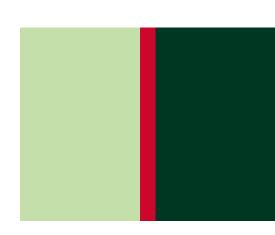International Federation of
Library Associations and Institutions

IFLA Guidelines for Continuing Professional Development: Principles and Best Practices

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Continuing Professional Development and Workplace Learning (CPDWL) Section

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Preface

In 2006, the Continuing Professional Development and Workplace Learning section (CPDWL) of IFLA approved "Continuing Professional Development: Principles and Best Practices," a brief list of ten requisites that can assure that library/information staff have access to and take advantage of ongoing learning. The document was generally referred to as "quality guidelines," and was based on an extensive review of the literature, related guidelines, and discussions with interested professionals. The basic ten statements were translated into twelve languages, posted to the CPDWL website and disseminated through presentations and publications. The original background paper however was never made fully public.

Even before IFLA cast a new spotlight on the various "standards" promulgated under its auspices, CPDWL decided to take a fresh look at its "Principles and Best Practices." As a result, a new review of the literature, an expansion of the rationale, and a rethinking of how best to present the guidelines was initiated. The present document is intended to alert the profession to the importance of investing in the development and maintenance of the expertise of staff. It aims to advise individuals, associations, and institutions in their efforts to assure ongoing learning for a profession that will be well qualified to provide excellent service to its publics. The audience for these guidelines comprises library/information practitioners, as well as those who are responsible for delivering educational experiences and offering and/or encouraging continuing professional development and workplace learning. While this document focuses mainly on the library context, it applies also to information professionals working outside of traditional environments.

The original quality guidelines were developed with the aid of a small IFLA project grant based on a proposal written by Australians Ann Ritchie and Ian Smith, CPDWL chairs. The grant funded an exhaustive literature search by Rutgers University MLIS student Anne Marie Lyons (2005). That review encompassed a wide range of relevant publications and guidelines from a variety of professions.

The current expanded review seeks not only to update the original, but also to reflect additional international literature. Members of the CPDWL section who have provided input and feedback as the guidelines were revised include: Matilde Fontanin (Italy), Juanita Jara de Sumar (Canada and Peru), Ulrike Lang (Germany), Vivian Lewis (Canada) and Susan Schnuer (USA). The IFLA Section on Education and Training has submitted comments. Outside of IFLA, the following have lent support and advice: Simon Edwards, Director of Professional Services, Chartered Institute of Library and Information Professionals-UK (CILIP); Mei-Mei Wu, Professor and Chairperson, Graduate Institute of Library & Information Studies, National Taiwan Normal University; Rebecca Vargha, Fellow, Special Libraries Association; Judy Brooker, Director of Learning, Australian Library and Information Association.

This revision was approved by the CPDWL Standing Committee at its meeting on 18 August 2015 in Cape Town. It has been endorsed by reviewers representing the IFLA Committee on Standards and Professional Committee in May 2016.

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Executive Summary

The quality and effectiveness of library and information services depend on the expertise of staff. Constant flux in the needs of societies, changing technologies and growth in professional knowledge demand that librarians and other information professionals expand their knowledge and update their skills on an ongoing basis. As stated originally in the 1994 UNESCO/IFLA Public Library Manifesto:

> *The librarian is an active intermediary between users and resources. Professional and continuing education of the librarian is indispensable to ensure adequate services.*

The Continuing Professional Development and Workplace Learning Section of IFLA (CPDWL) undertook a project to develop guidelines, which resulted in the 2006 *Continuing Professional Development: Principles and Best Practices.* The ten statements comprising the *Principles* were based on an extensive literature search and in consultation with experienced continuing education providers and were approved by the CPDWL Standing Committee in the spring of 2006.

In order to judge their current validity, an update of the original literature search was carried out in 2014. Based on that review, a new report was prepared in 2015; it expands and reorganizes the ten 2006 *Principles*, and adds a glossary and appendices with additional resources.

Principles and Best Practices (summary)

The following summary outlines the key points of the revised *Principles and Best Practices,* organized according to the roles and responsibilities of the individuals and institutions upon whom professional development depends.

1.0 The learner

1.1 Principle:

The individual library and information professional is primarily responsible for pursuing ongoing learning that constantly improves knowledge and skills.

1.1.1 Rationale:

Ethics codes generally include statements such as "Librarians and other information workers strive for excellence in the profession by maintaining and enhancing their knowledge and skills" (IFLA, 2012a). Individuals are responsible to themselves, their profession and society.

1.2 Best practice:

The individual:

1.2.1 conducts regular self-assessment congruent with job responsibilities and aspirations;

1.2.2 participates in performance appraisals;

1.2.3 monitors developments that impact the profession and seeks out and uses opportunities to close competency gaps and to advance knowledge and skills;

1.2.4 develops a personal learning plan that will lead to both improvement in current performance and future career advancement; makes judicious choices of formal and informal learning resources based on the best available information;

1.2.5 seeks learning needed for present responsibilities before preparing for a new position.

1.3 Summary:

Best practice places responsibility for ongoing learning, based on regular assessment, on the individual practitioner. It demands actions to correct current performance gaps and to prepare for future responsibilities. There are several imperatives: one to support the employing organization's goals for excellent service, another to further one's own career development, and ultimately to contribute to profession-wide growth and improvement.

2.0 The employer

2.1 Principle:

Employers of library/information personnel are responsible for providing staff development programmes and support for continuing education.

2.1.1 Rationale:

"The librarian is an active intermediary between users and resources. Professional and continuing education of the librarian is indispensable to ensure adequate services" (UNESCO/IFLA, 1994). It follows that the organization responsible for providing service to its clientele is also responsible for enabling staff to maintain competencies and to continue to learn.

2.2 Best practice:

The employer's human resources policies show commitment to engaging all staff in ongoing learning.

Evidence of such a commitment ideally includes:

2.2.1 designation of one individual with appropriate expertise to oversee staff development;

2.2.2 a system of regular needs assessment based on reviews of employees' performance in relation to the institution's mission and goals, resulting in learning plans for both individuals and staff as a whole;

2.2.3 access to a broad range of learning opportunities, both formal and informal, which follow best practices for continuing education design and delivery, in a choice of formats that meet identified needs and attend to different learning styles; opportunities begin with basic orientation for new staff, and proceed sequentially through advanced training;

2.2.4 consistent documentation of an individuals' participation in learning; recognition of learning through new assignments, and in compensation and promotion decisions;

2.2.5 a minimum of 0.5% to 1.0% of institutional budget earmarked for staff development;

2.2.6 approximately 10% of work hours provided to professionals for attendance at workshops, conferences, in-service training, and other educational activities, as well as for informal learning projects, including professional association and publishing work;

2.2.7 periodic evaluation of the staff development program.

2.3 Summary:

Best practice for employers requires organizational commitment and leadership from administration and designated staff development managers with expertise in adult continuing education; effective personnel policies and procedures; allocation of adequate budget and time for staff learning; and a multifaceted high-quality programme that delivers training and learning opportunities (see also 5.0, providers).

3.0 Professional associations, consortia, government agencies, and other bodies with library development responsibilities

3.1 Principle:

In the interest of advancing the profession, associations and other organizations are active providers, advocates, and arbiters of continuing professional development quality.

3.1.1 Rationale:

Professional associations can build consensus for quality by enabling the adoption of guidelines and systems such as provider approval programmes and recognition of member's professional development achievements; government bodies may be responsible for administering certification/licensure programmes.

3.2 Best practice:

Associations/organizations promote quality continuing education for the LIS profession.

In addition to following best practices in their role as providers of learning activities and events (see 5.0 below), associations/organizations also:

3.2.1 develop guidelines, recognition systems, certification/licensure processes;

3.2.2 identify topics and learning needs that should be addressed by the organization;

3.2.3 coordinate efforts in their area of expertise and/or geographical region and promote collaboration in continuing education provision, including train-the-trainer projects;

3.2.4 disseminate timely and accurate information about continuing education opportunities to their constituencies;

3.2.5 sponsor resources such as publications, electronic communication, and learning objects that inform education.

3.3 Summary:

Best practice for professional associations, governmental and other bodies concerned with library development begins with recognition of the importance of professional development for staff effectiveness, which in turn enables superior information services. Best practice ensures that there are resources and strategies that enable high quality continuing professional development and that there are incentives for librarians and information specialists to pursue continuous learning.

4.0 Library/Information Science (LIS) degree-granting programmes

4.1 Principle:

LIS educators motivate their students to continue learning after graduating, and are themselves lifelong learners. They conduct and disseminate research on continuing education and staff development, act as instructors/presenters in their areas of expertise, and advise on policy. LIS degree-granting programmes may also offer specialised continuing education opportunities to the profession.

4.1.1 Rationale:

Behaviours and attitudes are shaped by pre-service professional education; research is needed to provide evidence of the effect of high quality continuing professional development on the improvement of services.

4.2 Best practice:

Faculty members model professional excellence by continuing their own learning, conducting research, and acting as advisors to library/information associations, government bodies, and other organizations.

They further the aims and quality of professional development when they:

4.2.1 convince students of the imperative of staying abreast of changes in technology and society that affect library/information services, while maintaining their own expertise;

4.2.2 acquaint students and practitioners with research on and best practice in continuing education and staff development; investigate successes and failures and long-range impacts; identify gaps in the profession's access to continuing education;

4.2.3 encourage efforts of LIS schools to provide continuing education and post-graduate certificate programmes where supported by needs assessment and by the parent university;

4.2.4 advise professional and government bodies on continuing education needs and practices.

4.3 Summary:

Best practice involves LIS educators in continuing professional development as researchers, advocates, consultants, and participants in continuing education provision.

5.0 All providers

5.1 Principle:

Providers of continuing learning activities, programmes, or products follow best practices for design, implementation, and evaluation.

5.1.1 Rationale:

Employers, professional associations, governmental or other organizations; information industry; higher education institutions; and entrepreneurs who offer continuing education have a vested interest in, and responsibility for successful outcomes for learners, their institutions, and the publics they serve.

5.2 Best practice:

Whether it is for a one-time event or for an institution's staff development programme, and regardless of whether delivery is face-to-face or electronic, the provider adheres to principles of instructional design and adult learning theory, and makes sure that there is evidence of:

5.2.1 expert and committed leadership;

5.2.2 instructional design based on needs assessment and SMART [specific, measurable, action-oriented, reasonable, time-bound] learning objectives;

5.2.3 appropriate activities that build on previous learning and include hands-on practice, learner interaction, and progress checks;

5.2.4 instructors who possess teaching ability, subject expertise, and sensitivity to learners;

5.2.5 effective management that assures that information about learning opportunities is disseminated; that adequate facilities, technology, and materials are available; and that learning participation is documented;

5.2.6 "transfer of training" from the learning event to application in practice;

5.2.7 evaluation of effectiveness.

5.3 Summary:

Best practice requires providers to have expertise in instructional design, presentation, administration, and evaluation of continuing professional development programmes.

Continuing Professional Development Online—Additional Quality Issues

Because instructional programmes of many kinds are increasingly available in electronic formats, it is important to consider what additional quality concerns are raised if learning is to happen online. There are differences to take into account, especially when designing and facilitating continuing education, as opposed to courses for students in an online basic degree-granting programme, especially when some of the enrolees are international.

Introduction

The quality imperative
The quality and effectiveness of library and information services depend on the expertise of staff. Constant flux in the needs of societies, changing technologies, and growth in professional knowledge demand that librarians and other information professionals expand their knowledge and update their skills on an ongoing basis. As stated originally in the UNESCO/IFLA Public Library Manifesto (1994), and quoted at the beginning of the chapter on human resources in *The IFLA Public Library Service Guidelines* (Koontz & Gubbin, 2010):

> *The librarian is an active intermediary between users and resources. Professional and continuing education of the librarian is indispensable to ensure adequate services.*

The adequacy of the service depends on personnel who are well prepared and continuously learning. Therefore, the quality of educational opportunities and the ability of staff to regularly utilize those opportunities are of vital concern. The IFLA code of ethics includes the statement: "Librarians and other information workers strive for excellence in the profession by maintaining and enhancing their knowledge and skills" (IFLA, 2012a).

The Continuing Professional Development and Workplace Learning Section of IFLA (CPDWL) undertook a project to develop guidelines which resulted in the 2006 *Continuing Professional Development: Principles and Best Practices* (IFLA, CPDWL, 2006; see Appendix A, p. 68). Over time, the CPDWL website provided links to translations in twelve languages.

An IFLA Best Practice is a method or programme that has proven to be successful and that can be used or adapted by others to achieve similar results.

An IFLA Best Practice:
- Suggests the best course of action.
- Provides information on technique, method or process.
- Can be used for benchmarking.

The ten statements comprising the 2006 *Principles and Best Practices* were based on an extensive literature review and consultation with experienced continuing education providers. The *Principles* document was approved by the CPDWL Standing Committee in the spring of 2006. In order to judge the current validity of the *Principles*, an update of the original literature review was carried out in 2014. Based on that review and discussion within the CPDWL, the present report expands and reorganizes the ten 2006 principles. A glossary and appendices with additional resources have been added.

Why are guidelines necessary?
The primary responsibility for professional development belongs to the individual, but employing institutions, professional associations, library/information science education programmes, and organizations concerned with library development also have a stake in the continuing education of the profession. Human resources and professional ethics statements

increasingly recognize the obligation to ensure that library/information service personnel have ongoing access to and take advantage of learning opportunities.

Today, virtually all experts agree that continuous learning is essential, in order for library/information staff to deliver good service. Action in support of that belief is not, however, a given. IFLA members who have visited CPDWL Standing Committee meetings during annual conferences have told CPDWL that they want IFLA to persuade administrators of the importance of professional development and to give staff access to and encouragement for continuous learning. Research confirms claims of poor support. For example, there is evidence that administrators do not always place a high value on job applicants' management training (Rooney, 2010). Librarians can be resistant to change, and therefore reluctant to embrace continuing professional development (Anunobi & Ukwoma, 2009; Thorhauge, 2005). While library/information associations in about sixty countries have codes of ethics that ask their members to assume responsibility for ongoing learning (IFLA, FAIFE, 2012), they do not necessarily offer much continuing education or guidance, such as train-the-trainer programmes. There are multiple barriers to information professionals' continuous learning, as well as to basic library/information science education in some parts of the world (Al-Suqri, 2010; Nguyen, 2008; Ocholla, 2008; Tan, Gorman, & Singh, 2012).

The Mortenson Center for International Library Programs, which has years of experience providing continuing education to librarians from many parts of the world, states on its website that:

> …in Ghana, Nigeria, Tanzania, and Uganda … librarians were well aware of what needed to be done to meet the needs of their users. In most cases they were stymied by a lack of institutional support, … little interest from international library vendors, and limited access to training (Mortenson Center, 2012).

Even in areas where financial, technical, and linguistic resources do not pose daunting obstacles, inadequate support for continuing education was reported. For example, a survey of United States academic librarians found that the most frequent response to a question about barriers to participation was "My institution does not have the funds to support CE" (V. Loveless, personal communication, 23 October 2013). Writing about public libraries in Finland, Kummala-Mustonen (2012) notes that funds for librarians to attend training away from the library can be lacking. A state library meeting on continuing education issues in the USA revealed problems with lack of money and permission for time off for staff to attend conferences (Pinkston, 2009). Funding is a major obstacle for librarians working in small and rural institutions (Kendrick, Leaver, & Tritt, 2013). A special Congress on Professional Education organized by the American Library Association in 2000 was devoted to continuing professional development (Varlejs, 2001) but years later, few of the resultant recommendations had been implemented (Cooke, 2012). IFLA guidelines, of course, cannot solve problems such as insufficient funding and lack of commitment, but they can inform administrators and stakeholders about professional norms, provide models, and raise expectations. They can add evidence-based support to IFLA programmes such as Building Strong Library Associations, which link library development to

staff development. Reporting on a regional meeting in Indonesia in March 2014, IFLA officer Fiona Bradley stated that "A strong emphasis by all associations was placed on the need to update librarians on IFLA policy and guidelines, and other training, using a train the trainer approach to maximize resources and reach as many librarians across the country as possible" (Bradley, 2014).

Why should guidelines focus on *quality* in continuing professional development?
Part of the reason that resistance to formal continuing education programmes persists is that they often fall short of expectations, or do not address actual learning needs, or are poorly designed and delivered (Mahesh & Mittal, 2009; Nguyen, 2008; Park, Tosaka, Maszaros, & Lu, 2010; Pinkston, 2009). For similar reasons, on-the-job training and staff development programmes are not always effective (To, 2011). When CPDWL set out to develop "quality guidelines," the proposed objectives were ambitious:

> …to produce evidence based guidelines for assessing the quality and effectiveness of CPD activities, programmes and events … survey [of] extant quality measurement, quality assurance, guidelines and standards … bibliography on CPDWL quality guidelines for continuing professional development and workplace learning activities … summary of findings and issues ... draft quality guidelines for CPDWL activities (Ritchie & Smith, 2003).

While the word "quality" appears repeatedly, what is meant by *quality* in regard to continuing professional development is not spelled out. Writing for the American Society for Training & Development (ASTD, now Association for Talent Development, ATD), Bruno Neal states:

> Quality—or whatever you choose to call it— means making and doing things well and then working out how to do things better, at prices people can afford. … Ideally we should have industry standards that correlate with ASTD Competency Model (Neal, 2014, p. 3).

> **From the glossary**:
>
> "Quality… will always be a subjective judgement. QA [quality assurance], however, is something organisations do: a methodology for judging the degree to which macro and micro organisational aims, objectives and outcomes have been achieved… it is a management tool, which can make an effective contribution to improving performance at the institutional level or at a subject or departmental level within an institution" (Doherty, 2008, p. 260).

This implies that there are standards and criteria by which "goodness" can be judged; that striving for constant improvement is intrinsic to quality; that quality criteria should relate to competency achievement; and that the process should be cost-effective. For additional definitions, see the glossary (p. 48).

A wide-ranging discussion of quality issues took place at the continuing professional education IFLA satellite conference in 2003. No consensus on what constitutes quality was achieved,

especially as it was recognized that there are not only "consumers" of continuing education to consider but also "libraries and other organizations where the 'consumers' are employed, and … the communities they serve" (Clyde, 2003, p. 21). It was agreed that there might not be universally applicable standards because contexts vary, but that collecting existing guidelines and examples of best practice would be useful. Appendix B (p. 71) provides references to an assortment of guidelines, including several from other professions. Some of the guidelines reflect the trend toward learner- rather than provider-centred education, and a concern with impacts on communities served. One way that quality could be defined is by outcomes that not only help professionals become more proficient, but that show improvement of service to users and fulfilment of stakeholder missions.

> **From Appendix B, references to an assortment of guidelines from, for example:**
>
> - Accounting
> - Medicine
> - Continuing Education & Training

To whom should the guidelines be directed?

As cited above, CPDWL originally proposed guidelines "for assessing the quality and effectiveness of CPD activities, programmes and events." This statement emphasizes formal educational offerings most likely involving groups of learners, and implies that the guidelines are to be directed at providers, such as session planners for IFLA conferences. As the 2006 guidelines evolved, it became clear that the entire environment in which the profession practices needs to be considered.

Every practitioner is part of a learning ecosystem that encompasses fellow library/information workers, employers, professional associations, higher education continuing education units, vendors and publishers, commercial and independent providers, government agencies, and non-governmental organizations. Each can enable or discourage learning through providing different levels of resources, expertise, and policies. All the members of the ecosystem have a role to play in improving access to quality professional development. Choices and opportunities for would-be learners are now abundant, thanks to information/communication technology (ICT). Still, taking advantage of what is available can be limited by factors such as language and bandwidth, as well as motivation and knowledge of what is available. If more of the ecosystem were to embrace quality principles and act in support of best practices for continuous learning for the library/information profession, much could be achieved.

> "Learning communities" and "communities of practice" are not quite the same but are alike in their focus on what Etienne Wenger calls "shared enterprise" (see Glossary, p. 41). The former tends to be more deliberately created, the latter more informally formed as people learn together as part of their work.

IFLA's member associations and institutions were the main targets to which the ten principles in the 2006 guidelines were directed. In many countries, the primary continuing education providers and leaders were professional associations and major library institutions, such as national and large academic and public libraries. This is probably still the case, but the increasing availability of online learning allows smaller institutions and individuals to have more choices. At the same time, information technology now makes it possible for learning communities to be formed online. IFLA members can advance professional development for their constituencies by disseminating the guidelines and urging all members of their local continuing education ecosystem to implement them. These guidelines are directed to individual practitioners as well as those who provide and/or encourage continuing professional development and workplace learning.

What should be included in the guidelines?
The points addressed in the 2006 principles and best practices remain central. The original rationales, based on the literature through 2005, are here reviewed and expanded, especially in light of the explosion of online tutorials, courses, blogs, discussion lists, and other digital educational opportunities. Geographical and financial barriers to participation in learning are no longer as significant as they were when taking part in continuing education that often demanded physical travel. Linguistic differences, however, still prevent many from taking advantage of much of what is online. Is this a problem that quality guidelines should acknowledge? Another important question now is whether the principles and best practices that define quality in face-to-face experiences are the same as those experienced in the online, virtual environments, or do they differ? Are reasonably priced access to the Internet and adequate bandwidth still problematic in parts of the world? Another issue to consider is the relationship between professional licensure (or certification or registration), mandatory formal continuing education, and quality.

The basics of providing continuing education have not changed: from needs assessment, to instructional design, to delivery, to evaluation. The overall system requires adequate resources and administration, plus research leading to ongoing improvement. These aspects were covered, if only very briefly, in the 2006 *Principle*s. What the earlier guidelines failed to consider was the growing importance of do-it-yourself, learner-centred continuing education. Traditional instructor-centred training dominated discussion prior to the Web 2.0 era, and was understood to encompass staff development and on-the-job training as well as professional development that individuals pursued for career advancement and personal interest. Much of current learning is more informal, peer-to-peer based, electronically facilitated – more fast food than sit-down meal. The revised principles should take this on-the-fly type of learning into account.

How should the principles and best practices be organized?
The 2006 guidelines presented the ten points in a single list, regardless of whether they applied to employers responsible for staff development, professional associations, or other organizations. This was done in order to keep the final document generally applicable, and short enough to encourage translation.

While it was not explicitly stated, the 2006 perspective was that of traditional workforce development. The guidelines were intended to be broadly useful to a variety of providers and consumers. These revised guidelines are similar in approach, but treat separately the roles and responsibilities of individual professionals, employers, and relevant organizations. They are less narrowly focused on traditional formal continuing education and training, and more inclusive of informal modes of learning (see the attached glossary for definitions of "informal," distinctions between "continuing education" and "professional development," and other terms).

Part I — Principles and Best Practices — By Role

Chapter 1 — The learner

1.1   Principle

It is the individual library and information professional who is primarily responsible for pursuing ongoing learning that constantly improves knowledge and skills.

1.1.1   Rationale

Ethics codes generally include statements such as "Librarians and other information workers strive for excellence in the profession by maintaining and enhancing their knowledge and skills" (IFLA, 2012a). Individuals are responsible to themselves, their profession, and society.

1.2   Best practice

Individual members of the library/information professions are in charge of their personal development.

1.2.1   Self-assessment

The individual conducts regular self-assessments congruent with job responsibilities and aspirations.

Self-assessment precedes self-development. What research in continuing medical education (CME) has shown, can apply to librarianship as well:

> Assessment of learning needs is crucial for effective CME…it is important for physicians to recognize the need to change their behaviour, knowledge base, or skills…a change in physicians' knowledge or skills was associated with an identified reason for the change prior to its implementation… When gaps are demonstrated and educational resources are extended strategically to help the learner, change occurs more frequently within each type of intervention (Mazmanian & Davis, 2002).

Lists of competencies for a wide variety of library/information specializations are available, making it possible to check one's abilities and progress against professional norms; see, for example WebJunction's *Competency Index for the Library Field.* The specialized lists are preceded by "essential library competencies," which are seen as

> …the underpinning of all of the other sections of the Competency Index. Core technology skills and strong interpersonal skills are fundamental for everyone who works in a library in any position. Librarians and library staff who possess all of these qualities will build a vibrant and relevant library (WebJunction, 2014a).

In an effort to avoid making assumptions about the universality of competencies, Neerputh, Leach, and Hoskins (2006) surveyed Kwa-Zulu Natal academic subject librarians to determine

what they judged to be most important to their job performance. The results were to be used to develop appraisal guidelines.

When a competency list is used for self-assessment, it must be remembered that it is subjective and does not come with feedback. It depends on the user's ability to recognize and admit to gaps in knowledge and skills. Most practitioners benefit from help in assessing their learning needs:

> Generally, professionals identify as weak areas those procedures and knowledge they use infrequently but might perceive as necessary for a higher-level position (such as management skills), or those that are new to the profession (such as new tax law for accountants). Few professionals perceive themselves as lacking proficiency in tasks they perform regularly (Queeney & Smutz, 1990, p. 180).

An additional issue about tying professional development to competency analysis is raised by Nowlen (cited in Baskett & Marsick, 1992), who points out that a professional's work situation and environment are likely to affect how she or he performs.

1.2.2 Performance appraisal
The individual participates in performance appraisals.

It is precisely those regular tasks and behaviours where an educational intervention may be most required. Self-assessment combined with regular performance appraisals conducted by supervisors and related to the employing organization's mission and strategic planning could give practitioners guidance in developing personal learning plans. A good example is the performance management process used at South Africa's Cape Peninsula University of Technology (Lockhart & Majal, 2012).

The performance review, however, is not useful if it is not germane to the job or fails to involve the employee in honest discussion (Boyd, 2005; Holcomb, 2006; Smith, Hurd, & Schmidt, 2013). Unfortunately, there is some evidence that good performance appraisal has not been typical in library management. A study of US academic librarians' perceptions of performance appraisals found that appraisal was not thought to be a high-priority or particularly effective in the past (Cevallos, 1992). According to Al Hijji and Cox (2012), academic library staff in Oman have been evaluated using forms that are generic rather than suited to library positions. Poor or rare performance appraisal is likely to be the case in other countries as well (e.g., Kont & Jantson, 2013). Just as a performance evaluation conducted by a supervisor can be problematic, so can a self-assessment:

> Varying levels of self-awareness across staff could easily lead to some staff rating themselves quite highly on skills and abilities that they did not in fact possess to any great degree. Additionally, the potential for variations in how staff judged their own abilities, with some being harsher judges of their own abilities than others, could lead to great inconsistencies (Chamberlain & Reece, 2014, p. 251).

It is most important to realize that professional development needs to be a part of daily work:

> Through performance reviews, follow-up dialogues, salary negotiations, introduction and closing conversations we can continuously identify our needs and make plans for how to proceed (Isberg, 2012, p. 36).

1.2.3   Competency gaps

The individual monitors developments that impact the profession, seeks out and uses opportunities to close competency gaps and to advance their knowledge and skills.

Environmental scanning complements self-assessment and performance appraisal as it entails a broad view of what is of importance in the profession and society. It is a process that looks beyond the immediate demands of a particular position in an institution and stimulates thinking about future needs and services, and is responsive to change. Professional association involvement and wide reading have always been basic to keeping up, but the blossoming of social networking tools has automated staying *au courant* (Keiser, 2012).

1.2.4   Personal learning plan

The individual develops a personal learning plan that will lead to both improvement in current performance and future career advancement; makes judicious choices of formal and informal learning resources based on best information about what is available.

The British Chartered Quality Institute summarizes the process by which an individual should formulate a personal learning plan (detailed on their website):

> Chartered Members and Chartered Fellows are required to undertake and keep records of the following key minimum requirements for CPD:
> - Identify personal learning objectives for the coming year;
> - Plan and record learning activities and outcomes;
> - Assess the extent to which learning objectives have been achieved over the past year (CQI, 2014).

Once a learning need has been identified, the options for action can be either huge or limited, depending on access to resources and support offered by employers (Blakiston, 2011). A pre-requisite to taking advantage of learning opportunities is the ability to identify those that are available and appropriate, as well as possible to engage in, given location, language, cost, technology, and other factors. A personal current awareness system is a necessity. The Internet has made an enormous difference in the ability of professionals to obtain information about continuing education, as well as providing them with a plethora of new learning formats, from mini-tutorials to full length online courses. Determining quality may be difficult. Both current awareness sources and learning objects can be expected to proliferate increasingly across the world, challenging the profession to keep up and exploit the riches (Cooke, 2012).

1.2.5 Current position pre-eminence

The individual seeks learning needed for present responsibilities before preparing for a new position.

Self-assessment in preparation for a career move requires professionals to obtain sound information about the position to which they aspire, and to identify appropriate learning opportunities. If there is little or no congruence between the requirements for the present position and the desired position, the employee should give priority to learning that will improve their current performance and that is supported by the employer. Learning relevant for a new position should, if not supported by the employer, be conducted by the individual using personal time and resources.

1.3   Summary

In summary, best practice places responsibility for ongoing learning, based on regular assessment, on the individual practitioner. It demands actions to correct current performance gaps and to prepare for future responsibilities. There are several imperatives: one to support the employing organization's goals for excellent service, another to further one's own career development, and ultimately to contribute to profession-wide growth and improvement.

Chapter 2 — The employer

2.1   Principle

Employers of library/information personnel are responsible for providing staff development programmes and support for continuing education.

2.1.1   Rationale

"The librarian is an active intermediary between users and resources. Professional and continuing education of the librarian is indispensable to ensure adequate services" (UNESCO/IFLA, 1994). It then follows that the organization responsible for providing service to its clientele is also responsible for enabling staff to maintain competence and to continue to learn.

2.2   Best practice

The employer's human resources policies show commitment to engaging all staff in ongoing learning. Evidence of such commitment is seen in actions such as those discussed in 2.2.1 through 2.2.7.

2.2.1   Overseer for staff development

The employer designates one individual with appropriate expertise to oversee staff development.

The American Library Association's (ALA's) continuing education guidelines call for "a structure for systematic administration," characterized by continuity, with one qualified person charged with responsibility for the programme (ALA, 1988, p. 11). Quality is not likely to be achieved unless those in charge of institutions not only voice their belief in the importance of ongoing staff development, but also ensure that policies and adequate resources are in place. A good example to emulate is that of Australia, where

> …academic and research libraries have overwhelmingly adopted a strong commitment to staff development. This is evidenced by the allocation of strategic priority to staff development, formally stated staff development policies and the allocation of designated staff development responsibility within many libraries. Staff development is seen as a key means of developing a skilled and committed workforce and more effective organisation …a strong emphasis on linking individual and organisational goals (Smith, 2002, p. 36-37).

This degree of support for staff development took several decades to achieve in Australia (Smith, 2002, 2006), and is still not the norm everywhere (Corcoran & McGuinness, 2014). Recently, however, good examples can be found across the world, from South Africa to Singapore, as well as Australia; see Lockhart & Majal, 2012; Yeo, Muthu, & Kailani, 2013; Leong, 2014. Each of these examples provides evidence of the value of making the administration of staff development the regular assignment of one or more individuals who have the authority and resources to implement well-structured programmes. On the other hand, a study of US libraries found that only 22% had one person in charge of staff training, while 78% reported that training was a collaborative effort shared among individuals with other responsibilities ("Survey," 2012).

It is not easy to tell to what extent staff development coordinators are well prepared for their jobs. Surveys such as Smith's (2002) and a replication in the U.K. (Yeoh, Straw, & Holebrook, 2004) include questions about who is responsible for coordinating staff development, but not about these persons' qualifications. In any case, few libraries in either study appear to have positions devoted exclusively to staff development. Committees and middle managers with multiple responsibilities are also identified.

> **WebJunction**: Helping patrons and community members develop 21st century skills require staff with 21st century skills of their own. Creating an overall organizational culture that fosters learning and innovation requires administrative support and prioritization. Technically, this is a subset of Personnel (HR) Management, but it is called out separately due to the primary focus that WebJunction places on this set of competencies.

WebJunction includes administration in its list of management competencies in a section on staff training and development (2014b). It is reproduced in Appendix C (p. 73) to this report, because it presents an excellent model that libraries should strive to follow. Adult education qualifications are important to the staff development manager's effectiveness (Leong, 2014). Continuity in the position is similarly vital. Even in small libraries where it is not feasible to assign one professional solely to staff development, the basic responsibilities can be learned and assumed by an administrator in addition to other duties.

At a minimum, this administrator oversees the integration of staff development with strategic planning; assures that policies are in place that allow time, funds, and recognition for participation; disseminates information about outside learning; provides professional collections; fosters mentoring and coaching and other informal learning; guides individuals in planning and implementing personal learning agendas; assures that staff have opportunities to apply and practice newly gained skills (Kruger & Cochenour, 2013). Beyond the minimum, where an institution has the capacity to develop its own formal training, the administrator can assure quality by promoting the best practices outlined under the provider section (5.0) below.

2.2.2 Needs assessment
There is a system of regular needs assessment based on reviews of employees' performance in relation to the institution's mission and goals, resulting in learning plans for both individuals and staff as a whole.

Preferably, this process occurs alongside annual planning and self-assessments (Lockhart & Majal, 2012). These integrated actions lay the foundation for a library's effective human resource development and utilization. According to Finland's *The Quality Recommendations for Public Libraries,* published by the Ministry of Education and Culture in 2010, "…a well-functioning library surveys its staff's needs for knowledge and skills on a regular basis…staff's knowledge and expertise should be developed with purposeful further education" (Kummala-Mustonen, 2012, p. 16).

The word "purposeful" is key. As surmised in 1.2.1, effective performance review is not always achieved or even attempted, but more recently the literature reflects greater interest and includes examples of useful results (Chamberlain & Reece, 2014; Jantti & Greenhalgh, 2012; Kont & Jantson, 2013; Tan, Gorman, & Singh, 2012;). The trend is towards placing emphasis on the specific workplace context and on following up with training where needs and aspirations are identified. Shepherd (2009) presents a case study that describes how needs assessment combines with in-service training and contributes to the trainer's own learning as well.

Beyond performance reviews, data on professional development and training needs can come from: "questionnaires and surveys, interviews, observations, reviews of written resources, task and competency surveys, focus groups, assessment centers, informal discussions, advisory committees, and suggestion boxes" (Kratz, 2001, p. 27). Ideally, individuals' learning needs are identified through a combination of inputs:

> … what professionals want to learn and what they need to learn … knowledge and skills of professional practice … professionals' perceptions of their learning needs, peers' expert determinations of profession-based deficiencies, and where appropriate, employers' judgments regarding areas in need of attention (Smutz & Queeney, 1990).

Regardless of the assessment mode, it is important to go beyond accepting what have been termed the "update "and the "competency" models of continuing education, which rely on the profession's consensus of what knowledge and skills are required for specific practice areas, without regard to context and actual application in the workplace (Mott, 2000). The identification of learning needs can be a very elaborate or relatively superficial process. Those who are responsible for training and staff development need to balance the benefits and costs of various approaches. The important thing is to carry out needs assessments regularly and to conduct them with the interests in mind of the staff, institution, and users. Procedures should be based on the actual job requirements, and related to the library's strategic plan and quality improvement goals (Leong, 2014; Lockhart & Majal, 2012).

2.2.3   Learning opportunities

The employer provides access to a broad range of learning opportunities, both formal and informal, which follow best practices for continuing education design and delivery, in a choice of formats that meet identified needs and attend to different learning styles; opportunities begin with basic orientation for new staff, and proceed sequentially through advanced training.

While we tend to think of needs assessment as the start of the staff development cycle, the first step for newly hired staff is actually "onboarding" (or induction or orientation). A collection of policies and examples of orientation practices, published by the Association of Research Libraries (Ladenson, Mayers, & Hyslop, 2011), testifies to the importance that large libraries place on initial experiences. Consulting company Ernst & Young prides itself on customised group and one-on-one opportunities to socialise new staff into the organization (Dill, 2014). Even when an employer is not able to provide a comprehensive orientation to every new employee, at the very least, a staff manual should be provided that includes information about

the kind of support for learning that the organization offers and expectations for continuing education.

For all employers who strive to provide for the varied learning needs of staff, the challenges are formidable. Much of the continuing education that may be desirable is not necessarily possible to offer on site. Looking beyond the workplace for appropriate courses or conferences, language and cultural differences can constitute barriers. Most work-related learning does not occur in formal continuing education programmes, in most cases; rather, it is informal, self-directed and situated (ASTD, 2013a); Auster & Chan, 2004; Long & Applegate, 2008; Varlejs, 1999). The employer, however, needs to create an environment that encourages and supports ongoing learning through various routes, informal as well as formal (ASTD, 2013a; Blakiston, 2011). Professional development can occur, for example, through:

- coaching and mentoring; see the section on mentoring and coaching in *Strategies for regenerating the library and information profession* (Varlejs & Walton, 2009, p. 84-147);
- job exchanges and visits (Carlyle, 2014; Immroth, 2002; Jordan, 2003; Shatona, Asplund, Heino, & Helminen, 2012);
- journal clubs within communities of practice (Dini-Davis & Theiss-White, 2009);
- reading library, information science and other relevant literature (Keiser, 2012; Terrill, 2014);
- social networks (Keiser, 2012; Perez, 2012);
- participation in teams, committees, special projects in the workplace and professional associations (Reed & Signorelli, 2011, p. 15-34; Voyles & Huff-Eible, 2013).

Electronic discussion lists continue to be a primary learning tool (Krasulski, 2014; Terrill, 2014), although blogs and other social media on almost any aspect of information and library services now exist, and also allow practitioners to learn from each other at the time of need and without regard to geographic proximity (Cooke, 2012; Perez, 2012).

When the employing institution is large enough and where sufficient personnel with similar learning needs are identified, on-the-job training or formal continuing education can be organized in-house. Quality can be attained by following best practices outlined under the provider section below (p. 38). Occasional, unique, or time-sensitive needs, however, require that individuals be directed to external opportunities offered by professional associations, vendors, or others.

The growing number of tutorials, courses, webinars, and other formats delivered through information and communication technology (ICT), some at no cost, have greatly broadened choices and access. Mobile devices are increasingly useful for e-learning (Dalton, M., 2013; Kukulska-Hulme & Pettit, 2008; Loomba & Loomba, 2009). For an introduction to m-learning (mobile learning), see Villegas (2012).

Information about the available options is a valuable resource for the employer to gather and share with staff (see 1.2.4). Some representative sources are WebJunction (2014c, d) and

professional associations such as IFLA, divisions of the American Library Association, and of course chapters of local and regional associations and consortia. Database aggregators and others in the information industry regularly create learning objects such as short videos or webcasts. Outside of specifically library-oriented webinars, there is courseware available through sites such as Lynda.com and Merlot; see Appendix D (p. 75) for a variety of resources. For an example of a library-created offering, see

> **Examples of Learning Resources from Appendix D**:
>
> IFLA Building Strong Library Associations – Learning/training resources
>
> IFLA/OCLC Early Career Development Fellowship Programme

Learning 2.0 and "Helene Blowers" (Library Journal, 2007). Despite the plethora of opportunities available, appropriate sequencing of learning experiences, from basic to advanced, is scarce (Park, Tosaka, Maszaros, & Lu, 2010, p. 169). An article on staff development programmes argues that:

> A coherent set of courses or training sessions… is tied to the management philosophy of the organization and/or core competencies. A series of one-shot, unrelated programs is not as effective as a coherent set of courses that are regularly available (Giesecke & Lowry, 2002, p. 1).

While it may be difficult to find the right learning opportunity at the time of need, the employer's role is to help staff locate and take advantage of appropriate resources and to reward individuals whose continuous learning contributes to the organization's success.

2.2.4   *Documentation of staff progress*
There is consistent documentation of an individuals' participation in learning, recognition of learning through new assignments, and in compensation and promotion decisions.

Institutional personnel records should include documentation of staff participation in formal learning, such as certificates of completion and Continuing Education Units (CEUs) awarded by providers (see Appendix E, p. 77). In the case of workplace learning, staff members' personnel files should contain records of learning needs assessments, interventions, and results. Individuals should be encouraged to create portfolios to document their self-directed and informal learning (Hampe & Lewis, 2013). If learners include evaluations of learning activities in which they have participated, they contribute data for judging the overall effectiveness of the staff development programme, as well as evidence of their own achievements.

Documented efforts to improve skills and knowledge should play a role in decisions about increasing individuals' responsibilities and salary (Paster, 2004). The American Library Association guidelines for the status of academic librarians state that "librarians should be promoted through ranks on the basis of their professional proficiency and effectiveness" (ALA, ACRL, 2012). This broad principle can be applied to information professionals in other types of organizations as well, and underscores the importance of recording participation in continuing

education. In the aggregate, the documentation of staff development can be valuable input to the assessment of an institution's effectiveness, budget justification, and planning.

2.2.5 *Budget for staff development*

A minimum of 0.5% to 1.0% of institutional budget is earmarked for staff development.

The recommendation that a minimum of 0.5% to 1.0% of institutional budget be earmarked for staff development derives from the 2001 *Public Library Service: IFLA/UNESCO Guidelines for Development*. When that publication was revised by Koontz and Gubbin, (2010), the same percentage was repeated. It is very difficult to get data for comparison. Maesaroh (2012) found that 24 of the 30 Indonesian academic libraries in his study that included staff development in the budget, allocated less than 5.0% of the budget to staff development, but that is a rather broad interval. The IFLA/UNESCO guideline is truly minimal. In an annual report on training in US business and industry, the figure cited is a percentage of payroll, not of the entire budget. Recently it has ranged from 2.7% in 2010 to 3.6% in 2012; (ASTD, 2013b, p. 13). The data used to derive the numbers is of interest:

> The average direct expenditure per employee was $1,195 in 2012… It is the ratio of how much an organization spends on T&D [training and development] compared with the number of employees. Items included in this figure are T&D staff salaries (including taxes and benefits), travel costs for T&D staff, administrative costs, non-salary development costs, delivery costs (i.e., classroom facilities, online learning technology infrastructure), outsourced activities, and tuition reimbursement. It does not include the cost of the learner's travel and lost work time while engaging in learning activities (ASTD, 2013b, p. 10-11).

Clearly, there can be great differences in what is counted as a cost. It also is important to take into account the varying sizes and types of organizations (Miller, 2014). In the library setting, the University of Arizona's description of what is considered professional development support focuses on what is available to the learner (librarians and support staff), rather than on the staff development programme infrastructure:

> The UA Libraries have a Professional Development and Travel Fund for support staff, as well as a Professional Activity Travel Supplemental Support Fund for library faculty and appointed personnel. The amount of money in these funds varies from year to year depending on the budget situation, but some money is always allocated to funding professional development. The Libraries' budget guidelines prohibit it from being eliminated. In 2010–2011, allocations ranged from $600 to $1,400 per employee. One-time funding also is available for special training or important conferences and events that arise (Blakiston, 2011, p. 737).

Another approach is to set out a fairly detailed policy on what staff expenses a library will cover. The Kentucky Department of Libraries and Archives (2014) has a sample "Education Assistance" policy that can serve as a model for what to consider including.

In a study of academic libraries in England, the percentage of personnel budget spent on staff development ranged from 0.2% to 2.0%, with a median of 1.0% (Yeoh, Straw, & Holebrook, 2004). A 2005 Australian study found that the range was 0.5% to 2.0%, with a median of 0.8% (Smith, 2006). Earlier, the American Library Association collected data that showed that academic and public libraries spent an average of 1.26% of payroll, ranging from 0.03% to 10.34%, with a median of 1.0% (Lynch, 2001).

Best practice requires that an adequate percentage of an institution's personnel budget be allocated to staff development. How "adequate" is defined will vary depending on the extent of needs and circumstances in a given situation. Two percent of the personnel budget seems a reasonable minimum in cases where staff development expenditure has not been consistently defined and itemized.

2.2.6 *Work time for learning*
About 10% of work hours are provided for attendance at workshops, conferences, in-service training, and for other educational activities, as well as for informal learning projects, including professional association and publishing work.

In addition to budgeting for professional development, libraries should allocate time for staff to pursue learning. For a sampling of policies on leave time and other professional development support, collected for the Association of Research Libraries, see *SPEC Kit 315*, which reports that "the total paid time off for librarians is considerable:"

> There is also considerable support for research and professional development activities … While relatively few libraries provide a regularly scheduled percentage of assignment time off, most offer some options for time away for research and professional development activities (Martyniak & Keith, 2009, p. 13).

SPEC Kit 315 provides examples of policies on travel support, professional development leave and funding, sabbaticals, education, as well as tuition assistance and even more from selected academic libraries.

Time for learning should be allowed within paid work hours. An informal survey of directors of university libraries in Denmark resulted in a consensus that about 10% of work hours was allocated for professional development (G. Larsen, personal communication, October 29, 2004). Finland's Ministry of Education and Culture recommends that at least "6 days per man-year" be devoted to librarians' continuing education; actual participation averaged 3.83 days (Kummala-Mustonen, 2012, p. 17). For a sample of members of the American Library Association, the average time spent in formal continuing education was 20 hours, plus 60 hours in informal, self-directed learning (Varlejs, 1999). In a study of Canadian reference librarians, Auster and Chan (2004) found that subjects "spent about three days a year engaging in formal professional development activities and about thirty-one days a year in informal professional development activities". The University of Arizona Libraries allow:

…up to 24 professional days a year to both library faculty and support staff. This time can be used to attend conferences or other development activities, as well as contribute to the profession by writing papers, presenting, and serving on regional or national committees (Blakiston, 2011, p. 737).

The National Library Board-Singapore, which administers a system of 25 public libraries as well as the national library and archive, requires staff to participate in 60 hours of learning per year (Yeo, Muhtu, & Kailani, 2013).

The discrepancy in these numbers may be attributed in part to varying definitions of professional development activities. The above excerpt from Blakiston shows that the contributions made by staff to professional associations and publications require time but provide valuable learning. Differing numbers may also indicate recognition that there is more to learn and new ways to conduct learning. Looking outside librarianship, the American Society for Training and Development data for 2012 shows that the average number of hours was 30.3, which the researchers thought was lower than the actual time spent, perhaps because:

> The increased usage of non-traditional instructor-led training, such as e-learning, mobile technology, and informal learning, which are extremely valuable training tools, but can prove challenging when trying to record … BEST organizations continue to lead the pack in the number of hours used per employee, averaging 57.7 hours per employee, which is an all-time high. This is almost 1.5 weeks of training per employee (ASTD, 2013b, p. 12).

On its website, the Chartered Quality Institute suggests 25 hours of continuing professional development, although the basis for that particular number is not clear:

> There are no rules for how much CPD you must complete each year and you should note that this is a needs-based system, not an hours- or points-based system. However, your CPD plan must reflect the learning that you require in order to maintain your professional competence. The most important aspects of your CPD are the outcomes from your learning activities, not the amount of time or type of activity input. The extent of the outcomes you achieve should be proportionate to the needs of your employer or clients. For guidance, an active quality professional would expect to spend at least 25 hours a year on CPD and would probably have three to four key learning objectives (CQI, 2014).

Although 25 hours sounds relatively low, the guideline may refer solely to formal professional development. It makes sense to stress outcome over time input. Fundamentally, it is important that employers give staff paid time off to attend conferences and workshops relevant to their jobs, and also allow for part of their work hours to be spent engaged in on-the-job learning. Ten percent of working hours may need to be allocated as a minimum for professionals. Individuals should also be encouraged to undertake learning in their own time.

2.2.7 Evaluation of staff development programme

There is periodic evaluation of the staff development programme.

For individual staff members, evaluation completes the cycle of needs identification, setting of objectives, intervention design, and learning activities. The evaluation feeds into the next learning plan, setting new objectives in light of the extent to which the last ones were met. For administrators, compiling evaluations is a way to measure the success of the overall staff development programme and to use results for planning. Evaluation can also help an institution decide among different means of meeting staff learning needs by examining the costs in relation to benefits (Massis, 2003; Bridgland, 2001). Staff development managers should seek feedback from employees not only for specific learning activities (both internal and external), but should also conduct at least periodic evaluations to determine what effect the overall programme has had on performance and practice. Todaro (2001, 2013) suggests the following kinds of questions to ask:

- Are the policies and funds that support learning adequate?
- Is there an individual who is ultimately responsible for the programme?
- Are there annual needs assessments and development plan revisions?
- Is the workplace environment supportive of learning?
- Is the programme achieving its intended results?

The results of evaluation should be used to improve future efforts and should also be factored into needs assessments. More discussion of evaluation is found in chapter 5.

2.3   Summary

In summary, best practice for employers requires commitment and leadership from administration and designated staff development managers with expertise in adult continuing education; effective personnel policies and procedures; allocation of adequate budget and time for staff learning; and a high quality, multifaceted programme that delivers training and learning opportunities (see also chapter 5 on providers).

Chapter 3 — Professional associations, consortia, government agencies, and other bodies with library development responsibilities

3.1 Principle
In the interest of advancing the profession, associations and other organizations are active providers, advocates, and arbiters of continuing professional development quality.

3.1.1 Rationale
Professional associations can build consensus for quality by enabling the adoption of guidelines and systems such as provider approval programmes and recognition of members' achievements; government bodies may be responsible for administering certification/licensure programmes.

3.2 Best practice
Associations/organizations promote quality continuing education for the profession. In addition to following best practices in their role as providers of educational activities and events (see chapter 5 below), they can assume responsibilities discussed in sections 3.2.1 through 3.2.6.

3.2.1 Guidelines and recognition
Associations/organizations should develop guidelines, recognition systems, certification/licensure processes.

Organizations can help their constituencies improve continuing professional development by identifying best practices and issuing guidelines. Some professional associations administer certification programmes as a means toward promoting and rewarding participation in continuing education (ALA-APA, 2014; Broady-Preston & Cossham, 2011; Varlejs, 2002). Other examples of formal recognition systems are offered by the Australian Library and Information Association, the Medical Library Association's Academy of Health Information Professionals (ALIA, 2015; MLA-AHIP, 2014), and the registration programme of the Chartered Institute of Library and Information Professionals (CILIP, 2014).

Guidelines for improving quality in continuing education have been developed by other professions, by government bodies, and higher education institutions. A few of these are listed in Appendix B (p. 71). The more that accountability is demanded from a profession, the greater the attention to quality assurance (Houle, 1980). When the reputation of a profession is at stake, the qualifications and performance of practitioners become a matter of concern. A number of ethics statements of professional library associations in countries across the world include statements such as Librarians and other information workers strive for excellence in the profession by maintaining and enhancing their knowledge and skills. They aim at the highest standards of service quality and thus promote the positive reputation of the profession (IFLA, 2012a). Such statements imply a partnership between the association and the individual in this effort.

3.2.2 Learning needs
Associations/organizations should identify topics and learning needs that should be addressed by the organization.

Just as individuals and employers may have differing perspectives on learning needs, professional associations, government agencies, and other organizations may have their own views on aspects of the broader information environment that have implications for education. For example, IFLA's Building Strong Library Associations programme works with professional groups in countries that wish to improve their effectiveness:

> Programme activities include training and mentoring which helps associations to form partnerships, strengthen governance and member services, and to become better advocates for their library community. Training and activities are customised to the objectives of library associations, and for different cultural, political, technological and social conditions. The programme includes:
> - Training package and case studies on library association development;
> - Mentoring and advice on forming partnerships;
> - Cross-association activities;
> - Cascade workshops and information-sharing;
> - An online platform for interactive learning and materials;
> - Impact evaluation (IFLA, 2012b).

A Canadian study of "training gaps" concludes with the following recommendations addressed to professional associations:

> … associations can take a leading role in offering distance education opportunities, with accessibility as a key consideration. Associations that provide professional development should establish formal communication avenues with one another, to gain a greater understanding of their respective areas of focus and to avoid overlap in course offerings. Canadian library associations could also look at models for the self-assessment of professional development needs, as well as formal frameworks for recognizing members who meet the standards of the association's scheme. They can also play a role in facilitating professional discussions (for example, to promote educator-employer interactions), as well as facilitating the collection and dissemination of information to the library sector about skills gaps identified through research. (De Long & Sivak, 2010, p. 349).

3.2.3 Coordination of efforts

Associations/organizations should coordinate continuing education efforts in their area of expertise and/or geographical region and promote collaboration in provision, including train-the-trainer projects.

Associations and other bodies can work together to provide educational events (Yokote, Homan, & Shipman, 2012). International collaboration can have a wider impact due to combined efforts and greater outreach, especially when the focus is on regional issues that affect a large portion of the profession (IFLA, BSLA, 2014). A repository of learning objects, and

programmes such as leadership and train-the-trainer development may be more feasible as joint projects (Bacic, 2012; Chaudhry, 2007; Lyon, Dunn, & Sinn, 2011). Collaboration has the advantage of cost and talent sharing, while at the same time applying different perspectives to problems (Al-Suqri, Saleem & Gharieb, 2012; Khoo, C., Singh, D., & Chaudhry, 2006; Kigongo-Bukenya & Musoke, 2011; Ocholla, 2008). A programme supported by the Soros Open Society Institute from 1999 to 2006 established a network of training centres in 23 countries which "has been effective in raising standards of professional competence among library and information specialists" (Robinson & Glosiene, 2007).

3.2.4 Information dissemination

Associations/organizations should disseminate timely and accurate information about learning opportunities to their constituencies.

Providing information about continuing education events and resources for learning to all audiences that could benefit requires planning, a coordinated approach, and smart use of media and technology. IFLA's website, listservs, electronic newsletters, blogs and other media are valuable communication media that have the potential to reach a very wide swath of the profession globally, but are probably not as generally known as they should be. IFLA member associations and institutions should assume greater responsibility for transferring information from local to international constituencies and vice versa. The ideal would be for IFLA headquarters to act as a clearinghouse and central calendar for offerings across the globe. To assure affordability, this service could be automated, and its use promoted via the IFLA social networks already in operation. Annual compilations of educational resources, such as that published in *Online* a few years ago (Keiser, 2012), could be included in the clearinghouse. So could links to professional association course listings such as those of the Medical Library Association (2014). A good example of a regional continuing education portal is the one maintained by the North Carolina State Library (2014).

3.2.5 Sponsorship of learning resources

Associations/organizations should sponsor resources such as publications, electronic communication, and learning objects that inform and educate.

IFLA and other national and international associations produce seminars, conferences, publications, and other educational resources of general usefulness. Even local chapters may be able to contribute materials to the wider community. For example, the Los Angeles chapter of the American Society for Information Science and Technology records its programmes via video, website, or newsletter for members who may have missed an event or want to review it (Buchanan, 2011). Some of the recordings might be of interest to professionals beyond the chapter membership.

The globalization of the profession is reflected in the involvement of associations such as the Arabian Gulf Chapter of the Special Libraries Association in the mix of organizations and information industries that are important to the continuing education of cataloguers in Saudi Arabia (Khurshid, 2006). As exemplified by the Building Strong Library Associations project (IFLA, 2012b), outreach and consultation can help to develop activities and materials relevant to

specific communities. Cultural as well as linguistic differences must be honoured in designing and delivering cross-border professional development. More translation, adaptation, and modification for local use is needed (Robinson & Glosiene, 2007).

3.2.6   Advocacy and policy

Associations/organizations should advocate for policies and regulations that ensure library/information staff have access to continuing education.

Professional, government, and even commercial organizations award financial assistance to ensure that library/information practitioners participate in further education, both as providers and as consumers. For example, the US government's Institute of Museum and Library Services administers a grant programme that includes money for Native American Library Services staff to attend or be a presenter at continuing education events (IMLS, 2014). IFLA is one of the professional associations that fund some individuals to participate in its annual conference. Another example is Washington State Library, which has matching grants for qualifying staff to pay for selected conferences or workshops (Fenton, 2009).

Those associations and consortia that employ consultants or coordinators responsible for professional development send a strong message about its value and importance. At the very least, there should be a standing committee charged with setting policy, advocacy, and promotion (Bolt, 2004).

One area where professional organizations, governments, and others concerned with development should be making greater advocacy efforts is the provision of adequate power and bandwidth for libraries in those parts of the world where it is lacking. Access to e-learning would enable staff to participate (Anasi & Ali, 2014).

3.3   Summary

In summary, best practice for professional associations, governmental and other bodies concerned with library development begins with recognition of the importance of continuing professional development for library/information staff's effectiveness, which in turn enables good information services. Best practice ensures that there are resources and strategies that enable high quality and that there are incentives for librarians to pursue continuous learning.

Chapter 4 — Library/Information Science (LIS) degree granting programmes

4.1   Principle

LIS educators motivate their students to continue learning after graduating, and are themselves lifelong learners. They conduct and disseminate research on continuing education and staff development, act as instructors/presenters in their areas of expertise, and advise on policy. LIS degree granting programmes may also offer specialised continuing education opportunities to the profession.

4.1.1   Rationale

Behaviours and attitudes are shaped by pre-service professional education; research is needed to provide evidence of the effect of high-quality continuing professional development on the improvement of services.

4.2   Best practice

Faculty members model professional excellence by continuing their own learning, conducting research, and acting as advisors to library/information associations, government bodies, and other organizations. They further the aims and quality of continuing professional development as discussed in 4.2.1 to 4.2.4.

4.2.1   Motivating students whilst pursuing continuing education

LIS educators convince students of the imperative of staying abreast of changes in technology and society that affect library/information services, while maintaining their own expertise.

Faculty members are broadly concerned with the improvement of the profession, and realise that pre-service education does not assure a competent workforce unless graduates continue to learn. The American Library Association's *Standards for Accreditation of Master's Programs in Library and Information Studies* call for both faculty and students to make commitments to their continuing professional development (ALA, 2008). This kind of commitment is demonstrated in an article by South African library educators proposing to recruit fifty African library managers to earn master's degrees:

> We are also convinced that the direct benefit of this initiative will be that graduates from this programme will have a high degree of ownership of their own future skills development and the ability to create new knowledge, enabling them to keep pace with the constant changes in technological developments and to train newcomers in their own cadres (Britz, Lor, & Bothma, 2007, p. 104).

The Association for Library and Information Science Education (ALISE) instituted a half-day workshop at its annual conference in 2008/2009 under the title of "ALISE Academy." The purpose was to have "a sustained professional development focus incorporated into the fabric of the association" (Hahn & Lester, 2012, p. 82). In addition to attending ALISE, LIS faculty participate in a range of other associations that are relevant to their teaching and research areas, and that help them to keep up to date and maintain personal learning networks.

A good model for faculty development elsewhere has been proposed by Chaudhry (2007). He describes a plan for collecting learning objects that could be shared among faculty of LIS programmes, and mentions conferences and other efforts to join forces:

> Workshops conducted jointly by a couple of universities in Southeast Asia demonstrated good potential in this regard. These were considered cost-effective and, at the same time, provided opportunities to explore other avenues of cooperation among LIS programmes (Chaudhry, 2007, p. 30).

4.2.2 Conducting and disseminating research

Educators acquaint students and practitioners with research on and best practice in continuing learning and staff development; investigate successes, failures, and long-range impacts; identify gaps in the profession's access to continuing education.

Some LIS faculty have conducted research on continuing education and staff development and have worked to raise quality, but there are few who have made this area their specialty. While there is little research devoted specifically to professional development in the library/information science field, one can draw on research in continuing professional education in other domains in order to identify basic principles and best practices that are just as likely to apply to the library/information field. It is important, however, to demonstrate that this assumption is indeed true, and to bring the evidence to the attention of employers and continuing education providers.

For an overview of the evolution of scholarship and practice, a good source is the proceedings of the world conferences on continuing education for the library and information science professions, published for CPDWL and its predecessors by K.G. Saur since 1985, for IFLA since 1993. A list of the books appears in Appendix F (p. 78).

4.2.3 Encouraging LIS school involvement in continuing education

Faculty members can encourage efforts of LIS degree programmes to provide continuing education and post-graduate certificates where needed and where supported by the parent university.

Pressure from the field on academic programmes to offer continuing education is not likely to be effective without support from within academe. Where support can be mustered, valuable and innovative offerings can make a significant contribution. Examples of library/information science education schools as providers of continuing education can be found, but few schools have been among them consistently. The number in North America has declined over the last decade, although the total attendance has increased, most likely because of more online offerings with larger enrolments (ALISE, 2012).

In some cases, LIS schools/departments may undertake substantial operations beyond entry-level education, including 6th year certificate programmes and post-graduate credit-bearing courses (ALISE, 2012; Schniederjurgen, 2007). One US school holds an annual virtual

conference, directed at a global audience (San Jose State University, 2014). Participation is free and sessions are archived. The 2014 Library Worldwide Virtual Conference session recordings are available at the conference website.

Beyond participating in their own institution's programmes, LIS faculty across the world present at conferences and workshops, thus sharing their expertise with the field (e.g., Gbaje, 2013; Woolls, 2009).

4.2.4 *Advising professional and government bodies*

Faculty advise professional and government bodies on continuing education needs and practices.

The classic example of a library educator undertaking to advise a governmental body on continuing education for the profession is Elizabeth Stone's report for the US National Commission on Libraries and Information Science (Stone, 1974), which led to the creation of the Continuing Library Education Network and Exchange (CLENE). In 1984 CLENE became a round table of the American Library Association, changing its name to Learning Round Table in 2009. Also due to leadership by Stone, a cousin Continuing Professional Education Round Table (CPERT) was formed within IFLA in 1986; it became the CPDWL section in 2002. CLENE's ongoing concern with quality resulted in *Guidelines for Quality in Continuing Education for Information, Library and Media Personnel* (ALA, 1988), and CPDWL promulgated its *Continuing Professional Development: Principles and Best Practices* in 2006. Both projects were headed by LIS educators.

More recently, library educator Gilllian Hallam has conducted research for the Australian Library and Information Association and the Queensland government on library personnel issues, with a substantial portion of the first project report devoted to staff development (Hallam, 2009, 2010).

4.3   Summary

In summary, best practice involves LIS educators and degree programmes in continuing professional development as researchers, advocates, consultants, and participants in continuing education provision.

Chapter 5 — All providers

5.1   Principle
Providers of continuing learning activities, programmes, or products follow best practices for design, implementation, and evaluation.

5.1.1   Rationale
Employers, professional associations, governmental or other organizations; information industry; higher education institutions; and entrepreneurs who offer continuing education have a vested interest in, and responsibility for successful outcomes for learners, their institutions, and the publics they serve.

5.2   Best practice
Whether it is for a one-time event or for an institution's staff development programme, and regardless of whether delivery is face-to-face or electronic, the provider adheres to principles of instructional design and adult learning theory. Elements that are key to effective programmes are discussed in 5.2.1 to 5.2.7.

5.2.1   Expert and committed leadership
The provider makes sure there is evidence of expert and committed leadership.

As stated in 2.2.1, to assure that continuing education will be of high quality, it is necessary to entrust an organization's programme to individuals who are qualified to lead it, whether they are themselves providers as well as administrators, or are primarily administrators who delegate specific provider functions to others. For the most part, libraries, professional associations, government agencies, LIS schools, and vendors accept some degree of responsibility for training and development, but may lack in-house expertise in adult education. As shown in Appendix C (p. 73), the required competencies for providers are known and can be acquired. The Association for Talent Development (formerly ASTD) is one example of a resource for those who seek to become continuing education providers, through its publications and online as well as face-to-face learning opportunities; see its certified professional learning and performance programme (ATD, 2014b). The International Association for Continuing Education and Training (IACET, 2014) accredits providers and also offers workshops online.

In situations where conference planning, training, and other educational assignments rotate, or are mainly the purview of a committee, experienced guidance should be available from the parent body. The important point is that the oversight responsibility rests with an administrator who has the authority and resources to assure that quality is a constant goal.

5.2.2   Instructional design
The provider makes sure there is evidence of instructional design based on needs assessment and SMART [specific, measurable, action-oriented, reasonable, time-bound] learning objectives.

The need for a particular activity or learning object can be identified through any of the ways mentioned in 1.2.1, 1.2.2, and 2.2.2. The crucial quality factor is that the need has to be real and accurately understood by the provider, based on evidence and contextualized with regard to the

intended learner/s. For example, a survey of cataloguing and metadata professionals revealed that the continuing education on offer was not well suited to actual needs and therefore could not succeed (Park, Tosaka, Maszaros, & Lu, 2010). Quality professional development is built on a foundation of proper learner needs assessment (Queeney, 1995).

Once learning needs and audience have been clearly defined, objectives can be formulated. A useful mnemonic for setting learning objectives is SMART: specific, measurable, action-oriented (what will the learner be able to do), reasonable (attainable, realistic), and time-bound (achieved by when). "Goal" is sometimes used interchangeably with "objective" (Reed, Schifferdecker, & Turco, 2012). A goal, however, is what one hopes to reach ideally, or strives for through meeting objectives – realistically, it may not be achievable.

SMART objectives remind the planner to focus on what the learner demonstrably will be able to do as a result of the training. It is of course useful to set instructional objectives also, as well as to define the outcomes desired by the sponsoring organization. It is important, however, to focus on learners rather than instructors.

Instructional design that begins with needs assessment and rests on objectives selected to address the identified need has the potential to lead to successful learning. Good outcomes are aided by steps such as those enumerated in the *Observation Checklist for High-Quality Professional Development Training* (Noonan, Langham, & Gaumer Erickson, 2013); see Appendix G (p.80). The list begins with suggestions for preparing trainees and connecting the session to their context. It stresses the value of interaction, practice, reflection, and follow-up.

> **Examples of good practice by the provider**, from *Observation Checklist*:
>
> - Includes opportunities for participants to express personal perspectives (e.g., experiences, thoughts on concept);
>
> - Details follow-up activities that require participants to apply their learning in a new setting or context.

5.2.3   Learning activities

The provider makes sure there is evidence of appropriate learning activities that build on previous learning and include hands-on practice, learner interaction, and progress checks.

A central concern of instructional design is, of course, the choice of activities that will close the circle from needs assessment to outcomes. There is vast literature on learning and adults, including continuing professional development. Malcolm Knowles promoted the term "andragogy" as a way to differentiate adults and children in the teaching-learning enterprise, and drew practical implications for instructional design (Knowles, 1985). A wide range of training methods and techniques can be found readily; see for example Allan (2003), or Galbraith (1998). Stolovitch and Keeps (2002) suggest how to match techniques and instructor/learner situations. As an introduction to planning a training session, they emphasize four principles:

1. Adult learners must participate in and contribute to their learning;
2. Adult learners must see how they can credibly apply what they have learned immediately;
3. Adult learners see the befits to themselves of what they are learning and thus open their minds to it;
4. Adult learners are not empty vessels. They learn best when the learning content and activities integrate with what they already know and are aimed at the right level (Stolovitch and Keeps, 2002, p. 59).

Especially when the objective is to achieve changes in knowledge, skills, and attitudes (KSA), engaging learners is important. An array of active techniques is collected under the umbrella of experiential learning by Furman and Sibthorp (2013). "Active learning" is another term used to describe teaching methods that demand participation rather than passive presence (see Glossary, p. 48).

5.2.4 Qualified instructors

The provider makes sure there is evidence of instructors who possess teaching ability, subject expertise, and sensitivity to learners.

The provider who is responsible for overseeing continuing education or staff development is not necessarily the same individual who delivers the instruction. The provider may choose to delegate design and/or delivery. Ideally, the aim is to find successful facilitators and teachers of adults, who are also knowledgeable about the content. Experienced continuing education and staff development providers know that subject expertise is not enough (Piggott, 2005; SLA, 2014). Personal qualities can be important, especially if the intended audience of an educational programme or learning module includes members of cultures other than that of the instructor. A presenter should be open to adapting to differences in culture that affect communication (Boyd, 2012; Meyer, 2014). Similarly, it is important to allow for diverse learning styles, abilities, and language.

Help for the novice presenter can be found through professional associations and large library systems that regularly offer train-the-trainer workshops (Allan, 2003; Reed & Signorelli, 2011). Libraries can collaborate with and learn from human resources specialists in parent bodies or partner institutions (Leong, 2014; Russell, et al, 2003).

Practical advice on selecting suitable trainers and presenters both internally and from outside the organization can be found in a section of the staff development book edited by Avery, Dahlin, & Carver (2001). Nilson (2003) has a chapter on "How to Manage Outsiders" with detailed information for dealing with vendors, consultants, and online learning systems.

5.2.5 Effective management

The provider makes sure there is evidence of effective management that assures that information about learning opportunities is disseminated; that adequate facilities, technology and materials are available; and that learning participation is documented.

The provider (or administrator/coordinator in charge) has three additional management responsibilities.

(1) Accurate information about learning opportunities should be disseminated to potential learners in a timely way:

- objectives or expected outcomes;
- necessary pre-requisite knowledge/skills;
- access to and ability to use required information and communication technology;
- time commitment;
- provider/instructor qualifications;
- registration process and fees.

Clearinghouses are provided by some professional associations such as American Society for Information Science and Technology (ASIS&T, 2014), which produces the *International Calendar of Information Science Conferences*. Another example is WebJunction's *Find Training* website and events calendar (2014 c, d). Electronic discussion lists and other social media are good for disseminating information about continuing education and other resources of interest to their users. Providers should make a greater effort to reach out beyond their local constituencies and to announce offerings online (Majid, 2004). On the other hand, library staff who work where there is inadequate Internet access should have alternative sources of information, perhaps through local print newsletters or messaging for mobile devices. Participation in consortia and increased collaboration should raise awareness of resources (Ashcroft & Watts, 2005). An example of collaboration is provided by Song (2005), who describes a learning portal maintained by the Association of Research on Information Literacy in Beijing, which pulls together resources from fifteen university libraries in the city.

(2) A good environment and support for learning should be assured. This requires adequate facilities, equipment, technology, and aids such as instructional materials and handouts (Allan, 2003; Nilson, 2003). It is also wise to be aware of special accommodations that individuals with disabilities may need; see the University of Washington's universal access site (2014). Another concern may arise when the language of instruction is not the first language of the learners, requiring extra attention to clarity of presentation and some degree of translation.

The presenter is clearly concerned with much of the foregoing, but the ultimate accountability rests with the programme administrator.

(3) Written acknowledgement of participation in a conference or workshop which has taken place outside the workplace should be provided for attendees to enter into their personnel record. In the case of work-related learning, staff members' personnel files should contain records of needs assessments, interventions, and results. As discussed in 2.2.4, an individual's efforts to improve skills and knowledge should play a role in decisions about increased responsibilities and salary.

Providers such as professional associations, consortia, educational institutions, state or national libraries, and others that have substantial continuing education operations with open registration can raise awareness of quality factors by highlighting their use of best practices and participant recognition systems. They can consider certification as a means toward promoting and rewarding participation in continuing education (Varlejs, 2002). Formal recognition systems such as that of the Medical Library Association's Academy of Health Information Professionals (AHIP) can serve as models.

Some organizations may wish to seek formal provider approval from the International Association for Continuing Education and Training (IACET). Even if they do not go through the process, described on the IACET website, they can offer Continuing Education Units (CEUs) on their own, based on the IACET model. This can serve as a kind of quality assurance as well as record-keeping structure. The continuing education unit (CEU) was created to:

- provide a standard unit of measurement for continuing education and training; …
- quantify continuing education and training (CE/T) activities; …
- accommodate for the diversity of providers, activities, and purposes in adult education; …
- one CEU equals ten contact hours of participation in an organized CE/T experience, delivered under responsible sponsorship, capable direction and qualified instruction (IACET, 2014).

5.2.6 Transfer of training
The provider makes sure there is evidence of transfer of training.

Since the purpose of continuing professional development is to improve practice, it is important to give attention to how new knowledge or skills are applied in the workplace. The employer who supports or initiates the educational activity has an interest in how it affects performance. Did the employee's learning transfer to the job: was it a good investment? "Transfer of training" (or learning transfer) has been widely studied, with researchers generally in agreement that transfer is more likely when the trainee is prepared to learn, the instructional design promotes transfer, and the workplace supports application of learning (Carver, 2001; Diamantidis & Chatzoglou, 2014; Grossman & Salas, 2011; Merriam & Leahy, 2005).

5.2.7 Evaluation
The provider makes sure there is evidence of evaluation of effectiveness.

While transfer of learning is usually considered on its own, it is really one of several steps comprising evaluation. Donald L. Kirkpatrick's *Evaluating Training Programs: The Four Levels* (1994) is a standard guide to a process that is widely accepted in the corporate world, although not as much in librarianship (Reed & Signorelli, 2011, p. 98). Kirkpatrick summarizes the process as follows:

> Trainers must begin with desired results and then determine what behavior is needed to accomplish them. Then trainers must determine the attitudes, knowledge, and skills that

are necessary to bring about the desired behavior. The final challenge is to present the training program in a way that enables the participants not only to learn what they need to know but also to react favorably to the program. This is the sequence in which programs should be planned (Kirkpatrick, 1994, p. 26).

The order of planning steps is the reverse of his four stages of evaluation:

1. Reaction: Were the learners happy with the programme - if not, they were less likely to learn;
2. Learning: To what degree did participants gain the knowledge, attitudes, and/or skills that the programme tried to impart;
3. Behaviour: To what extent did the learning produce desired change;
4. Results: What happened as a result of the change, i.e., were the objectives met; was the goal advanced?

Kirkpatrick states that, in order for a change in behaviour to occur, the desire to change must be there, plus the knowledge/skill to do so. While the first two levels of evaluation—reaction and learning—can be achieved in most continuing education situations, the other two levels require follow-up, which can be difficult to obtain. It may require tracking the individual participant's career progress, and/or success in the workplace, where changes can be observed. A straightforward method of evaluating how well staff have learned the content of in-service training is to administer a test (e.g., Munson & Walton, 2004), but this still begs the question of how consistently the learning is applied when serving library users. An example of applying Kirkpatrick to a sophisticated evaluation of one academic library's staff development course is provided by Pegrum and Kiel (2011). Because the instructional design required participants to contribute to a wiki during the course, take a survey at the end, and complete projects some time afterwards, Pegrum and Kiel had a rich array of data that allowed them to improve the course and draw conclusions about its effectiveness at all four levels.

When continuing education participants come from different institutions and follow-up is problematic, the provider may need to settle for a short and simple feedback form, which can at least measure satisfaction. Occasionally there are resources to conduct an evaluation that seeks to determine the extent to which learning is retained and applied at some time after the training. One such study found that factors in the workplace influence long-range outcomes (Dalston & Turner, 2011).

In general, there are a minimum number of questions that a continuing education provider wants to have answered:

Were the participants satisfied?
Were the stated learning objectives met?
Were the facilitator/s and the instruction effective?
Were the resources and facilities adequate?

How will the programme/course/workshop affect the participants' work performance, or how do they expect to apply what they learned?

The *Observation Checklist for High Quality Professional Development* (Appendix G, p. 80) includes additional questions to ask when evaluating quality. In addition to Kirkpatrick, for detailed guidance on evaluation, see the description of a workshop presented by Blanche Woolls (1997). Besides evaluation of individual or a series of training events, it is important to also conduct at least occasional research to determine what effect continuing education has had on practice. Professional development programmes within institutions and organizations also require periodic evaluation of their administration. The results of evaluation should be used to improve programmes and to anticipate future needs:

> And then the practitioner community, seeking ways to upgrade the knowledge, skills, and abilities of the members of the current workforce, and looking to hire people with backgrounds not yet found among library and information science graduates, may continue to design and implement continuing educational programs, long- and short-term residency programs, and other creative models to bring into libraries a workforce educated in new areas (Lynch, 2008, p. 950).

5.3   Summary

In summary, best practice requires providers to have expertise in instructional design, presentation, administration, and evaluation of training and professional development programmes.

Part II — Future Concerns

1.0   Continuing professional development online – additional quality issues?

Because instructional programmes of many kinds are increasingly available in electronic formats, it is important to consider what additional quality concerns are raised if learning is to happen online. There are differences to take into account, especially when designing and facilitating continuing education, as opposed to courses for students in an online degree granting programme, especially when some of the enrolees are international (Boyd, 2012).

A "quality framework" and a self-assessment tool, the "Quality Scorecard for the Administration of Online Programmes" have been developed by the Sloan Consortium, now Online Learning Consortium (2014), primarily for use in higher education. See Moore (2011) for a detailed discussion of the quality framework. The Web-Based Information Science Education (WISE) quality guidelines are intended specifically for library and information science graduate programmes. The principles and best practices presented on these organizations' websites are also helpful for providers of non-credit (courses that do not offer college credit), short, online offerings. The basic WISE principles, which are accompanied by detailed criteria in the online document (WISE, 2009), are:

- Technical support and resources for online courses are comparable to the support for campus courses;
- Online faculty teaching possesses attributes comparable to those in the campus courses and is given adequate support;
- Online courses demonstrate that the quality of the learning experience is comparable to on-campus courses; online courses are of the same academic rigor as on-campus courses;
- Student satisfaction with the online course is comparable to the campus course.

Keeping Boyd's (2012) advice in mind, it is reasonable to adapt these principles for non-credit continuing education delivered online, by substituting "face-to-face" for "campus."

In addition to online courses and webinars, there are widely-available, short, narrowly-focused, online instructional modules, often called "learning objects." These are designed to teach technical and other skills of many kinds, of which some can be relevant to librarianship. Examples of sources are included in Appendix D (p. 75).

In selecting learning objects to use for professional development or staff training, Krauss and Ally suggest the following aspects to consider, among others:

- Content quality: Veracity, accuracy, balanced presentation of ideas, and appropriate level of detail;
- Learning goal alignment: Alignment among learning goals, activities, assessments, and learner characteristics;

- Feedback and adaptation: Adaptive content or feedback driven by differential learner input or learner modelling;
- Motivation: Ability to motivate, and stimulate the interest or curiosity of, an identified population of learners;
- Presentation design: Design of visual and auditory information for enhanced learning and efficient mental processing;
- Interaction usability: Ease of navigation, predictability of the user interface, and the quality of the user interface help features (Krauss & Ally, 2005, p. 6).

In librarianship, it is likely that online tutorials are most frequently used in academic library information literacy instruction. The Peer Reviewed Instructional Materials Online (PRIMO) project of the Association of College and Research Libraries (ACRL), promotes quality by selecting and making available

> …peer-reviewed instructional materials created by librarians to teach people about discovering, accessing and evaluating information in networked environments. The PRIMO Committee hopes that publicizing selective, high quality resources will help librarians to respond to the educational challenges posed by still emerging digital technologies (ALA, ACRL, PRIMO, 2014).

Examples from Appendix H of criteria for evaluating online instructional materials:

- The technology enhances and does not distract from the learning experience.
- The technology chosen is stable and able to operate as an effective mode of delivery.
- The technology is cross-browser/cross-platform compatible, or clear guidelines and instructions are provided.
- Required plug-ins or downloads are easily obtained and easy to install.

The criteria used by the committee are shown in Appendix H (p. 81), and are a good guide for producing high quality digital tutorials in general, and not only for the purpose of information literacy instruction. The PRIMO project is also an example of how developers of online modules (or learning objects) could use peer review for evaluation.

As more resources become available online, across the globe there are still barriers to overcome: lack of translation, inadequate access to information/communication technology, insufficient awareness of available learning opportunities. Open enrolment courses and off-the-shelf training materials are often developed with marketing considerations in mind, and designed to appeal to a hypothetical typical learner. Individuals and practice communities that are not well served by this market orientation may need to fend for themselves. Even those who find that the marketplace can supply basic and introductory educational products on the topic they are seeking to study, are often disappointed when looking for intermediate and advanced education. There is evidence that incremental, sequential learning delivered in several different ways can make a difference (Mazmanian & Davis, 2002).

2.0　Looking ahead

Best practice requires that continuing education providers come together with professional leaders to conduct periodic reviews of the state of continuing professional development. What effect are current efforts having on practice? Is quality being maintained? Beyond this kind of feedback from the field, are programmes within institutions and organizations also conducting periodic self-assessment? What are future needs? What emerging technologies hold promise for new ways to learn? How can IFLA facilitate the sharing of high-quality continuing education offerings created in one country with other countries?

As a global professional association, IFLA has an obligation to monitor quality and to pursue improvement of continuing education for librarians and information workers.

Part III — Supporting Materials

Glossary

active learning: "When learning is active, students do most of the work…studying ideas, solving problems, and applying what they learn" (Silberman, 1996, p. ix). "…learning experiences in which the students are *thinking* about the subject matter" (McKeachie, 1999, p. 44).

benchmarking: "There are two primary types of benchmarking: Internal benchmarking: comparison of practices and performance between teams, individuals or groups within an organization; external benchmarking: comparison of organizational performance to industry peers or across industries" www.best-in-class.com/bestp/domrep.nsf/insights/what-is-benchmarking-definition-types!opendocument

best practice: … "documented strategies and tactics employed by top-performing companies" www.best-in-class.com/bestp/domrep.nsf/insights/what-is-best-practices-definition-process-strategies!OpenDocument "A **best practice** is a method or technique that has consistently shown results superior to those achieved with other means, and that is used as a benchmark. In addition, a 'best' practice can evolve to become better as improvements are discovered." http://en.wikipedia.org/wiki/Best_practice

"An IFLA Best Practice is a method or programme that has proven to be successful and that can be used or adapted by others to achieve similar results. An IFLA Best Practice:

- suggests the best course of action.
- provides information on technique, method or process.
- can be used for benchmarking." (p. 9).

blended learning: "Blended learning is the combination of multiple approaches to learning. Blended learning can be accomplished through the use of 'blended' virtual and physical resources. A typical example of this is a combination of technology-based materials and face-to-face sessions used together to deliver instruction. The Sloan Consortium Blended Learning Conference and Workshop is a national conference dedicated solely to the research, pedagogy and implementation of blended learning." http://sloanconsortium.org/conference/2014/blended/faq

community of practice: see **learning community**

competence: "The ability and willingness of an individual to perform a specific task by applying knowledge and skills. These skills can be of different kinds - personal, communicative, strategic as well as professional technical skills. All of these are needed to perform the job" (Isberg, 2012, p. 36).

continuing education (CE): "Planned learning experiences utilized by individuals following their preparatory education necessary for entrance into the field. Continuing education is a generic term that includes staff development as one of its elements. Similarly, in-service training and orientation are subsets under staff development. Whereas continuing education takes as its base the individual, staff development uses as its base the development of the group as it relates to the total organizational system. Continuing education opportunities include both formal and informal learning situations, and need not be limited to library subjects or the offerings of information schools" (American Library Association, 1988, p. 14).

continuing professional development (CPD): Often used interchangeably with continuing education, it is seen in some professions as an "alternative CE concept … CPD is self-paced and utilizes the 4-stage cycle of reflect, plan, act, and evaluate… Reflect requires assessment of knowledge, skills, and competence as it relates to personal goals. Plan involves the design of a personal development plan to address identified learning needs. In the Act stage, activities are chosen to meet identified goals. Evaluate determines whether, and how well, the learning objectives have been achieved and the impact on practice and patient outcomes" (McConnell, Newlon, & Delate, 2010, p. 1585-86). The ACPD cycle graphic is included in the article.

convening: "a series of activities – workshops, group work, role plays, poster sessions etc. Participants generally come from a range of organisations or associations, representing different perspectives and experiences on the topic of the gathering. A clear purpose is required… Participants work together, learning from each other's experience and collaborate to develop insights and outcomes that would not be possible on their own."   IFLA Building Strong Library Associations. (2013). *Convening facilitator/trainer manual*, p. 3-4.

distance learning: "The term then evolved to describe other forms of learning, e.g. online learning, e-learning, technology, mediated learning, online collaborative learning, virtual learning, web-based learning, etc. …the commonalities found in all the definitions is that some form of instruction occurs between two parties (a learner and an instructor), it is held at different times and/or places, and uses varying forms of instructional materials" (Moore, Dickson-Deane, & Galyen, 2011, p. 130).

e-learning: "…definitions materialize, some through conflicting views of other definitions, and some just by simply comparing defining characteristics with other existing terms. In particular, Ellis (2004) disagrees with authors like Nichols (2003) who define e-Learning as strictly being accessible using technological tools that are either web-based, web-distributed, or web-capable. The belief that e-Learning not only covers content and instructional methods delivered via CD-ROM, the Internet or an Intranet (Benson et al., 2002; Clark, 2002) but also includes audio- and videotape, satellite broadcast and interactive TV is the one held by Ellis" (Moore, Dickson-Deane, & Galyen, 2011, p. 130). See also http://onlinelearningconsortium.org/updated-e-learning-definitions/

formal learning: "organised and structured, and has learning objectives. From the learner's standpoint, it is always intentional: i.e. the learner's explicit objective is to gain knowledge, skills

and/or competences. Typical examples are learning that takes place within the initial education and training system or workplace training arranged by the employer. One can also speak about formal education and/or training or, more accurately speaking, education and/or training in a formal setting." www.oecd.org/edu/skills-beyond-school/recognitionofnon-formalandinformallearning-home.htm

informal learning*:* "takes place without a conventional instructor and is employee-controlled in terms of breadth, depth, and timing. It tends to be individualized, limited in scope, and utilized in small chunks. Examples of informal learning include online social networking, accessing knowledge through Internet or intranet searches, and peer-to-peer coaching. It does not include activities such as organized classes, workshops, and conventional job aids" (ASTD, 213a, p. 4).

learning community: Learning communities and communities of practice are not quite the same but are alike in their focus on what Etienne Wenger calls a "shared enterprise." The former tends to be more deliberately created, the latter more informally formed as people learn together as part of their work or a common interest.

learning object: Adapted from the Wisconsin Online Resource Center (WORC):

- Learning objects are a new way of thinking about learning content. Traditionally, content comes in a several hour chunk. Learning objects are much smaller units of learning, typically ranging from 2 minutes to 15 minutes;
- **Are self-contained** each learning object can be taken independently;
- **Are reusable** a single learning object may be used in multiple contexts for multiple purposes;
- **Can be aggregated** learning objects can be grouped into larger collections of content, including traditional course structures;
- **Are tagged with metadata** every learning object has descriptive information allowing it to be easily found by a search.

m-learning: "offers educators an opportunity to provide learning opportunities on the move. M-learning via mobile phone, handheld computer, or personal digital assistant opens up the possibility for delivery of audio material, automated multiple-choice quizzes, one-on-one and group discussion in real time using voice or text messaging, e-mail interactions, the delivery of text and image files and computer files as attachments, and the display of text and small still and moving pictures" (Clyde, 2004, p. 45-46).

online learning: Mostly described as using some kind of technology. Some "authors discuss not only the accessibility of online learning but also its connectivity, flexibility and ability to promote varied interactions" (Moore, Dickson-Deane, & Galyen, 2011, p. 130).

personal learning plan: Identifies "what you need to learn; why you need to learn it; how you are going to learn it; how you will know when you have learned it; in what time frame you are going to learn it; how your intentions link to past and future learning" (Challis, 2000, p. 225).

professional learning networks: "PLNs involve sharing work-related ideas with a network of colleagues via various digital communications (and even face-to-face) for the betterment of one's professional practice" (Perez, 2012, p. 20).

quality: "In its broadest sense, quality is a degree of excellence: the extent to which something is fit for its purpose. In the narrow sense, product or service quality is defined as conformance with requirement, freedom from defects or contamination, or simply a degree of customer satisfaction. In quality management, quality is defined as the totality of characteristics of a product or service that bears on its ability to satisfy stated and implied needs. Quality is also rapidly embracing the nature or degree of impact an organisation has on its stakeholders, environment and society."
www.thecqi.org/Knowledge-Hub/Resources/Factsheets/Introduction-to-quality

"Quality, then, remains elusive, since what any individual regards as quality will always be a subjective judgement. QA [quality assurance], however, is something organisations do: a methodology for judging the degree to which macro and micro organisational aims, objectives and outcomes have been achieved. ...it is a management tool, which can make an effective contribution to improving performance at the institutional level or at a subject or departmental level within an institution" (Doherty, 2008, p. 260).

self-directed learning: "Programs of study that workers undertake on their own with the intention of achieving a particular goal. Although workers might initiate, plan, and complete the program on their own, many work with an instructor or similar guide who oversees these activities and prepares a learning contract, which structures the learning and acknowledges successful completion of the program" (Carliner, 2012, p. 6-7).

webcast: "a presentation delivered over the web that is more 'broadcast' (one-way to the audience) than interactive. This difference from webinars matters because webcasts can be to larger audiences and can be recorded and replayed. Some tools like Nextwebinars actually encourage you to prerecord your presentations before sending them out into the world. These often contain the same basic functions as webinars but tend to be less interactive and thus rely less on audience feedback. Companies like Netbriefings and Telenect specialize in this, especially if you want to incorporate video into your presentation. Other low-tech options include Brighttalk and ReadyTalk" (Turmel, 2011).
www.cbsnews.com/news/do-you-need-a-webinar-webcast-or-videoconference

webinar: "the earliest mention of this word is around 1994, and it comes from a combination of web (as in online through the computer) and seminar (it started as a lecture/training format). This means that a webinar is primarily an education tool (although they also serve a useful marketing purpose), and uses 2-way communication. In working with my clients it usually means that it is live, rather than recorded because that interaction is important. This includes functionality such as sharing of computer desktops, applications, PowerPoint, chat and polling to create interactivity and get audience feedback. There are plenty of smaller players like LiveConferencepro, Dimdim and more" (Turmel, 2011).
www.cbsnews.com/news/do-you-need-a-webinar-webcast-or-videoconference

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Appendix A: 2006 Continuing Professional Development: Principles and Best Practices

The guidelines were approved by the CPDWL Standing Committee in its virtual meeting May/June 2006

International Federation of
Library Associations and Institutions

Continuing Professional Development: Principles and Best Practices

Introduction

The quality of service provided to the public by library and information science institutions depends on the expertise of their staff. Constant flux in the needs of societies, changing technologies, and growth in professional knowledge demand that information workers must expand their understanding and update their skills on an ongoing basis. As stated in the *IFLA/UNESCO Public Library Manifesto 1994* :

The librarian is an active intermediary between users and resources. Professional and continuing education of the librarian is indispensable to ensure adequate services.

Because adequate service depends on staff who are well prepared and continuously learning, the quality of ongoing educational opportunities is of vital concern. This document sets forth principles that should assure high quality continuing professional development for library staff. It has been developed on behalf of IFLA's Continuing Professional Development and Workplace Learning Section (CPDWL), with input from its members and small project funding from IFLA.

The basic principles

The responsibility for continuing education and professional development is shared by individuals, their employing institutions, professional associations, and library/information science education programs. Human resources and professional ethics statements should recognize the obligation to ensure that library/information service staff have access to and take advantage of continuous learning opportunities.

Best practice requires that there be:

1. Regular learning needs assessment;
2. Broad range of learning opportunities, both formal and informal; formal offerings in a choice of formats, designed to meet identified needs, in modules structured to cover topics from introductory through advanced;
3. Organizational commitment and leadership from staff development and continuing education administrators with expertise in adult continuing education;
4. Widely disseminated information about continuing education and resources, accurately described;
5. CE activities design that includes learning objectives aligned with identified needs; follows principles of instructional design and learning theory; selects course instructors on the basis of both subject knowledge and teaching ability; attends to transfer of training and feedback;
6. Consistent documentation of individuals' participation in learning and recognition of continuing learning in hiring and promotion decisions;
7. A minimum of 0.5% to 1.0% of institutional budget earmarked for staff development, as stated in *IFLA Public Library Service Guidelines,* p. 89.;
8. About 10% of work hours provided for attendance at workshops, conferences, in-service training, and other educational activities, and for informal learning projects;
9. Evaluation of continuing education and staff development offerings and programs;
10. Research that assesses the state of CPD and examines the efficacy and outcomes of continuing education and staff development programs.

Below are the summary statements following the literature review and discussions in the full paper of each of the principles

1. Best practice… calls for regular, performance-related learning needs assessment that involves individual employees and management, in concert with organizational goals and objectives. Professional development also has to be enabled for both personal and profession-wide growth and improvement, if the field is to achieve its potential for service to society. Therefore, individuals, institutions, and professional associations all bear responsibility for periodic assessment of learning needs.
2. Best practice requires that those responsible for providing CE programs or in-service training and development create and/or make available a wide range of activities and products designed to meet identified learning needs. Formats and levels of sophistication must be varied enough to suit various learning styles and beginner to advanced needs. Cultural and linguistic differences and time-place constraints must be taken into account. Learning resources – such as professional collections, mentoring, and coaching – should be available in the workplace, and individuals should have access to guidance for planning and implementing personal professional development agendas.
3. Best practice requires administrative commitment; formal policies that spell out what is expected of both staff and the organization in regard to CPDWL; staff development coordinators who have the support of the administration and the expertise to plan and implement programs.

4. Best practice requires that there be guides to learning portals, CE clearinghouses, electronic discussion lists, and other sources of information about courses, educational products, conferences, and other learning opportunities that can be easily and widely disseminated, using a variety of channels. Learners and appropriate resources should be able to connect through an international network of clearinghouse and advisory functions. Educational activities must be accurately described in terms of pre-requisite knowledge required; access to information and communication technology, if applicable; expected outcomes; costs; etc.

5. Best practice requires that formal CE offerings be presented by experts in the topic who are also good instructors. Systems of CPD should provide train-the-trainer opportunities. Employers should strive to create a supportive environment in which staff are encouraged to apply what they have learned.

6. Best practice assures consumers of formal CE that their participation will be verified and recorded (using the IACET's Continuing Education Units, for example). Individuals should be encouraged to create portfolios to document their pursuit of learning, both formal and informal. Employers should take employees' efforts to develop skills and knowledge into account when making personnel decisions.

7. Best practice requires that an adequate percentage of an institution's personnel budget be allocated to staff development. How "adequate" is defined will vary depending on the extent of needs and circumstances in a given situation. Two percent of the personnel budget seems a reasonable goal in cases where staff development expenditure has not been consistently itemized.

8. Best practice requires that employers give staff paid time off to attend conferences and workshops relevant to their jobs, and also allow for part of their work time to be spent on learning. Ten percent of working hours may need to be allocated as a minimum.

9. Best practice requires that CE providers gather feedback from their learners not only at the conclusion of CE events, but also conduct at least periodic follow-up evaluations to determine what effect the CE has had on practice. The results of evaluation should be used to improve future CE offerings and should also be factored into needs assessments. CPD programs within institutions and organizations also require periodic evaluation of their administration and effectiveness.

10. Best practice requires that there be regular benchmarking studies of best practices in staff development, matched with quality assessment of the participating institutions. Such studies should advance understanding of and implementation of effective CPD and would justify resources expended on it. The conduct of such studies must have cooperation and support from a cross-section of international institutions, and the results need to be broadly shared.

SOURCE: www.ifla.org/publications/cpdwl-quality-guidelines-project
(also includes translations into other languages)

Appendix B: Examples of Continuing Education Guidelines

Accounting: www.nasba.org/files/2012/02/AICPA_NASBAStandardsFinal.pdf

Accreditation Council for Continuing Medical Education. Accreditation Criteria
www.accme.org/sites/default/files/626_20140626_Accreditation_Requirements_Document.pdf

Accrediting Council for Continuing Education & Training (ACCET). 2010. www.accet.org

American Library Association. 1988. *Guidelines for Quality in Continuing Education for Information, Library, and Media Personnel.*

American Psychological Association. Quality Professional Development and Continuing Education Resolution. 2013. www.apa.org/ed/sponsor/about/policies/improving-quality.aspx

American Physical Therapy Association.
www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/BOD/Professional_Development/StandardsofQuality.pdf

Association of State and Provincial Psychology Boards. Guidelines for Continuing Professional Development. 2014.
http://c.ymcdn.com/sites/www.asppb.net/resource/resmgr/guidelines/asppb_guidelines_for_continu.pdf?hhSearchTerms=%22continuing+and+education+and+guidelines%22

Association of Social Work Boards. Approved Continuing Education Programme Guidelines. 2013. www.aswb.org/wp-content/uploads/2013/10/ASWB_ACE_Guidelines.pdf

Australian Library and Information Association. Professional development for library and information professionals. www.alia.org.au/about-alia/policies-standards-and-guidelines/professional-development-library-and-information-professionals

International Association for Continuing Education and Training (IACET). ANSI/IACET Standard. 2013. http://iacet.org/index.php/iacet-standard/ansiiacet-standard

K-12 Teaching - Learning Forward.
http://learningforward.org/docs/pdf/standardsreferenceguide.pdf

Medical Library Association. MLA Continuing Education Programme Definitions and Criteria. 2014. www.mlanet.org/education/cech/cecriteria.html

National Association of Social Workers.
www.socialworkers.org/practice/standards/naswcontinuingedstandards.pdf

New Jersey Department of Education. Definition of Professional Development and Standards for Professional Learning. 2013. www.state.nj.us/education/profdev/regs/def.pdf

Nonprofit Resource Network. Standards for excellence: Tailored and open-enrollment workshops. 2014. www.nonprofitresourcenetwork.org/training

Observation checklist for high-quality professional development in education. Center for Research on Learning, University of Kansas, Lawrence, Kansas. 2013. www.researchcollaboration.org/page/high-quality-professional-development-checklist

Online Learning Consortium. Quality Scorecard 2014: Criteria for Excellence in the Administration of Online Programmes. http://onlinelearningconsortium.org/olc-scorecard

University Professional and Continuing Education Association (UPCEA) & Quality Matters. Continuing and Professional Education (CPE) Rubric. www.qualitymatters.org

Web-Based Information Science Education (WISE). (2009). A model for quality online education in library and information science. Retrieved, from www.wiseeducation.org/media/documents/2009/2/principles.pdf

Appendix C: From WebJunction Competency Index for the Library Field (2014)

Staff Training and Development

Helping patrons and community members develop 21st century skills requires staff with 21st century skills of their own. Creating an overall organizational culture that fosters learning and innovation requires administrative support and prioritization. Technically, this is a subset of Personnel (HR) Management, but it is called out separately due to the primary focus that WebJunction places on this set of competencies.

Establish strategies and long-range initiatives to create a learning environment within the library

- Promotes the importance of ongoing professional learning and creates and supports opportunities to learn and to implement ideas;
- Creates opportunities for experiential and project-based learning;
- Understands how the learning function for library staff relates to the provision of quality library service;
- Creates a culture that encourages both formal and informal learning processes in the workplace;
- Promotes a performance-based culture that aligns learning goals and objectives with desired outcomes;
- Fosters staff growth and opportunity through mentoring.

Plans for and supports staff career development opportunities

- Conducts assessment of staff to analyze training needs;
- Correlates training needs with identified internal and external changes that impact the library;
- Utilizes competency-based or other methods for assessing staff skills and supporting career development opportunities;
- Conducts and summarizes a job task analysis;
- Creates development plans for staff to gain necessary competencies (knowledge, skills, abilities, behaviour, attitudes);
- Creates and identifies learning opportunities that foster 21st century skills, such as problem-solving, critical thinking, communication and innovation.

Develops and implements a culture that embraces ongoing learning

- Provides opportunities and support for peer-to-peer learning and collaborative relationships;
- Creates an environment that accommodates risk taking;
- Encourages experimentation, tinkering and play as learning methods;
- Understands and applies knowledge of adult learning theory;

- Designs training activities to meet the needs of targeted audiences and to support specific results;
- Develops and implements training solutions that focus on the learner and accommodate different learning styles;
- Understands the variety of instructional methods available, including e-learning and blended learning;
- Understands and applies instructional design concepts;
- Manages the learning environment for optimal participant experience and value.

Develops effective methods to evaluate learning initiatives

- Involves each employee in the development, pursuit and assessment of his or her own learning goals;
- Communicates the expectation for self-direction regarding setting and reaching learning goals;
- Determines measures of success for all training strategies;
- Employs multiple evaluation techniques;
- Develops processes to evaluate transfer of learning to the workplace and achievement of targeted competencies;
- Provides time and procedures to review and reinforce learning.

SOURCE:

www.webjunction.org/documents/webjunction/Competency_Index_for_the_Library_Field.html

Appendix D: Examples of Learning Resources

ALA TechSource http://alatechsource.org

ALCTS Online Course Grant for Library Professionals from Developing Countries
www.ala.org/ala/mgrps/divs/alcts/awards/grants/onlinegrant.cfm

Beyond Access http://beyondaccess.net

Australian Library & Information Association https://membership.alia.org.au/pdinfo/alia-pd-scheme

Educause – see for example
www.educause.edu/research-and-publications/7-things-you-should-know-about
www.educause.edu/careers/special-topic-programs/mentoring/mentee-or-protege

Electronic Information for Libraries http://EIFL.net

ECDL (European Computer Driving Licence), known as ICDL (International Computer Driving Licence) outside of Europe. www.ecdl.com

Global Libraries www.gatesfoundation.org

International Association for Continuing Education and Training (IACET) iacet.org

IFLA Building Strong Library Associations – Learning/training resources www.ifla.org/bsla

IFLA/OCLC Early Career Development Fellowship Programme www.ifla.org/funds-grants-awards

Library Career People http://librarycareerpeople.com

Library/Information Conference Lists http://lcp.douglashasty.com/international.html

Library Success: A Best Practices Wiki http://libsuccess.org/Main_Page - see Online Training Resources for Librarians http://libsuccess.org/Online_Training_Resources_for_Librarians

Lynda – online video tutorials www.lynda.com

Merlot II – Multimedia Educational Resource for Learning and Teaching
www.merlot.org/merlot/index.htm

Mortenson Center for International Library Programs www.library.illinois.edu/mortenson/

Mozilla Webmaker Training https://sendto.mozilla.org/page/s/webmaker-training

Northeast Document Conservation Center www.nedcc.org

OCLC (@OCLC) | Twitter https://twitter.com/OCLC
Online Learning Consortium http://onlinelearningconsortium.org/consult/quality-scorecard

PRIMO
www.ala.org/acrl/aboutacrl/directoryofleadership/sections/is/iswebsite/projpubs/primo/site

Technology and Social Change Group http://tascha.uw.edu

Techsoup for Libraries http://techsoupforlibraries.org

TLT Group https://sites.google.com/a/tltgroup.org/1111/home

Universal Design http://ada.osu.edu/resources/fastfacts/Universal Design.htm

Appendix E: Excerpt from Auburn University CEU Policy and Reporting Guidelines for Non-Credit Instruction and Outreach Activities

Adopted - November 1994, Updated - June 2011

Preface

The Continuing Education Unit (the CEU) was adopted by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) in December 1971 for use by its member institutions. The CEU was developed during a 1968 study by a National Task Force in response to a need for institutional recognition for adults who participate in non-credit continuing education. Since its inception, the CEU has been defined in this manner:
One Continuing Education Unit (CEU) is ten (10) contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

The Commission on Colleges also established guidelines for non-credit programs which award CEUs. In keeping with these guidelines, institutions whose missions include the offering of continuing education programs have used the CEU in at least three ways:

- As a unit to measure and recognize an individual's participation in non-credit work that meets specific criteria;
- As an accounting unit to measure and report the institution's entire program of non-credit work and;
- As a basis, through its implementation, for quality assurance in non-credit continuing education programming.

… This document reflects national standards for non-credit program certification and CEU administration presented in *The Continuing Education Unit: Guidelines* (SACS Commission on Colleges). These guidelines themselves were drawn from CEU criteria promulgated by the International Association for Continuing Education and Training (IACET) and other continuing education authorities.

SOURCE:

https://sites.auburn.edu/admin/universitypolicies/Policies/ContinuingEducationUnitPolicyandReportingGuidelines.pdf

Appendix F: List of IFLA CPERT/CPDWL Satellite Conference Proceedings

[Note that the first one technically was not an IFLA conference]

Horne, E. E. (Ed.). (1985). *Continuing education: Issues and challenges.* Papers from the conference held at Moraine Valley Community College, Palos Hills, Illinois, USA, August 13-16, 1985/World Conference on Continuing Education for the Library and Information Science Profession (under the auspices of IFLA and ALA). Munich: K. G. Saur.

Woolls, B. (Ed.). (1993). *Continuing professional education and IFLA: Past, present and a vision for the future.* Papers from the IFLA CPERT second World Conference on Continuing Professional Education for the Library and Information Science Profession (IFLA Publications 66/67). Munich: K. G. Saur.
[Held August 19-21, 1993, in Barcelona, Spain]

Ward, P. L. & Weingand, D. E. (Eds.). (1997). *Human Development: Competencies for the twenty-first century.* Papers from the IFLA CPERT third International Conference on Continuing Professional Education for the Library and Information Professions (IFLA Publications 80/81). Munich: K. G. Saur.
[Held August 27-29, 1997, in Copenhagen, Denmark]

Woolls, B. & Sheldon, B. E. (Eds.). (2001). *Delivering lifelong continuing professional education across space and time.* (2001). The fourth World Conference on Continuing Professional Education for the Library and Information Science Professions (IFLA Publications 98). Munich: K. G. Saur.
[Held August 15-17, 2001, in Chester, Vermont, USA]

Ward, P. L. (Ed.). (2002). *Continuing professional education for the information society.* The fifth World Conference on Continuing Professional Education for the Library and Information Science Professions (IFLA Publications 100). Munich: K. G. Saur.
[Held August 14-16, 2002 in Aberdeen, Scotland]

Genoni, P. & Walton, G. (Eds.). (2005) *Continuing professional development, preparing for new roles in libraries: A voyage of discovery.* Sixth World Conference on Continuing Professional Development and Workplace Learning for the Library and Information Professions (IFL Publications 116). Munich: K. G. Saur.
[Held August 10-13, 2005, in Oslo, Norway]

Ritchie, A. & Walker, C. (Eds.). (2007). *Continuing professional development: Pathways to leadership in the library and information world.* [Seventh World Conference on Continuing Professional Development and Workplace Learning for the Library and Information Professions] (IFLA Publications 126). Munich: K. G. Saur.
[Held August 14-16, 2007, in Johannesburg, South Africa]

Varlejs, J. &Walton, G. (Eds.). (2009). *Strategies for regenerating the library and information professions.* Eighth World Conference on Continuing Professional Development and Workplace Learning for the Library and Information Professions (IFLA Publications 139). Munich: K. G. Saur.
[Held August 18-20, 2009, in Bologna, Italy]

Gwyer, R., Stubbings, R. E. & Walton, G. (Eds.). (2012) *The road to information literacy: Librarians as facilitators of learning.* Ninth World Conference on Continuing Professional Development and Workplace Learning for the Library and Information Professions (IFLA Publications 157). Berlin: De Gruyter Saur.
[Held August 8-10, 212, Tampere, Finland]

Appendix G: Observation Checklist for High-Quality Professional Development Training

Download PDF version of the complete survey (pasting here disallowed):

www.researchcollaboration.org/uploads/HQPD%20Checklist.pdf

The *Observation Checklist for High Quality Professional Development1* was designed to be completed by an observer to determine the level of quality of professional development training. It can also be used to provide ongoing feedback and coaching to peers who provide professional development training. Furthermore, it can be used as a guidance document when designing or revising professional development. The tool represents a compilation of research-identified indicators that should be present in high quality professional development. Professional development training with a maximum of one item missed per domain on the checklist can be considered high quality.

1 Noonan, P., Langham, A., & Gaumer Erickson, A. (2013). *Observation checklist for high-quality professional development in education*. Center for Research on Learning, University of Kansas, Lawrence, Kansas, USA.

Context Information

Date: _____

Presenter: _____

Location: _____

Observer: _____

Topic: _____

Role: _____

Appendix H: PRIMO [Peer Reviewed Instructional Materials Online] Selection Criteria

Members of the PRIMO Committee review and evaluate instructional materials submitted for inclusion into the PRIMO database according to the following criteria:

Criterion #1

The instructional design is pedagogically effective, i.e. it teaches well according to the scope and learning objectives stated by the submitter.

- Purpose and objectives are clearly stated.
- The resource's organization supports the objectives.
- The resource's content supports the objectives.
- Offers opportunities to utilize higher order thinking skills (think, reflect, discuss, hypothesize, compare, classify, etc.).
- Allows for different learning styles, e.g. kinetic, visual, auditory.
- Uses assessment technique(s).

Criterion #2

The technology used to create the material enhances the learning experience, i.e. is appropriate and effective.

- The technology enhances and does not distract from the learning experience.
- The technology chosen is stable and able to operate as an effective mode of delivery.
- The technology is cross-browser/cross-platform compatible, or clear guidelines and instructions are provided.
- Required plug-ins or downloads are easily obtained and easy to install.

Criterion #3

This material provides instruction using technology in an innovative manner.

The technology used has not yet been extensively used to create instructional material, or has been implemented in an unusual and/or creative manner.

- Score 5: yes
- Score 3: no

Criterion #4

The content and language of the material are clear and effective.

- Instructions and explanations are easy to follow.
- Language is appropriate to the goal(s) of the project.
- Language is appropriate to the audience of the project.
- Content is appropriate to the goal(s) of the project.
- Content is appropriate to the audience of the project.

Criterion #5

All information included within the material is accurate.

- The site does not contain significant typographical errors.
- There are no apparent factual errors.
- The site provides indications of maintenance, e.g. information about when it was last updated.
- The site offers some type of contact information (email, phone, or postal address) for author and Webmaster if questions or technical problems arise.

Criterion #6

Organization of the material is clear and easy to use.

- There is an index, table of contents, or site map to facilitate navigation.
- Users can easily find their way back to the home page and/or to other sections.
- Has a visible and logical sequence or structure.
- The text is easy to read and graphics are easy to understand.

Criterion #7

This material demonstrates unique or creative use of graphics, examples, and interactive elements such as programmed feedback and flexible learning paths, and other supporting elements.

- The material incorporates design elements such as graphics, multimedia, flexible learning paths, and/or interactivity.
- The design elements show evidence of creativity; they are not tired copies of material from other learning objects. (A Venn diagram isn't creative, but a Venn diagram of singing grapes is unusual.)
- The design elements are appropriate to the target audience.
- The design elements contribute to the coherence of the material.
- The design elements are well-executed and professional (i.e. graphics don't look like scribbles, animations aren't jerky, sound and video have been edited to flow smoothly, text within graphics is visible and legible, spoken words are comprehensible, interactive elements are easy to use, flexible learning paths don't turn into mazes).

Criterion #8

This material is relevant to those outside of the developer's institution because it presents a model for other developers.

- It is possible for people outside of the developer's institution to gain access to the material. If access to some elements is restricted, this does not significantly detract from an outsider's opportunity to investigate the material.
- The structure of the material (e.g. chunking, sequencing, transitions, connections, reinforcement, assessment, feedback) can be adapted to teaching other skills, resources, or ideas.

- The method of presentation (e.g. use of text, sound, graphics, animation, video, language, layout, pacing, examples) can be adapted to teaching other skills, resources, or ideas.
- The technology used to develop the material is available outside of the developer's institution.
- Information about the system requirements for effective use of the material is readily available.
- The developer's approach to teaching or to the use of technology is thought provoking; it stimulates ideas about ways to communicate with learners.

SOURCE:
www.ala.org/acrl/aboutacrl/directoryofleadership/sections/is/iswebsite/projpubs/primo/criteria