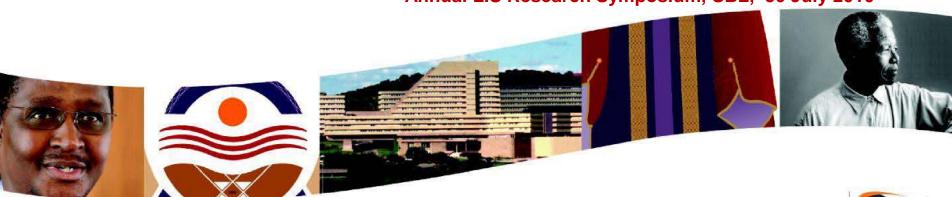


Training the future librarian: Shifts and challenges in the past that could direct the way forward

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Outline

- Introduction
- Major shifts
- Impact on user behaviour
- Challenges to user assistance
- Implications for training of librarians
- Future prospects

Aftermath of WWII (1959-1979)

- Information explosion
- Need for control
- Print based sources
- User studies
- Personal assistance to user
- Training of librarians

User studies (1980 - 1990)

- User groups emerged
- Collection development practices
- Personal assistance to users
- Training of librarians:
 - Bibliographic control
 - Access & retrieval of information
 - Educating library users

Advances in ICTs (1990-2000)

- Electronic information
- New types of sources and services
- New access tools & techniques
- New user groups emerged
- Personal assistance changed

(Bibliographic instruction replaced by computer instruction)

- Training of librarians:
 - Sophisticated search techniques
 - Effective information seeking
 - High relevance v low recall

Internet (2000-2005)

- Proliferation of sources & resources
- Information access improved
- Remote users
- Personal assistance
- Training of librarians
 - Internet searching, search engines, functions,
 - Internet information sources & services, organisation of information on the internet
 - Skilling in ICT tools, menu-driven searching, hyper links, command languages
 - Refining of searches, surfing between hyperlinks evaluating research results

Information literacy training

IL enables user to access, evaluate, synthesize communicate & ethically use information

- Bibliographic instruction to computer instruction
- Personal assistance that of instructor
- IL training primarily tool based skills
- Librarians were trained to assist the end user in end-user searching.

Web 2.0 (2005 -)

- Google wave
- Virtual environment
- Proliferation of web-based services
- Diverse user groups Google generation
- Social networking
- Personal assistance
- Training of librarians

Profile of new users

- Competent with technology
- High expectations of ICTs
- Prefer interactive systems
- Shifted to digital forms of communication
- Used to being entertained
- Prefer visual information over text
- View peers as more credible than authoritative texts
- Connected to the web
- Cut & Paste generation

Web 2.0 & IL 2.0

Web 2.0

- New complex social relationships
- End users creators and co-creators of text (collaborative knowledge production)
- Blurring authority
- Modification & duplication of texts

IL 2.0

- Build on existing structures
- Use variety of resources

(oral, digital, print)

- Involves more than mastering of generic skills
- Includes socio—technical & communication aspects
- Determining authority, authenticity, accuracy

Trends in training

Print environment

User education

 Electronic environment Information literacy

Web 2.0

Information literacy2.0

Future prospects

- IL training not exclusive LIS domain partnership with education
- Former practices remain important
- New practices become 'add ons'
- User becomes independent seeker
- Digital literacy will become prerequisite
- No guarantee that current trend will continue
- Information behaviour will remain key factor