



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

Hester W J Meyer

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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**
- **Electronic environment**
- **Web 2.0**
- **User education**
- **Information literacy**
- **Information literacy 2.0**

# **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**