Niche Academy.

Another initiative was a webinar series – a project aimed at involving specialists from different fields into a dialogue on LIS education. What knowledge and skills are critical for today’s librarians? How should LIS educational institutions teach students to meet current challenges? A short review about three webinars includes links to the recordings and materials.

One of the shining projects became “The Student Spotlight” emerged out of an internship program with the BSLISE by student members of the iLab, a hands-on learning laboratory, at The University of North Carolina at Greensboro. It profiles experiences and views of LIS students from around the world. This project has already provided us with profiles of 20 LIS students from 8 countries. Read a contribution by Alice Herring, Alena Katina, and Sulaiman Alhemyid about evolving an internship program to know what opportunities it gives to LIS students.

There are more initiatives from SET which will be launched in March 2021. Stay tuned!

*Albina Krymskaya*

## Report from the Chair

by Kendra Albright, [kalbrig7@kent.edu](mailto:kalbrig7@kent.edu), Goodyear Endowed Professor in Knowledge Management, School of Information, Kent State University, USA



Kendra Albright

Dear Colleagues,

Happy New Year to all library and information professionals, researchers, and educators around the world! I am optimistic that 2021 will be a better year than 2020! While we start the new year with many challenges, IFLA sections are hard at work, contributing to information issues that will help build a better world and address society's grand challenges. And SET is no different! We have been increasingly engaged in multiple projects and activities this year. From the Building Strong Library and Information Science Education (BSLISE) project and their work on developing guidelines for Professional Library and Information Science (LIS) Education Programs to the monthly webinar series on LIS education-related topics. For example:

- SET hosted a two-day mini-conference in November organized by Albina, on the topic of "Putting Emerging LIS Competencies into Education and Practice". We had 3 presentations per day with 60–70 participants per day.

- Our December webinar on "Moodle for Education and Training" had 50–60 attendees and was organized and led by our own Jennifer Branch-Mueller.
- As of this writing, our webinar series will continue well into 2021, with the next one scheduled for February 5 on "Digital Libraries," and will be led by SET's Anna Maria Tamaro.
- The SET Facebook is now sending out a Monday message of "Professional Advice" from our SET members. Check it out!

Further, the work that Albina and Joan have been doing on social media and the website have been making an impact. As of this morning (January 24), we have over 400 followers on Facebook! Much appreciation to Albina and Joan for their efforts to improve, update, and populate our website and stay on top of our social media presence.

Many thanks, too, to all SET members for your tremendous energy and participation in these many initiatives! This has been a challenging year and I am hopeful that there are better days on the horizon. Take care and stay well!

*Best wishes,  
Kendra*

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## Putting emerging LIS competencies into education and practice: Challenges and opportunities: An online mini-conference, 19–20 November 2020 – Abstracts

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### **“Youth access to social media in Library and Information Science in Kuwait and Taiwan” by Hanadi Buarki, Hui-Yun Sung**

This study explores youth's use of social media concerning Library and Information Science (LIS) education, with a particular focus on the comparison of LIS students' use of social media in Kuwait and Taiwan. Specifically, this study aims to identify the students' possible use of social media to enhance their education and training per their societal changes and needs. Understanding the potential use of social media tools for improving networking opportunities among LIS students helps strengthen their learning and implement their skills. To this end, this study investigates youth usage patterns of using social media platforms and the reasons for use through their LIS education. An online survey was distributed to collect data from LIS undergraduates and postgraduates in Kuwait and Taiwan. Preliminary findings identify youth's use of social media platforms in general and for educational purposes. Results also reveal the students' patterns of use regarding their GPA, academic year, time spent and social media tools used mostly. Recommendations are provided for LIS educators regarding potentials of skills training, communication and collaboration opportunities through the use of social media.

### **“All Work and All Play. Sustainable Development Awareness Tools for Librarians” by Raphaëlle Bats, Camille Delaune, Mathilde Gaffet, and Laure Papon-Vidal**

In France, 1600 libraries (ABF) give free access to their public space and to their

information, which is an important concern, nowadays, more than ever, and one of the key roles of librarians is to facilitate access to this free information. In this context, the IFLA was an advocate for the inscription of access to information during the planning and development stages of the 2030 Agenda and its 17 goals (UN). For this reason, French librarians have decided to organize themselves to promote these SDGs. Aiming to raise awareness among LIS professionals, we created a serious game, a learning tool (Iza Marfisi-Schottman), to demonstrate concrete examples of what can be done in libraries through the SDGs and the attached importance of information access.

*Methodology.* In 2016, several stakeholders from French libraries (i.e. the National School of Library and Information Sciences (ENSSIB), the Association of French Librarians (ABF), the Public Library of Information (BPI) and the CFIBD) started collecting testimony about the practical applications of the SDGs in French libraries. The purpose behind this was to help them organise and become a path to local and global change. Using these testimonies, the ENSSIB (one of the partners) has worked on the creation of a board game, which aims to train librarians on the 2030 Agenda, and to remind them of their position as the mediator with the public for sustainable development engagement. Therefore, we will present a 4 to 5 player game where participants join together as one team, and not against each other. The aim of this serious game is to meet four of the 2030 Agenda goals, achievements that will demonstrate the ways in which libraries are stakeholders of sustainable development.

*Learning objectives to the game.* This workshop will start with a presentation of

the 17 goals of the 2030 Agenda and the role of libraries in their application. This will be an opportunity for the participants to exchange on actions being led in other countries, on the understanding of the role of libraries, the limits of this role and where it can lead (about 15 min). The players will then test the board game itself, in order to better understand the role of libraries (35 min). The second part will be an occasion to approach this complicated subject, in an entertaining way, mixing thoughtfulness and enjoyment (Pomiam, 2012), leading to greater motivation for the players (Kasbi, 2012). Finally, a period of exchange will finish the workshop to allow the participants to question different ways of learning, to improve the gamification of this game and to aid its development via new technologies. (10 mins)

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#### **“From checklists to critical thinking: Updating information analysis in the age of fake news” by Julie Biando Edwards**

In the age of fake news and post truth we need a new way of teaching information literacy. Old models of website evaluation are woefully out of date as the business of mis- and disinformation flourishes. Librarians at all levels need new ways of approaching information literacy to match the sophistication of the online environment.

Recent studies by researchers at Stanford University (USA) have shown that new information environments require new competencies. The traditional methods of “checklist” style website analysis tools are not only not effective but are in fact a “colossal waste of time” according to the study authors. The simple tools that teachers – and librarians – have shared with learners to help them discern and evaluate quality

web content have the potential to cause more harm than good. Over-reliance on simplified tools may actually make learners more susceptible to falling for fake news.

This presentation will focus on lateral reading as a tool for librarians and provide suggestions for how to approach new ways of information analysis with our patrons. Though the Stanford study looked at students and professors, the implications are clear for anyone involved in information analysis – librarians included. We must develop and teach new competencies that embrace the increasing complexity of the online information environment. The presentation will define and explain lateral reading – drawing on the work of the Stanford History Education Group and Mike Caulfield, highlight important resources for learning and training, propose suggestions for incorporating lateral reading into LIS competencies at all levels, and encourage librarians to step away from checklist style, mnemonic evaluation tools and towards new competencies that come closer to meeting the needs of 21st century learners.

**“Light the hope with information service: How Chinese librarians embed their professions into the battle against COVID-19” by Miao Meijuan, Liu Xiaodong**

The outbreak of COVID-19 is a challenge, not only for the medical field, but also the public service facilities. China has closed the gates of public libraries for over one month, but the librarians did more than just open the public access to online resources. Though without tangible working desks, they launched professional information service to people quarantined at home, and soothe people’s panic with knowledge and online service. Chinese librarians have shown their competencies in this silent battle. Where there are books, there are hopes.

This paper focus mainly on the innovative and online information service

librarians applied in public libraries to educate and serve the public. All the cases are selected from the official websites, social network applications such as WeChat and Sina Microblog. The innovative and professional service the librarians provided during the battle are: (1) Launching online reading services such as online reading promotion activities for both kids and adults, online celebrations of traditional festivals. (2) Information screening service, which serve to break the rumors of made-up researches by tracing back the real source of published papers. (3) Informing the public by updating latest policies, designing scientific knowledge propagation with traditional Chinese cultural characters, organizing online speeches on epidemic prevention. (4) Collecting and organizing material evidence, such as the governmental documents, the safe-conduct passport, donation certificate, literary and artistic work, and digital resources specially made during this period. (5) Promoting offline services, such as book delivery and voluntary work, to comfort people in quarantine. Though not working in the frontier of this battle, librarians are using their competencies to light the hope with knowledge and services.

The quality and competence of librarians showed during the battle against COVID-19 are: (1) Information searching ability. (2) Information screening ability. (3) Information organization and recombination ability. (4) Information literacy. (5) Emergency capacity. The COVID-19 sets challenges for the traditional working model of libraries and desk work of librarians, and also makes it clear that abilities, instead of the working length, are playing a critical role in the librarians’ duty in the information age.

Conclusion: The importance of librarians in such international emergencies should be emphasized. Chinese librarians have shown that together and with our professions, we could make a difference.

**“Global internships for Digital Libraries Masters’ students: mentors’ and students’ perspectives on challenges and success factors” by Anna Maria Tamaro, Graham Walton, and Beth Filar Williams**

The importance of internship in Library and information (LIS) studies is confirmed by the literature and investigations of the labour market (Van Der Molen, 2007) (Lorrington & Kajberg, 2005). In addition to these benefits, there are however difficulties in designing and managing experiential learning. The internship process involves many stakeholders (students, education institutions, receiving organizations) and is the capstone of the program. The paper focuses on the internship part of the curriculum of the Master’s programme DILL (Digital Library Learning). The DILL Master is a joint course on the Digital Library coordinated by the University of Oslo with the Tallinn University and the University of Parma.

The internship of four weeks (125 hours) at the end of the third semester aims to give international students the opportunity to achieve learning outcomes related to digital library competencies together with soft skills. Two types of internship were provided: in person and virtual. Studies on student perception of the DILL internship program have been already published (Valla 2014; Corradini et al. 2013; Filar-Williams & Koester 2013). The authors who are teachers and mentors of DILL conducted this study to reflect on the usefulness of the DILL internship. The objectives seek to highlight the skills that we wanted to be acquired in the internships and compare them with those identified by the students. Another objective is to make a comparison of the virtual internship vs in person internship. The study aims to answer the following questions: 1) what are the mentors reflections on expectations of interning students? 2) what are the reflections and the challenges mentors and students face

during the internship? 3) What do mentors and students consider to be the internship elements effective for learning? The methodology includes a questionnaire that will be distributed to students and a reflection by teachers and mentors. The final results will highlight the skills acquired in the internship that have been useful to students in their career together with reflections on what mentors and teachers would do differently.

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**“Climbing the Mountain: Competency Development for CARL Libraries” by Kathleen De Long, Vivian Lewis**

Our session will focus on the development of competency profiles, specifically a competency profile for research librarians in Canada. While competency profiles are becoming more common, there is a dearth of information on competency development and this proposal will help to fill that gap. This is in keeping with the SET focus on projects in education and practice and the challenges faced in developing competencies, as well as the new opportunities they present in implementation.

In 2010, the Canadian Association of Research Libraries – Association des bibliothèques de recherche du Canada (CARL/ABRC) published the first edition of the Core Competencies for 21st Century CARL Librarians. In 2017 a working group was formed to update the publication for professional librarians working in Canada’s research libraries and adopted an iterative, mixed-method approach including literature reviews, focus groups and surveying. Reviews of the literature were used to identify current trends in academic libraries in Canada, and internationally. The working group revised the original 2010 Core

competencies based on wide consultation within the research library community and the renewed Competencies for CARL/ABRC represent a range of knowledge, skills, and mindsets for librarians in research environments within an aspirational framework and with firm grounding in the fundamental principles of the profession. Overall, the goal of the Competencies for CARL/ABRC is to better serve academic and research communities and user groups, and to thrive in a dynamic, constantly evolving research and information landscape.

The application in CARL/ABRC libraries may be for strategic planning or restructuring purposes, or in the development of mission and vision statements. Library schools may consult them for curriculum development purposes or to prepare graduates for job interviews. Employers may find them useful for recruitment of new librarians, in training and development, and to assist those transitioning into new roles within the research library. Competencies for CARL/ABRC was designed specifically for use in Canadian research libraries, but is probably equally applicable in similar contexts and jurisdictions.

This session will focus on the process of competency development at a national level, as well as the challenges inherent in the process and the opportunities now presented.



## SPOTLIGHT INTERVIEW

### Anna Maria Tamaro, Italy

In these challenging times due to COVID-19 digital libraries have experienced a re-birth. Most LIS professionals would agree that there is no one but Professor Anna Maria Tamaro who would know about this development so well. She's been studying digital libraries over 20 years. She initiated a Master's program DILL Digital Library Learning.

Anna Maria was one of the speakers in the webinar "Putting Emerging LIS Competencies into Education and Practice: Challenges and Opportunities" organized by the IFLA SET on November 19–20, 2020. Together with her colleagues Graham Walton (JGW Consulting Ltd) and Beth Filar Williams (Oregon State University Libraries, USA) she presented a paper titled as "Global internships for Digital Libraries Masters' students: mentors' and students' perspectives on challenges and success factors".

In this interview, you'll learn why the DILL Digital Library Learning program was initiated, how popular this program is among students and what competences students master.

**Thank you for speaking with me. Have you ever counted how many countries are represented by the students you have had in the Master DILL (Digital Library Learning)?**

First of all, thank you for this invitation to speak about the international Master DILL (Digital library learning). DILL students mostly came from Africa, Asia and Latin America and also from Europe, the United States and Canada, from about 50 countries in total. The International Master obtained funding from Erasmus Mundus for the first five years (2006–2011), then continued with student fees and Erasmus support for European students, but it changed format and went online.

The definition of digital libraries adopted by DILL is: "they are arenas for information seeking behavior and for social processes such as learning and knowledge sharing, they are collections of content that need curation (collection, description, preservation, retrieval, etc.) and they are social institutions with a social mandate that are affected by social, demographic and legal

developments". The profile of the Digital Librarian is an international profile, which knows no geographic boundaries, but which adapts principles and criteria of the social role of digital libraries to the needs of





different communities in different contexts.

I would like to add that the teachers of DILL were also international. In addition to the DILL Consortium coordinated by Oslo (Norway) and with Tallinn (Estonia) and Parma (Italy), every year we have invited colleagues from all over the world as visiting teachers, especially from the USA, Europe and Asia. For the Digital Library, internationalization is not limited to research but also important for teaching.

**Have you ever thought that one day this program would be so important? How did this idea to initiate the program occur?**

The idea of the international Master DILL was born from conversations that began in 2003 in Potsdam during an IFLA SET meeting with EUCLID, the Association of LIS teachers in Europe. The aim was to design a core European curriculum, in which to include the digitization of cultural heritage. In Europe the digital library was in its beginnings in those years and the training was led by engineering faculties. There was a first meeting in Parma in 2004 of the Studying Group with ELAG (European Library Automation Group) and with DELOS (European Project on Digital Library) on «IT profiles and curricula» and a second Workshop «Digital Library Education» in Florence (Settignano) in 2005. The result of these meetings was the design of the profile of the digital librarian and a first draft of the curriculum.

**How popular is the program among students?**

The success of the Master DILL could be measured by students career success: everyone has achieved excellent job positions. The DILL Master has a large family of alumni, who continue to attend as a community. An unexpected aspect is the impact that the Master DILL has had on multiculturalism, bringing a culture of peace and inclusion among students with

so many different backgrounds. The DILL Master's curriculum has also been exported to Palestine, Armenia and Uzbekistan as a result of some European projects. Unfortunately in 2018, I retired and the University of Parma did not reopen the call. International courses demand a lot from teachers, and they require particular motivation to drive the internationalization of university education.

**What competencies is this program aimed at mastering?**

The profile of the digital librarian is interdisciplinary, focuses on the social role of the professional to facilitate learning and inclusion and is at the Master level. The DILL digital librarian is:

- a bridge between digital resources and users (the traditional role of the literature mediator, but done remotely);
- an agent of innovation, of citizenship, of information literacy etc. (the concept for the digital librarian as a facilitator of learning, a mentor, as a friend of the user, as a personal trainer who guides the user);
- communication skills are important for the social role of the librarian which is still prominent, and even more so in a digital environment (the concept of a social role, for active citizenship and social inclusion in the Learning Society, also the collaboration needed with stakeholders);
- pedagogical skills are enforced in a digital environment (the role of educator, teaching digital librarian) – the concept of the digital library as a virtual classroom.

The DILL curriculum includes modules of IT: Digital document, Access, Semantic Web and LIS modules: Epistemology of Science, Information and Knowledge Management, Human Resources Management, Users and Uses. A compulsory internship period at a digital library serves to put into practice the research skills learned and evaluate digital services. I would like to note that DILL has become more and more interdisciplinary and over time the IT

modules have become integrated into the LIS modules and vice versa. For example, Digital document was subsequently integrated with Digital curation and Research Data Management. I believe that the integration of two IT and LIS backgrounds that characterizes DILL is still very important today. Instead, I realize that there is still a tendency to keep skills separate with IT scientists who teach their subjects but not in the context of LIS and LIS teachers who do not know digital systems.

**What requirements do you have for the mentor of this program? Can students that finished studying this program become mentors?**

The International Master DILL has made many alliances with digital librarians engaged in Europe and around the world to build and manage digital libraries. The internship experience was based on specific learning outcomes of the DILL Master and

required a considerable commitment of time and organization of mentors. The students, even those who had never used a digital library in their country before, benefited from practical experience. As we will show from the research we did with Graham Walton and Beth Filar Williams, the internship meant a lot to them. The data we have collected shows that the internship has met their expectations. The students gave us great suggestions to improve the internship experience, so I can answer that they could now be excellent mentors themselves.

*Dr. Anna Maria Tammaro is currently Editor in Chief of Digital Library Perspectives and Director at Large on the Board of ASIS&T. For more than 20 years she has been teaching at the University of Parma, coordinating the international Master DILL (Digital Library Learning). Her research topics include Digital Library, LIS education, recognition of qualifications.*



## SPOTLIGHT INTERVIEW

### Kathleen De Long and Vivian Lewis, Canada

New normality that we have faced recently requires relevant competences in all professions, including the LIS field. Are there any competences that librarians have not yet owned? What should they know to meet new challenges?

During the webinar “Putting Emerging LIS Competencies into Education and Practice: Challenges and Opportunities” organized by the IFLA SET, Kathleen De Long and Vivian Lewis presented a paper “Climbing the Mountain: Competency Development for CARL Libraries”.

In this interview, they will tell what librarians should know to serve their patrons in today complicated world.

**Thank you for speaking with me. Could you name three competences that are the most important today? And why?**

Facilitation, Active Learning and Adaptation, and competence in Equity, Diversity, and Inclusion are extremely important in today’s changing and unpredictable environment.

*Kathleen:* It’s hard to choose just three. However, I think that for research libraries (which is the sector I am most familiar with) mindsets that include Leadership and

*Vivian:* I agree with Kathleen that Equity, Diversity and Inclusion belongs in the list of top three competencies. I’d also make a pitch for Active Learning and Adaption



Kathleen De Long



Vivian Lewis

given the focus on anticipating future trends and working in the face of ambiguity. I'd also assert the critical importance of the Consultation and Communication competency: we need to get the message out about the incredible work research libraries do in the face of the pandemic.

**Is there any competence that came from the past into the present?**

*Kathleen:* Competencies should be rooted in values and principles of librarianship. Therefore competencies such as Collaboration have endured and have continuing importance.

*Vivian:* Yes, many key themes have carried forward from the initial set of “Core Competencies” to the 2020 version – but the nuances have definitely changed. For example, “Leadership and Management” has become “Leadership and Facilitation” in the revised version. Other themes, like technology competencies have been dispersed across the entire slate of competencies rather than being focused in one isolated competency.

**How can employers participate in building the professional competencies besides traditional practice in libraries during studying?**

*Kathleen:* It is important to open up conversations about competencies with all library staff. Too often in libraries we talk about the ‘what’ of what we are doing, without addressing the ‘how’. Competencies may seem self-evident at times but they help us focus on those mindsets, aptitudes or skills that are going to advance the whole of what we are trying to accomplish.

*Vivian:* What a great question! We hope that employers will be working closely with library staff to develop rich learning and development programs that meet staff needs. What those programs look like will, of course, vary from role to role and from library to library. Committing to the continuous learning

across our entire profession is a key reason the competencies were written.

*Dr. De Long is currently the Interim Chair of the School of Library and Information Studies at the University of Alberta, as well as the Executive Director (Library and Museums) and Deputy Chief Librarian. She has a PhD in Library and Information Studies from Simmons College, Boston MA, as well as a Master’s in Library Science and a Master’s in Public Management, both from the University of Alberta. Her research has focused primarily upon human resource capacity and issues in Canadian libraries.*

*Vivian Lewis has held the position of University Librarian at McMaster University since August 2013. She currently serves as Vice-President / President Elect of the Canadian Association of Research Libraries (CARL). She is a member of the Board of Directors of the Canadian Federation of Library Associations (CFLA). Vivian chaired CARL’s Strengthening Capacity Committee, a group devoted to supporting workforce development across Canada’s research libraries, from 2014 to 2019.*

*Vivian’s current research interests include strategic planning, assessment and workforce development. She was a member of a small team drawn from across Canada charged to draft a new slate of key competencies to help librarians be successful in 21st century CARL libraries (available at: <https://www.carl-abrc.ca/wp-content/uploads/2020/09/Competencies-Final-EN-1-2.pdf>). Regardless of the specific topic, her focus remains on the critical importance of leveraging collaborative approaches to transforming research libraries.*

*Lewis holds a B.A. from Western University (London, Canada), a M.A. from York University (Toronto, Canada) and a MLS from the University of Toronto (Toronto, Canada). She lives in Hamilton, Ontario with her husband and very rambunctious two-year old golden retriever.*

## A review about SET webinar «Putting emerging LIS competencies into education and practice: challenges and opportunities»

by Nika Liandzberg, [nika.lyandzberg1@mail.ru](mailto:nika.lyandzberg1@mail.ru), Library and Information Science Department, St. Petersburg State University of Culture, Russia

During the two days, 19–20 November 2020, IFLA Education and Training Section (SET) held the webinar «Putting emerging LIS competencies into education and practice: challenges and opportunities». There were six papers represented by LIS professionals from Taiwan, China, Kuwait, Peru, France, Italy, Canada and the United States.

Hanadi Buarki (College of Basic Education, Kuwait) and Hui-Yun Sung, (National Chung Hsing University, Taiwan) shared survey's results on the use of social networks by LIS students in professional and educational fields in two countries – Kuwait and Taiwan (Buarki & Sung, 2020). They identified most popular social networks in Taiwan and Kuwait, showed the percentage of active use of social networks by different age groups, as well as their practical application in LIS and education. In addition, speakers listed resources that can be used by librarians in their work such as Kindle, Good Reader, Article Search, and Wikipanion.

The presentation by Mathilde Gaffet, Raphaëlle Bats, Laure Papon-Vidal, and Camille Dalaune was devoted to educational games as one of the most popular issues in the 20th century. Speakers shared their experience in developing educational games that can be used by librarians in their work (Bats et al., 2020). Their aim was to promote the United Nations Sustainable Development Goals (SDGs), which have been of increased attention in the library and information field over the past two years (Zhukovskaja & Ziatdinova, 2019).

Fake news and disinformation have become commonplace for those who live in the post-truth age. Since 2017, this topic has been repeatedly discussed at international professional events (for example, IFLA WLIC in 2017 (Krymskaya, 2017). In January 2020, the annual student scientific conference «Bobcatsss 2020» was dedicated to «Information management, fake news and disinformation» (Liandzberg & Sokolyk, 2020; Sokolyuk & Lyandzberg, 2020).



At the SET webinar, this question was raised by Julie Biando Edwards, who has long taught library and information science at the University of Montana (Missoula, United States) and the University of Botswana (Gaborone, Botswana). Currently, she is a librarian and instructional designer in the Niche Academy (Lehi, United States), a provider of electronic services for libraries, including educational ones (Biando Edwards, 2020). She presented the results of a pilot study, during which three experimental groups (students, postgraduates and professors, as well as professional fact checkers) were asked to identify a fake site and an original site. 64% of students-respondents could not correctly evaluate the sites, half of graduate students and professors (50%) also made a mistake in their choice, and only a third group of professionals absolutely correctly identified the fake and the truth. The speaker shared principles that one should follow nowadays:

- Systematic consideration of the problem – use a variety of sources, to look for relationships between different publications and their authors.

- Practice click restraint – restrain your interest and choose (click on) something that can give reliable and complete information.

- Don't take things at face value - inc.

- Evaluation of the content, not the cover – when analyzing the source, one should not give in to the provocation of its appearance.

- Creating a reliable information field – create a personal list of sources for verifying information, while not forming an information bubble around yourself.

Librarians as information specialists should have the ability to distinguish reliable information from false. In addition, they can be the intermediaries in the transfer of this knowledge and skills to other people. Julie Biando Edwards believes it is necessary to invest in this kind of education for library and information specialists in order to constantly develop the skills of lateral reading

and thinking (i.e. which allows you to look at the problem from as many points of view as possible). Moreover, it is important to organize regular workshops to develop analytical skills. Critical thinking development is necessary in LIS profession – to ask the right questions at the right time.

The second day of the webinar covered the topics of the necessary adaptation of libraries and library education in the changing environment. In the current world situation, the presentation of Miao Meijuan and Lui Xiaodong from Peking University in China was of particular value. It was dedicated to Chinese libraries during the peak period of the coronavirus epidemic (Meijuan & Xiaodong, 2020). Speakers reviewed the activities of municipal libraries in 31 provinces of China and showed how versatile the librarian's profession is. Especially in emergency situations! Delivery of books to home, mobile points of literature issue and return, open access databases, the creation of an electronic library card and, of course, informing the population – all these activities were arranged by the Chinese librarians for their patrons.

The next presentation was made by Anna Maria Tammaro (Parma University, Italy), Graham Walton (Consulting agency «JGW Consulting Ltd») and Beth Filar Williams (Oregon State University Libraries, United States). They showed the possibilities and prospects of master's program «Digital Libraries» (Tammaro, Walton & Williams, 2020). Students possess global competencies that include cross-cultural communication skills, information and technological literacy (Ark & Liebttag, 2017). Speakers shared their experience in implementing a master's program, in which students from all over the world can participate. There are two options for completing the program: in web-format with a center in the USA, State North Carolina, and full-time at Loughbourne University in Great Britain. The data presented by the speakers reflected the survey results on how useful the program was and what soft skills students received.

In recent years, the professional community has worked on revising the requirements for library and information specialists. For example, in 2016, the IFLA Education and Training Section and the Library Theory and Research Section initiated the Building Strong Library and Information Science Education Working Group in order to strengthen the international quality of library and information science education ([www.bslise.org](http://www.bslise.org)).

The third presentation was dedicated to the LIS professional competencies. Back to 2017, the Canadian Association of Research Libraries (CARL) conducted an audit of the professional competencies of librarians and information workers. Kathleen De Long, School of library and information sciences of the University of Alberta (Canada) and Vivian Lewis, the elected president of the CARL, presented the Canadian experience (De Long & Lewis, 2020). The analysis of competencies was carried out by the directors of scientific and academic libraries, as well as other librarians with experience from 0 to 10 years (not the librarian as a manager). There were two face-to-face and four online focus groups, a meeting with directors of library and information sciences schools, and an online survey. It helped to identify 9 categories, each of which includes relevant competencies:

- Vision & Innovation.
- Active Learning & Adaptation.
- Collaboration.
- Consultation & Communication.
- Curation & Preservation.
- Equity, Diversity & Inclusion.
- Engagement & Participation.
- Evaluation & Assessment.
- Leadership & Facilitation.

The development and dissemination of new competencies, such as the ability to work in unforeseen circumstances, to have flexible thinking and to experiment with new ideas, technologies and opportunities, can be facilitated by professional events, monitoring of requests and responses, as well as updating competencies every 2 years based

on collected feedback.

A two-day mini-conference allowed to look at the topic of professional competencies from different points of view and from different parts of the world. It is important to note that all new competencies of a LIS specialist are aimed at better service to patrons. Today's feature of the profession is to learn yourself to share your knowledge with your communities.

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## From checklists to critical thinking: Updating information analysis in the age of fake news

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by Julie Biando Edwards, [julie@nicheacademy.com](mailto:julie@nicheacademy.com), Librarian & Instructional Designer, Niche Academy, USA

In November 2016 the Stanford History Education Group (USA) released a study in which they showed that young people – students from middle school through university – lack basic digital evaluation skills (Stanford History Education Group, 2016). These students took unattributed digital images at face value, were unable to identify sponsored content, and didn't know how to determine the interests at play in claims made in social media posts. The language the researchers used to describe their results was notable among academics – “young people's ability to reason about the information on the Internet can be summed up in one word: *bleak*” (Ibid). They expressed concern that democracy itself, relying as it does on the ability to distinguish information from disinformation, is threatened.

In the years since the initial study was released, SHEG has released numerous follow-up studies and analyses about this lack of online civic reasoning. One particularly interesting study, investigated the digital literacy skills of university students, PhD history professors, and professional fact checkers. Their results were startling. Students performed poorly when asked to evaluate articles on the same topic from a reputable organization and a fringe organization. A full 80% believed the fringe organization was more reputable. What was interesting, however, was that 50% of *historians* also either chose the fringe site or equivocated – determining both sites to be valid. Fact checkers, on the other hand, were able to determine which site was legitimate with 100% accuracy (Wineburg & McGrew, 2019).

So, what did fact checkers do that students – and their professors – didn't?

Fact checkers practiced lateral reading, which involves leaving the original source to find out what other sources have to say about it. They took advantage of the nature of the Internet to spend their time away from an unfamiliar website so they could learn about it and place it in context before evaluating the content. They considered the owners and funders of a site, as well as its social or political stance. This information was sometimes buried, but it was findable using a combination of technical and critical thinking skills.

Historians and students, on the other hand, spent too much time close reading the pages they landed on, trusting things like domain name, presence of data and references, and quality of the page design. The data show that “students and historians often stumbled because they closely read and followed the advice dispensed by checklists” (Ibid, 32) which “focus attention on elements internal to a website: Is its URL a .org or a .com? Is an author listed? Are there ads on the page? Are hyperlinks functional?” and which are often found on college library websites (Ibid, 31).

The evaluation tools used by students and historians ought to sound familiar to any librarian who has ever taught an “information literacy” checklist that lays out ways to determine credibility, relevance, accuracy, authority, purpose or any of the other things we tell students to look for. But as the SHEG researchers note, each of these is easy to manipulate – a .org is no guarantee of authority (Ibid, 31). Neither is poor website design in a world where sophisticated and stylish sites can be created in minutes.

Some librarians are moving away from the checklists we have used in the past



(Baer & Kipnis, 2020; Baer & Kipnis) using the work of Mike Caulfield, whose SIFT mnemonic advises researchers to **S**top, **I**nterrogate the source, **F**ind better coverage, and **T**race claims to the original context (Caulfield, 2017). While not precisely the same as lateral reading, SIFT is a vast improvement over checklists like CRAAP, which are still being taught in colleges and university as tools for information evaluation.

Lateral reading might be an even better way to teach information literacy, at least as it pertains to information students encounter on the Internet. Fact checkers try to figure out three key elements of an unfamiliar site: Who is behind the information, Where is the evidence, and What do other sources say. Beyond that, and more importantly, they understand how the web works. They know websites are easily manipulated and that algorithms alter search results. Using this knowledge, fact checkers practice “click restraint” rather than clicking on the first few results on Google (Ibid, 28).

The work of the SHEG researchers shows checklists do more harm than good when evaluating unfamiliar sites. Recent research from Project Information Literacy shows students do not understand the role of algorithms in information seeking and retrieval (Head, Fister, & MacMillan, 2020). Given the increasing global scourge of mis- and disinformation, this lack of both technical evaluation and higher order critical thinking has consequences and ought to be taken seriously by those of us in the information professions.

So – what can librarians do?

First, let’s invest in training to help all librarians move away from checklist-style teaching to a better understanding of both lateral reading and algorithms. Up-skilling librarians’ own critical thinking and technical skills will benefit the profession and the people we serve.

Second, let’s follow the lead of those in our field who are moving away from checklists and towards more complicated forms of information analysis. Relying on checklists such as the CRAAP make it more difficult for students (and professors) to *actually* think critically about unfamiliar information.

Third, public librarians can consider offering digital literacy courses that focus on lateral reading. A resource list at the end of this article provides a foundational understanding of lateral reading, which should be fairly familiar to many librarians as a practice if not a concept. Programming and classes that teach the public to think like a librarian would be of value in any community.

Fourth, librarians can consider ways to utilize their skills outside of libraries. Can we offer courses for businesses, nonprofits, or other organizations to help them learn how to search for and evaluate information in new ways?

Finally, let’s seriously reconsider how we teach information literacy in our LIS programs. It’s feasible that some of the 80% of students who couldn’t properly identify a fringe website might end up in an LIS program. Is our current information literacy curriculum prepared? Can we really expect students to understand IL pedagogy if they don’t have a strong handle on information literacy itself? I propose LIS programs develop and require a *general* information literacy course in which all students are taught basic IL, critical thinking, and civic reasoning skills such as they appear in the SHEG and in the Project Information Literacy report. Only then – when *all* future librarians are properly trained in actual information literacy – should we offer optional

courses for those interested in teaching these skills to others.

In this increasingly complicated and polarized information age, we must keep up our own skills and find better ways to teach them to our patrons. These better ways might not have the easy feel of a checklist, but they will be vastly more useful for our patrons.

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## Reaching patrons

“The idea that students will become effective web searchers after a one-off presentation is wishful thinking.”

- In academic libraries, move away from one-shot sessions and revamp information analysis tools.
- In public libraries, create meaningful classes and programming to develop civic and digital literacy.
- Beyond public libraries, utilize librarians’ skills in businesses, non-profits, and organizations.

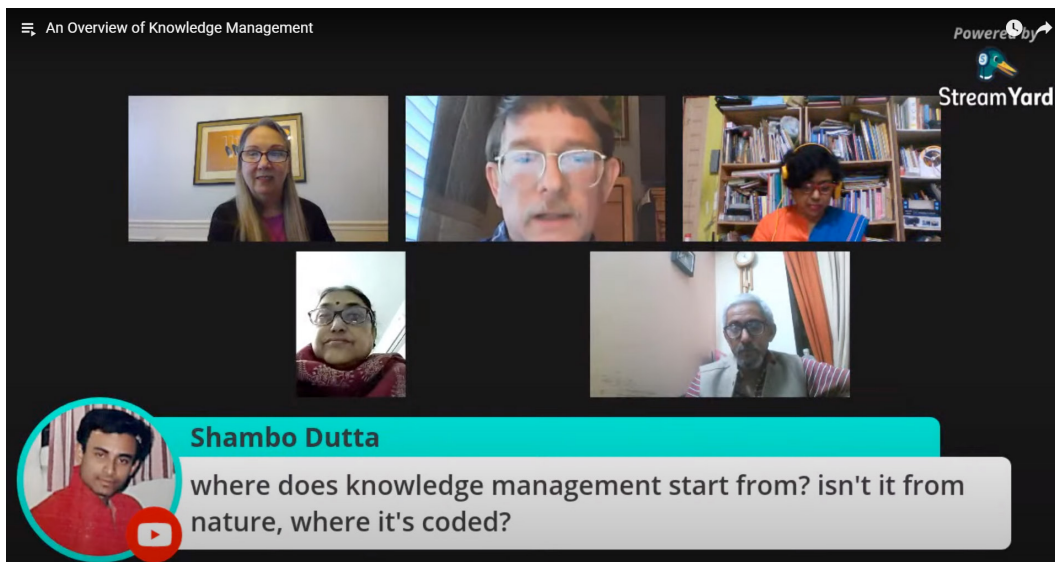
## A webinar series organized by SET in cooperation with the Department of Library and Information Science, University of Calcutta, India

In November 2020 SET launched in cooperation with the Department of Library and Information Science, University of Calcutta a webinar series on issues important for LIS professionals. Dr. Susmita Chakraborty, SET SC member serves as a convener of this activity. So far, three webinars were held as follows:

– on November 5, 2020 – the session **“Leadership, Advocacy and Soft skill expertise: Pedagogy changes in Library and Information Service education”** with Kalpana Dasgupta as a key speaker. Her career as a librarian started in 1965. She shared her experience and told what skills are important to LIS professionals. Dr. Kendra Albright, SET Chair opened a webinar series, introduced IFLA SET and answered attendees’ questions about LIS education. The recording is available [here](#).



– on December 8, 2020 – the session **“An Overview of Knowledge Management”** with Dr. Kendra Albright, SET Chair and Dr. Bill Edgar (Kent State University). Knowledge Management is a very important topic across the world. Speakers shared with what they were working on and covered such questions as “What is knowledge? What is knowledge management (KM)?”, “Why we do KM?”, “Components of KM”, “KM framework”. The recording of the webinar can be available [here](#).



– on December 10, 2020 – the session “**Moodle for Education and Training: IFLA SET Webinar**” was organized by SET member Jennifer Branch-Müller and included talks by four presenters about their work with Moodle. SET Chair Kendra Albright welcomed speakers and participants then briefly introduced SET activities and work.

Joanne Rodger began the webinar talking about a learning culture and then spoke specifically about how she used Totara (a Moodle-based product for organizations) to support learning and development in a large public library system with over 20 branches and 600 employees. Kais Abid next spoke about how his business (Oohoo) supports users through hosting services and building customizations and add-ons to harness the power of Moodle for organizations and to help different IT systems talk to each other. Dave Laurie detailed some key things to consider when choosing Moodle as a Learning Management System and talked about how the University of Alberta (with about 40,000 students) supports instructors and learners using Moodle. Jerine Pegg wrapped up the session talking about a collaborative narrative inquiry research project that explored the experiences of online teaching and learning.

You can watch the webinar recording on [YouTube channel](#), and [slides](#).



## Mapping LIS Education Programs: Professional, Education and Research Perspectives

February 9, 2021, 3:00-4:30 pm Chicago / February 10, 8:00-9:30 am Melbourne  
[For your local time, check <https://www.worldtimebuddy.com/>]  
FREE webinar – Register at [go.illinois.edu/bslise](http://go.illinois.edu/bslise)

The IFLA Building Strong LIS Education (BSLISE) Working Group invites you to the Mapping Library and Information Science (LIS) Education Programs webinar to learn about the international survey, directory and map of LIS education programs developed as a response to one of the recommendations of the IFLA Building Strong LIS Education White Paper (2018). Technical specialists will present the development of the survey, directory and map, and provide a demonstration. LIS leaders will address opportunities, needs and sustainability of the directory and map from professional, education and research perspectives.

### Panelists:

*Christine Mackenzie*, President, International Federation of Library Associations and Institutions (<https://www.ifla.org/>); Freelance Librarian (Australia).

*Sandra Hirsh*, President, Association for Library and Information Science Education (<https://www.alise.org/>); Associate Dean of Academics, College of Professional and Global Education, San Jose State University (United States).

*Carlos Alberto Ávila Araújo*, President, Asociación de Educación e Investigación en Ciencia de la Información de Iberoamérica y el Caribe (<http://www.edicic.org/>); Associate Professor, School of Information Science, Universidade Federal de Minas Gerais (Brazil).

### Technical Presenters:

Nuria Bautista-Puig, Postdoctoral Researcher, Department of Industrial Management, University of Gävle (Sweden).

Tiago Braga, General Coordinator of Information and Computer Technologies, Instituto Brasileiro de Informação em Ciência e Tecnologia (Brazil).

Chris Cunningham, Adjunct Professor, North Carolina Central University (United States).

Fatih Oguz, Associate Professor, Department of Library and Information Science, The University of North Carolina at Greensboro (United States).

### Moderators:

Clara M. Chu, Director and Mortenson Distinguished Professor, Mortenson Center for International Library Programs, University of Illinois at Urbana-Champaign (United States).

Jaya Raju, Professor and Head, Department of Knowledge and Information Stewardship, University of Cape Town (South Africa).

The BSLISE Working Group is an initiative of the IFLA Education and Training Section (SET), LIS Education in Developing Countries Special Interest Group (LISEDG SIG), and Library Theory and Research (LTR) Section.

To learn more, visit <https://bslise.org/>.

*Hosted by the Mortenson Center for International Library Programs, University of Illinois Library at Urbana-Champaign.*

## Cultivating growth and opportunity in the BSLISE Internship program

by Alice E. Herring, [aharwar@uncg.edu](mailto:aharwar@uncg.edu), B & T Applications Analyst, UNCG Office of Institutional Research and Analytics, USA

Internships can be a valuable part of the education experience; they allow students to explore their potential career options to determine fit, to increase confidence, and to gain experience in their program field (Callanan & Benzing, 2004). I am among that group of graduate students who return to academic studies somewhat later in life. Having half a career behind me, I have some idea of my career goals, know what I enjoy doing and am good at, and have plenty of professional experience. So when I entered into the internship with the Building Strong Library and Information Science Education (BSLISE) Working Group, I felt like I was checking off a program requirement and did not expect to get much out of the experience. However, I was wrong. In the course of my semester with BSLISE, as I refined existing skills and strengths and developed some new ones, I discovered new networks, interests, and outlets which serve to inform the path of my education and the future of my career.

When I agreed to take on the internship I hadn't even heard of the organization, but I was intrigued by the international focus and felt confident I could contribute on a technical level. Briefly, BSLISE is a Working Group jointly composed of members from several standing committees of the International Federation of Library Associations (IFLA). The group is dedicated to developing a framework for international quality assurance and to promoting educational standards for LIS education on a global scale (IFLA BSLISE Working Group, 2018). The internship program was developed under the BSLISE Communications subgroup for the purpose of managing the organization's website and various social media pages (Facebook, Instagram, and

Twitter) which promote the mission and work of BSLISE. Social media thrives on immediacy. In order to use it effectively, one must post content frequently and engage with followers regularly. There must be a balance between generating a connection with followers with a personal voice and disseminating information relevant to the mission and goals of the organization (Sihi & Lawson, 2018). Developing engaging content for a professional organization is, I discovered, significantly more challenging than for personal accounts. I found myself scrambling early on to identify information on resources and events relevant to the international LIS community that would illustrate and support the mission of BSLISE. It did not take me long, however, to collect some resources to review regularly and to get into a rhythm of content production.

The field of LIS is changing rapidly with the global shift towards digitization, and this process is intensified by the current pandemic. Conferences and events changed from in person to online venues, and a proliferation of webinars provided a near constant stream of information on the transition to the digital realm. Knowing my time in the position was limited, particularly in light of a compressed COVID-19-era semester calendar, I was determined to provide a collection of information and resources for my potential successors in order that future interns might be better able to maintain any momentum I gained in growing our followership across the various platforms. To this end, I developed a handbook providing guidelines for communication and publication, information on useful software and applications for developing content, and, most importantly, lists of LIS organizations, websites, events, and

occasion calendars useful for developing content. Having this information collected and organized into a reference document ensures that my successors will be able to quickly identify, research, and develop relevant content in the fast-paced and ever-changing environment of social media. The process of developing the handbook allowed me to learn about the vast global network of LIS organizations and the work in which they are engaged.

One of the methods for creating a compelling presence on social media is the development of content campaigns. In addition to sharing information about online events, I continued a campaign called The Student Spotlight, developed by my predecessor in the position, in which we survey LIS students from different countries and highlight their educational experiences and their reasons for choosing the LIS field. In the course of this activity, I had the opportunity to meet LIS students, virtually, from many different countries. In our brief conversations, we discussed shared interests and educational experiences. It was interesting to learn that, in spite of our diverse cultures and backgrounds, many of the reasons these students gave for choosing LIS were similar to my own. This experience, of all I gained in this semester, is my most treasured. In the course of this project, I discovered that in joining the field of LIS, I am joining a vibrant and diverse global community with a shared dedication to the evolution, preservation, and accessibility of information sources and services.

It was in the midst of the Student Spotlight project that I was approached by Dr. Albina Krymskaya, Associate professor and Deputy Dean of the LIS department at the St. Petersburg State University of Culture in the Russian Federation, who asked me to work with her to develop a peer network project for international LIS students, so they can share their experiences, insights, and ideas about LIS education, which are valuable to the ever-evolving LIS field and to the development



of students' professional futures. We received enthusiastic support for the project from the BSLISE Working Group and are currently engaged in development, working towards our first virtual student session in March of 2021. Several Working Group members and students (former and current interns) expressed interest in working on the project with us. Knowing that the development of and my engagement in this project would extend beyond the end of the semester, I began to realize that this experience has facilitated the development of a learning network and professional collaboration that will continue to develop beyond the term of the internship.

The value of a network of professional colleagues in one's field cannot be discounted. It provides a resource for collegial collaboration and mentorship throughout one's education and career. It was this idea of collegial collaboration, in addition to thoughts of strengthening the BSLISE internship program that coalesced into an idea to expand the single student internship into a multi-student intern team, with each student coming from a different institution and different country, changing with each semester. Several students working on BSLISE-relevant content and developing campaigns, combining their varied



perspectives and background experiences, and yes, even different languages, would add a layer of relevance to the content published to the social media platforms, allowing them to present the truly international voice of BSLISE. I pitched the idea to the Communications subgroup, and then to the BSLISE Working Group where it was well-received. Starting in the spring semester of 2021, the internship team consists of three students, one each from the USA, Russian Federation, and Saudi Arabia (via an exchange program), with the idea that, over the course of the semester these students will work to recruit their successors from different universities in different countries. Together, they will not only learn much about managing social media and communicating for a professional organization, but also have the opportunity to engage in cross-cultural collaboration and develop their own skills in communication and project management, while increasing their knowledge of the LIS profession globally. I found it gratifying that the idea of expanding the internship program was seized with such enthusiasm and I am looking forward to seeing how the social media and website content develop as a result.

Far from simply meeting a program requirement, my experience as an intern for the BSLISE Working Group has enabled me to grow significantly both academically and professionally and it has increased my awareness of LIS as a global field. It has energized me towards my studies going forward, and given me opportunities for continued international collaboration. Both of which, I hope, will support me in developing my career path and identifying opportunities for further growth. Certainly, the experience in itself was a very rewarding one. I found the challenge of developing web and social media content to be

engaging, driving the further development of not only my technical skills, but also my communication and collaboration skills. Collaborating with students and professionals from different countries broadened my perspective and increased my cross-cultural understanding. I come away from the experience feeling that my contributions to the program are valued and embraced and that I have had the opportunity to participate in an important aspect of the evolution of LIS education. The mission of the BSLISE Working Group, that of developing a quality education framework and developing and promoting standards of LIS education, is incredibly important to the future of the field and I am glad to have had the opportunity to work with these dedicated professionals.

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## The project “The Student Spotlight”: first outcomes

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The IFLA BSLISE Working Group gives a lot of opportunities to LIS students from all over the world in their professional development. One of them is a social media internship approved by IFLA BSLISE Working Group members.

Since September 2019 to December 2020 four LIS students from the University of North Carolina at Greensboro (UNCG) served as interns: Lenny Tran, Alexandra Voorhees, Amanda Thompson, and Alice Herring. We asked them to describe their internships in one sentence. These are their thoughts:

**Amanda Thompson:** *“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.”*

**Alexandra Voorhees:** *“My experience as a BSLISE intern helped to put my LIS education in a global context and understand how to reach people in effective ways.”*

**Alice Herring:** *“My time spent with the BSLISE internship gave me the opportunity to view LIS education through the eyes of students and professionals from around the world, and to discover how similar are our hopes for the future of the field of Library and Information Science.”*

We thank our former interns who contributed a lot to BSLISE’s present on social media, and we thank them for their initiatives. One of such initiatives is the project “The Student Spotlight”. It was proposed by Amanda Thompson (<https://ilab.uncg.edu/students-2/students/amanda-thompson/>) in summer 2020 (more about this initiative see [this link](#)). The main goal of the

project is to unite LIS students from around the world.

Since summer 2020, twenty posts with LIS students’s interviews were published on the IFLA BSLISE social media. Here are their names:

Favour (University of Port Harcourt, Nigeria),

Ashton (UNCG, USA),

Whitney (UNCG, USA),

Amanda (UNCG, USA),

Ku Zahidah (University Teknologi Mara, Malaysia),

Abdul Rahman (University Teknologi Mara, Malaysia),

Renzo Crispin Diaz (Information Sciences at the Pontifical Catholic University of Peru, Peru),

Nika Liandzberg (St. Petersburg State University of Culture, Russia),

Alena Katina (St. Petersburg State University of Culture, Russia),

Monay Alejo (Universidad Nacional de La Plata, Argentina),

Mariya Andreyanova (St. Petersburg State University of Culture, Russia),

Tayiana Zhukovskaya (St. Petersburg State University of Culture, Russia),

Hamza Bakhsh (UNCG, USA),

Marion Mendez (Universidad de Costa Rica, Costa Rica),

Aisha Gonzalez Arias (Universidad de Costa Rica, Costa Rica),

Veronica Mora Acuna (Universidad de Costa Rica, Costa Rica),

Jorge Andres Valverde (Universidad de Costa Rica, Costa Rica),

Kevin Gomez (Universidad de Costa Rica, Costa Rica),

Martin Saenz de Urturi Erice (Universidad Carlos III de Madrid, Spain),

Brendan Latran (Kent State University, USA).

The project “The Student Spotlight” is continuing and we invite LIS students to participate in it. Let’s speak about LIS education together!

The IFLA BSLISE work on social media is currently coordinated by an international team of interns: JoAnna Rohrbaugh (UNCG, USA), Sulaiman Alhemyyid (UNCG, USA) and Alena Katina (St. Petersburg State University of Culture, Russia). Here is what this project gives us:

**Jo Anna Rohrbaugh:** “Working as an intern for BSLISE is a wonderful professional development opportunity! Through it, I’m learning about the practices of library professionals and libraries around the

*world. From it, I’m learning that the future of the library profession and libraries depend on the ability to act globally, to think locally.”*

**Sulaiman Alhemyyid:** “Being an intern in BSLISE is a great opportunity that gave me a wider view of the LIS profession since I am working with an international team. Besides, building strong connections with great LIS professionals and faculty, and learning from them as well.”

**Alena Katina:** “Thanks to the IFLA BSLISE internship I got an opportunity to meet talented LIS professionals and students which inspire and support you in the professional development. Also, you can learn more about library profession through the communication with the brightest minds of the LIS field.”



### Project “The Student Spotlight”

<https://www.facebook.com/bslise/posts/2886782744891524>

<https://bslise.org/news/projects-and-initiatives/>

For students interested in being featured, please email [bsliseifla@gmail.com](mailto:bsliseifla@gmail.com)

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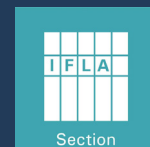
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