

PULLS



Public Libraries in the Learning Society

Guidelines on Open Learning Centres in Public Libraries in Europe



Socrates
Grundtvig



Uddannelse og kultur

Contents

Contents	2
Scope – the aim of the PuLLS project	3
Lifelong learning: definitions	4
Information Competence/Information literacy: Definitions	5
Theories of Adult Learning.....	7
Target groups	8
Training users	9
Different methods for training users	10
Training one person	10
Training a couple	10
Training a small group.....	11
Training a class	11
Additional training methods	11
E-learning.	11
Distance learning..	11
Training material	11
Training staff	12
Different methods for training staff	13
In-service training.....	13
Training workshops.	13
Train the trainers.....	13
Systematic training programmes.....	14
Additional training methods	14
Distance learning.	14
E-learning.	14
Mentoring.	14
Networking.	14
Study tours.	14
Physical environment.....	16
ICT.....	17
Learning material.....	17
Evaluation.....	18
Marketing.....	18
Information on education.....	19
Physical.....	19
Virtual.....	19
Network and partners.....	19



Scope – the aim of the PuLLS project

The aim of the PuLLS project is to enhance the European dimension of lifelong learning, and improve the availability and accessibility of learning opportunities for adults by developing a European model for open learning centres in public libraries. The PuLLS project thus seeks to improve the role public libraries across Europe can play in delivering learning opportunities.

The main idea of the PuLLS project is to support the European citizens' development in becoming information competent in order to act as active citizens in a democratic society.

The guidelines provide a definition of information competence as well as considering theories on adult learning. The guidelines also provide an introduction to the products and the model developed by the partners in the PuLLS project. The aim of the guidelines is to give library staff practical tips and hints for developing Open Learning Centres in public libraries.

Educational material, (e-)courses, and multimedia content, which support different target groups in informal adult education are made available and delivered through this document and on the website www.pulls.dk.

Other aspects covered by the guidelines are:

- Marketing of courses
- Requirements for continuing education and training of staff in libraries
Suggestions for training methods and technology needed for both users and staff members
- Suggestions for and recommendations on premises and equipment
- Tips for networking and co-operation within the field of adult learning.

The TUNE project, the CALIMERA project and the project 'Hybrid Learning Environments' have been an inspiration in writing the guidelines.

- The main goal of the TUNE project (Training of Library Users in a New Europe) was to develop a model for library user training - <http://www.tune.eu.com/>
- The CALIMERA project (Cultural Applications: Local institutions Mediating Electronic Resource Areas) - www.calimera.org developed a set of guidelines that aim to provide policy makers and professionals working in cultural institutions with a concise and relevant summary of the state of the art in the use of new technologies
- The Hybrid Learning Environments - <http://www.aakb.dk/sw66859.asp> project which was funded by the Danish National Library Authority experimented with different types of learning spaces which offer learning related to the theme of lifelong education. The project aims to strengthen the citizens' qualifications regarding search for information e.g. on the Internet or in databases, enabling them to retrieve the materials which are the most relevant.





What is learning? The guidelines offer a definition of lifelong learning

The guidelines describe 'best practice' and gives suggestions on:

- Definition of target group(s)
- Training of library users
- Dealing with requirements for staff training and continuing education of staff in libraries
- Providing training methods and technology needed for both users and members of the library staff
- Developing and delivering (e-)courses and multimedia content which supports different target groups in informal adult education
- Working with disadvantaged groups
- Marketing of open learning centres and courses
- Suggestions on premises and equipment for open learning centres
- IT and technical equipment
- Networking - possible partners for co-operation within the field.

Lifelong learning: definitions

Over the last few years, lifelong learning has become one of the major policy goals of Western governments and is closely related to a broad range of other social policies such as (ICT) literacy, or digital citizenship, training and re-training citizens for the 'Information Society', competitiveness, and job creation.

Lifelong learning is defined by the **European Commission** as: "*all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective.*" (European Commission, 2000)



The European Commission addresses the challenges to lifelong learning caused by an ageing population in Europe



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The stress falls on the skills and training aspect of learning, as the Commission sees the role of lifelong learning as a key area in facing up to a number of [economic] challenges: *"the scale of current economic and social change, the rapid transition to a knowledge-based society and demographic pressures resulting from an ageing population in Europe are all challenges which demand a new approach to education and training, within the framework of lifelong learning"*. (European Commission, 2000)

The role libraries should play in the lifelong learning process is mentioned in the **The IFLA Public Library Manifesto** and the directives are also keys for the partner countries. The manifesto includes 12 key missions relating to information, literacy, education and culture, which *should be at the core of public library services*. These include: *supporting both individual and self conducted education as well as formal education at all levels and facilitating the development of information and computer literacy skills* (IFLA, 1994).

In the UK, the MLA (Museums, Libraries and Archives Council) – the UK body which provides strategic direction and support for the library, museums and archives sector – has adopted the Campaign for Learning's definition for its Inspiring Learning for All initiative, supported by a toolkit to evaluate support of learning by these institutions. <http://www.inspiringlearningforall.gov.uk/default.aspx?flash=true>.



Learning can take many shapes and forms: non-formal or informal learning is just as valid as formal learning

The EU's memorandum (2000) categorizes learning as formal, non-formal and informal learning:

- By formal learning we mean learning that takes place in educational institutions and where certificates are issued upon completion (qualifying)
- Non-formal learning will not lead to a certificate as such. Non-formal learning is offered by employers, organisations and other groups
- Informal learning is not necessarily perceived as learning but is a natural part of everyday life.

Public libraries are able to offer both non-formal and informal learning to citizens as part of lifelong learning.

Information Competence/Information literacy: Definitions

The term information literacy has come into common usage during the last decade to describe a range of skills relating to a person's ability to retrieve and make use of information. Much of the discussion around definitions, how to teach, understand



and identify information literacy (and, in the last few years also media literacy) has come from the academic library sector, though increasing attention is now being paid to how public libraries may also engage with the concept.

These guidelines do not provide sufficient space for comprehensive coverage of the debates and research in this area, but it is useful for public librarians to understand the basics and be able to see how their work might contribute to improving information literacy for their users. A range of further resources can be found below.

A simple definition of the term is provided by the UK's professional association, CILIP: "**Information literacy** is knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner". (CILIP, 2004)



The PuLLS project has dealt with different technologies, e.g. videoconferencing (Würzburg)

This definition has been distilled from a number of more expansive definitions (provided on the CILIP website at: www.cilip.org.uk/professionalguidance/Informationliteracy/definition/introduction.htm).

Unesco provide a more detailed definition, linking information literacy specifically with notions of lifelong learning and participating in the Information Society, which links well with themes from the PuLLS project: "*Information Literacy encompasses knowledge of one's information concerns and needs, and the ability to identify, locate, evaluate, organize and effectively create, use and communicate information to address issues or problems at hand; it is a prerequisite for participating effectively in the Information Society, and is part of the basic human right of life long learning*". (US National Commission on Library and Information Science, 2003)

There is some debate about whether information literacy (known in Denmark as *informationskompetence*, in Finland *informaatiokompetenssi* (also *informaatiolukutaito*), and in Germany as *informationskompetenz*) is a range of skills/ competencies or patterns of behaviour – Virkus (2003) provides a useful overview of approaches to information literacy in Europe. John Nørskov Hansen (2004) also offers a 'Nordic perspective' on information literacy as it specifically relates to public libraries, again linking it with ideas of the library as a learning centre.

References/Resources:

- Hansen, J.N., 2004 The public libraries and information literacy in a Nordic perspective, *Scandinavian Public Libraries Quarterly*, Vol. 37, No. 3 Available at: http://www.splq.info/issues/vol37_3/11.htm



- Skov, Annette, 2004 Information Literacy and the role of public libraries, *Scandinavian Public Libraries Quarterly*, Vol. 37, No. 3 Available at http://www.splq.info/issues/vol37_3/02.htm
- Virkus, S. (2003) Information literacy in Europe: a literature review. *Information Research* 8 (4). Available at: <http://InformationR.net/ir/8-4/paper159.html>.
- US National Commission on Library and Information Science (2003) The Prague Declaration: "Towards An Information Literate Society" Available at: <http://www.ncis.gov/libinter/infolitconf&meet/post-infolitconf&meet/PragueDeclaration.pdf>.
- CILIP information literacy website: www.cilip.org.uk/professionalguidance/informationliteracy/definition/introduction.htm.
- *New Journal of Information Literacy* (first issue due October 2006), at: <http://www.informationliteracy.org.uk/JIL.aspx>
- More information on information literacy is available at: <http://www.infolit.org/>
- Sheila Webber, Sheffield University researches in information literacy, more information on her website: <http://dis.shef.ac.uk/literacy/project/>



*Learning in small informal groups
(staff in Barcelona)*

Theories of Adult Learning

Again, these guidelines cannot provide a complete guide to learning styles, nor can public librarians hope to become expert in pedagogical theory, but an understanding of the different ways that people learn can help in designing courses which cater to a range of potential users.

There is not one single theory covering the concept of adult learning, but a range of different theories. To mention a few researchers in the field:

- Knud Illeris http://www.ruc.dk/inst10/om_inst10/Personale/VIP/ki/in_english/
- Stephen Brookfield, <http://www.stephenbrookfield.com/>
- David A. Kolb, <http://www.infed.org/biblio/b-explrn.htm>
- Lave and Wenger http://www.infed.org/biblio/communities_of_practice.htm
- Peter Jarvis <http://www.surrey.ac.uk/politics/profiles/jarvis.htm>

The Danish professor Knud Illeris states that adult learning is often tied to the life-project: work, family (political, religious or others) or recreational activities.

According to Illeris, adult learning is basically characterised by:



- Adults learn what they want to learn; what is meaningful for them to learn
- In learning, adults draw on their resources
- Adults take responsibility for their learning – if interested and capable

The motivation to learn among elderly citizens is primarily characterised by being based on personal pleasures without the need for external incitement. It will often be culturally and socially oriented activities contributing to harmony and fullness of life. The activities will be chosen by the elderly citizens themselves.

The UK's Campaign for Learning offers a useful and basic guide to one of the major learning theories (developed by Honey and Mumford), which divides learners into 4 different types, reflector, theorist, activist and pragmatist (see <http://www.campaign-for-learning.org.uk/aboutyourlearning/whatlearning.htm>).

Another popular route into understanding different approaches to learning is via Kolb's learning styles model, which in a similar way to Honey and Mumford, suggests a four-type definition of learning styles (diverging, assimilating, converging and accommodating), in conjunction with a four-stage learning cycle (a very clear overview is available at: <http://www.businessballs.com/kolblearningstyles.htm> and <http://www.infed.org/biblio/b-explrn.htm>).

Kolb is Professor of Organizational Behaviour in the Weatherhead School of Management and has worked within experiential learning, learning theory, career development and executive and professional education. His theory can be used to develop open learning centres in libraries with focus on supporting different learning styles. His focus on different learning styles may be useful for public libraries when planning activities which will meet the needs of a wide range of potential users.

Bloom's taxonomy, created in relation to academic learning, has also been adopted by trainers and educators of all kinds; it involves conceiving of learning as taking place in three 'domains' - cognitive (thinking), affective (feeling) and psychomotor (manual skills). This maps well onto the kind of training packages that have been developed in the PuLLS project, and how our users have engaged with them.

(for more details on Bloom's Taxonomy, see:

<http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm>).

Target groups

In the information society, ICT skills are necessary in order to be active members of the society. The public library can support and help those people who cannot obtain the necessary skills anywhere else in the society.

Before choosing the target group or groups for training, the group or groups should be defined and the library should be aware of what it wants to achieve by the training.

Information about the local community is important when choosing the target group. The information could consist of the following elements:

- 1) information about the population (age of the population, ethnic groups, educational level)
- 2) information about the society (culture, income level, types of industries and companies, computer and Internet use)
- 3) information about the economy (unemployment)



As methods for gathering the information we suggest interviews with key persons in the local community, employment agencies, different organisations and societies or local authorities. Other sources of information could be for instance newspapers or questionnaires in the library.

MLA is the national development agency for museums, libraries and archives Council in UK. In the publication: Know your Community, A Best practise Guide for Public Libraries, section 4, a detailed description of what constitutes a community, criteria to define community area, needed information for community area etc. is provided: http://www.mla.gov.uk/resources/assets//I/ipf_best_practice_guide_pdf_5328.pdf

The PuLLS project aims to improve adults' (particularly disadvantaged adults') information literacy and active citizenship through informal learning. The aim is to provide opportunities for parts of the population, who may not be information competent or information literate, to act as citizens in a modern information society capable of using different public digital services.

The target groups are those which have very little knowledge of ICT, people who are not used to using information technology in their communication with the administration on a local, regional or national level.

In this project, the target groups could be for instance the elderly, the long-term unemployed or people without formal education.



Selecting the target group carefully is very important

Training users

The TUNE project particularly focused on training of users, see chapter 5 in the TUNE report, that describes the planning of how to conduct the training sessions. The appendix 4 in the report gives a few examples of good practices.

Different types of learning should be used in training: individual training, learning in small groups, classes, workshops, e-learning, distance learning, coaching and "users training the users". The users' different learning styles must be taken into account (see above under theories on adult learning) and also the users' needs for working in varying surroundings (see matrix below). The libraries' open learning centres must appeal to several learning styles and offer a variety of learning methods.

Before deciding on which training method and the level of difficulty, an analysis should be carried out with the following elements:

- the basic knowledge of the target group
- the needs of the target group
- knowledge about learning styles



Different methods for training users

According to the American professors Rita Dunn and Kenneth Dunn every person has his/her own learning style combined of between 6 and 14 of 20 variables:

Environment	Sound		Lighting	Temperature	Arrangement and design	
Emotion	Motivation		Conformity	Stamina		Structure
Sociological	Alone	Couple	Small group	Class	Expert	Variation
Psychological	Light/images/text/ delicate motor function/ movement		Food/drink	Time of day	Mobility	
Physiological	Analytical		Global	Reflective	Impulsive	

These elements should always be considered when planning courses for citizens.

The duration of the training can be anything between a few hours and a systematic training programme with many modules stretching for days or even weeks. Whichever method is chosen, the training must be flexible and the tempo should follow the trainees' development, not the curricula.

The following elements should also be considered:

1. level of difficulty
2. didactics
3. suggestions to be included in the training
4. advice on presentations
5. advice on exercises
6. how to solve problems

Training one person alone: giving the users the option of receiving training on a one-to-one basis through short courses, when the need for new knowledge arises, can be a good idea. The 'Book a Librarian' concept can be used in this connection. Citizens who want personal and individual guidance in the searching process can 'Book a Librarian' for a session, where the search strategy and the most relevant sources to information are discussed.

Training a couple: it can be a good idea to teach two friends or a married couple together. After the courses the participants are able to support each other in remembering what has been learned.



Training a small group: small groups can be invited to participate in a joint set of courses within a specific subject or a small group can ask for a course on a desired subject.

Training a class: a larger group of about 15 people can be taught in for instance the use of the Internet or searching the library's database with demonstration on a large monitor and hands-on exercises.



User training can range from training a few people to classroom tuition

Additional training methods

E-learning. The e-Learning Action Plan: Designing tomorrow's education, 2001 states that: "e-Learning: the use of new multimedia technologies and the Internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration."

The PuLLS project has developed the e-learning courses "Find the North (Troba el Nord)", which is a multimedia programme, that demonstrates basic Internet searches and "How to Google". Both courses are uploaded at the www.pulls.dk in the "PuLLS in the Library" division and can be used for free.

Distance learning. Distance learning can be correspondence school, television, radio, e-learning, web-based learning. The PuLLS project has developed a web-based course - 'Discover Europe and the European Union' - in searching for information on the EU.

Training material

As for training materials, libraries can develop "Material banks" on a local, regional and/or national level to be used by all involved trainers.

The PuLLS project has developed a toolbox which can be used for planning and running courses. It comprises invitation, list of participants, timetable, certificate, questionnaire and a presentation of 3 modules in learning about the Internet and use of library catalogue. The toolbox can be found at the www.pulls.dk in the "PuLLS in the Library" section.



A broad variety of curricula for planning the content of the courses can be found at the website as well.

Links

- www.TUNE.eu.com

Denmark

- www.bibteach.dk is bank of teaching material produced by Danish libraries

Finland

- The meetingpoint@lasipalatsi, is an information service point open to all. Lasipalatsi is located on the premises of the former Cable Book Library. The Meetingpoint serves as a venue for training sessions in using information technology.

Slovenia

- Slovenian Institute for Adult Education (<http://siae.acs.si/about/>) is the national institution for development, research and counselling in the field of adult education. The Institute's basic mission is to foster the culture of lifelong learning and education in Slovenia.

Spain

In the following are some examples. This is not an exhaustive compilation:

- <http://www.circulum.org/>
The Asociación de profesionales de la Formación de Adultos (Adult Training Professionals Association) aims to promote the implementation of New Technologies in Information and Communication.
- http://www.educasites.net/recursos_educativos.htm. It includes educational resources for teachers.
- <http://www.fundaciongsr.es/mentor/> *Proyecto aula mentor* >. This is a web-based national learning project. It offers a range of courses, and includes a content guide for each course.
- <http://www.xtec.es/fadulats/formacio/programa/actfor/index.htm> 'The Centre de Recursos de Formació de Persones Adultes' of the Educational Service of the Catalan government (Generalitat de Catalunya) is an adult learning resources center.

Training staff

In order for library staff to be able to support the learning processes of citizens it is necessary to develop their own members' competences and qualifications. Professional training can take place at the local institutions on a regional or national level in regional or national educational institutions or at a European or international level.

A range of courses are relevant for staff: they should be trained as teachers/trainers/guides in relation to the users and learn how to develop learning materials. The staff should be provided with pedagogical skills, learn about pedagogical methods and theories of communication, use of ICT and interview and presentation techniques. It is important to plan a systematic education of staff in teaching.





Many methods are available when training staff from mentoring to classroom tuition

Different methods for training staff

In-service training. Is one of several methods in training staff members at an institution and it comprises elements such as:

- Colleague to colleague teaching
- Colleague to colleagues teaching
- Lecturers from educational institutions
- Peer training from other institutions locally
- Self-directed learning in the workplace (such as e-learning)
- Mentor, coaching or teaching from a colleague
- Internal learning circles

In-service training is an inexpensive and useful method when introducing new digital services, new databases and new ways of working.

Training workshops. Are another method of training staff members at one or more institutions. Cooperating with lecturers from other institutions can create dynamics and synergy. It challenges habits and thinking in grooves and provides a possibility for development. Training workshops can consist of:

- Lectures/Lecturers
- Discussion and reflection on a topic/ theme
- Learning and reflection circles

A workshop has a topic or theme, which is discussed from different points of view. The participants of a workshop must reflect on the topic or theme from an institutional and a personal angle. The duration of a workshop can be from one day to a few days.

Train the trainers. Is a thorough training of staff members in order for them to be able to train other staff members in their own institution. The courses should consist of training in pedagogical methods and training in a specific topic in which the future trainers are already specialists.



The topic or themes for a course run by a trainer could be new media and new digital services. It is desirable that the trainers acquire basic knowledge in pedagogy.

Systematic training programmes. Are module-built training programmes. Each module should have a professional content. With systematic training programmes it is possible to combine various teaching methods. A systematic training programme can be a combination of face-to-face courses and web-based modules.

The modules are developed and updated constantly. According to topic, a systematic training programme varies from just a few modules to a wide range of modules. The participants can represent various institutions, e.g. archives, libraries and museums, depending on the topic.



*Lifelong learning in public libraries is many things.
Above: a meeting in the 'Literature café'*

Additional training methods

Distance learning. Can be correspondence school, television, radio, e-learning, web-based learning.

E-learning. Has been defined as the use of new multimedia technologies and the Internet to improve the quality of learning. Course material for E-learning courses is dynamic and can be updated continuously. The participants can work with the course when it is convenient for them. Travel and accommodation expenses are small.

Mentoring. Is a new term in the institutional education field. Mentoring is person-to-person guidance and coaching. The method is useful and effective for personal development.

Networking. Is a useful tool in sharing and obtaining information. The networks can be formal or informal, sectorial or cross-sectorial.

Study tours. Are a useful tool in sharing and obtaining information about archives, libraries and museums in other regions and countries. The information gained cannot directly be used in another institution but has to be adapted to local and national traditions.



Links

Denmark

- The Royal School of Library and Information Science: www.db.dk
The Royal School of Library and Information Science is responsible for the education of librarians through a 3-year bachelor, Master of Library and Information Science, PhD, and a range of master programmes. It provides further education for library staff.

Finland

- Tampere University, Department of Information Studies, <http://www.info.uta.fi>,
- Oulu University, Department of Information Studies <http://www.oulu.fi/silo/>,
- Åbo Akademi University (Swedish) Department of Information Studies <http://www.abo.fi/fak/esf/bij/>.

Slovenia

- Library science is taught at the Faculty of Arts in Ljubljana, Department of Library and Information Science and Book Studies (<http://www.ff.uni-lj.si/oddelki/biblio/anglesko.htm>) through a 4-year bachelor. Postgraduate education is also available.
- Many organisations provide training in librarianship. The Training Centre at the National and University Library (<http://www.nuk.uni-lj.si>) organized more than 100 different courses in 2006.
- The same amount of courses was given by the Institute of Information Science (<http://www.izum.si/>).
- Training courses are also organized by the Section of Public Libraries of the Slovenian Library Association (<http://www.lj-oz.sik.si/sk/>) and additional training for library managers is given by the Association of Public Libraries.

Spain

In the following are some examples. This is not an exhaustive compilation.

Many universities offer studies on librarianship. For example:

- Universitat Oberta de Catalunya. <http://www.uoc.edu/web/eng/index.html> (Open University of Catalonia). E-learning only.
- Universitat de Barcelona. Facultat de Biblioteconomia i Documentació <http://www.ub.es/biblio/>
- Universidad Carlos III de Madrid: <http://www.uc3m.es/>. Post-graduate studies.

Other organisations also offer training courses on librarianship. For example:

- Col·legi Oficial de Bibliotecaris-Documentalistes de Catalunya <http://www.cobdc.org> The Catalan library association offers a wide range of training courses.
- On-line courses. SEDIC <http://www.sedic.es/>. The Spanish Society for Documentation and Information Science offers a wide range of online courses.

UK

- CILIP: the Chartered Institute of Library and Information Professionals



www.cilip.org.uk is one of the organisations offering training courses, as do TFPL and Aslib, the association for Information Management. Undergraduate and postgraduate courses are offered by 17 Higher Education Institutions in the UK, including the University of Brighton, one of the PuLLS partners.

Germany

- E-learning courses provided by the Bertelsmann Foundation: <http://www.bibweb.de>
- High school of Media offering studies in library science and e-learning <http://www.hdm-stuttgart.de/>
- The German library association offers a wide range of lifelong learning and educational programmes: <http://www.bibliotheksverband.de>
- The German Institute of Adult Education <http://www.die-bonn.de>
- Cooperation between libraries and institutions to form networks for lifelong learning
- Online portal with information and links to all virtual high schools and e-learning centres in Germany: <http://www.studieren-im-netz.de/>



Flexibility in the physical environment is important. Above: Information Gas Station and Internet bus from Finland

Physical environment

The whole library is a learning centre and therefore the physical environment should reflect different pedagogical concepts and models for learning. The premises should be very flexible. The premises should be so flexible that they can be used for individual training, group work or other activities.

The entire library can become an active learning centre with connections for portable computers and wi-fi or wlan.

Other models show how the entire library can be an OLC through the use of movable units as for example Internet buses for training in different parts of the community.

Another example of a movable unit is the Information Gas Station in Helsinki in Finland. The architecture of IGS is not based on the usual arrangement, where the customers and staff are on opposite sides of the desk (and the screen) and where the staff members are gatekeepers of information. Instead both customer and staff are in front of the same screen, looking for information together. In this way the customer can continuously direct the search for information. The situation helps the customer to realise what he or she actually should be looking for.



The users should feel safe and the environment should also inspire curiosity, which makes it easier to learn new things. The technical equipment should be easy to use and there should be enough space for the teacher to easily move around among the users.

A few things to remember:

- IT-teaching requires 'hands-on' possibilities
- It is necessary to provide space for taking notes even when teaching computer-related topics at computers.

When planning a new library or renovation of an old one, the OLC facilities should be taken into consideration. The training could have its own space but the space should be flexible enough to be used for other purposes when there is no training taking place.



Examples of flexible and appealing learning environments from Sutton, England and Würzburg, Germany

Links

- www.tampere.fi/kirjasto/nettinysse

ICT

The Open Learning Centres in public libraries should keep up with the latest technology: In order to support flexibility, the library building should be equipped with a wireless network.

An addition or alternative to a fixed training suite could be to own a number of portable computers, which staff and/or users can borrow either on the premises or use for studying at home.

The staff must always be aware of new ICT equipment that can support an individual's learning, e.g. podcasting, memory sticks, various mobile technologies, phones etc.

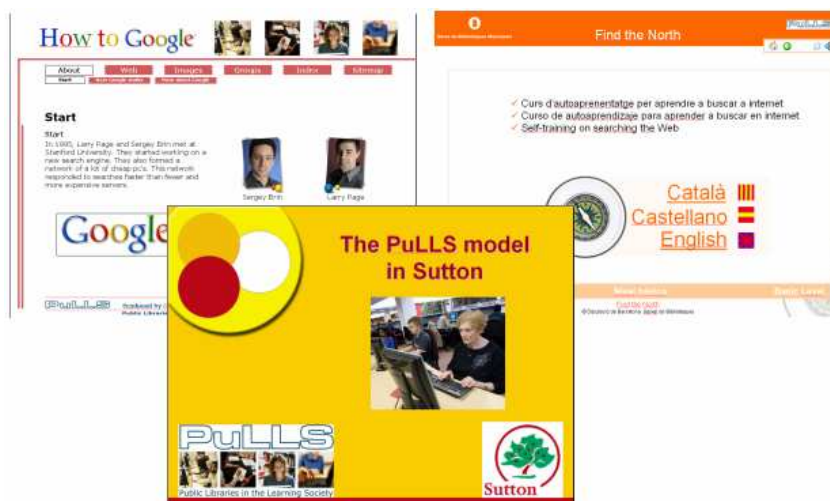
Learning material

The learning materials should be user-oriented and the materials should be easy to use and also be flexible as people learn in different ways. There should be learning materials for different target groups.



Links

All materials produced by the PuLLS project can be found at the PuLLS website: www.puLLs.dk in the section 'PuLLS in the Library'.



Learning materials in PuLLS

Evaluation

The users' evaluation of the courses is a valuable tool in connection with planning and developing future courses. It is important that the participants have the opportunity to evaluate the benefits they have gained from the course. It is equally important for the lecturers and trainers to evaluate the process and the courses upon completion.

Evaluation of courses is covered extensively in the TUNE-report and the toolbox includes a questionnaire for course evaluation.

Marketing

The library should develop a marketing strategy for training. The strategy should include the following:

- define what you want to market
- define the target group
- how to reach the target group
- what means to use to reach the target group
- the strategy should also include marketing inside the organisation; it is important that colleagues are informed

Different types of marketing tools can be used in information campaigns:

- leaflets
- information at meetings
- newspapers - press releases
- radio/TV



- do the target groups have their own channels for information?
- networks
- Internet

The marketing campaigns should be both external and internal as library staff can play an important role in marketing training courses.

The marketing material should include the logo of the institution, pictures are also important.



Examples of learning environments in public libraries

Information on education

Information on educational institutions, adult education, relevant courses, evening classes and folk high schools on a local, regional and national level should be available in the library.

The material can be physical or virtual:

Physical

- Notice board or other space to display information of all sorts (on paper, posters, leaflets, etc.) on courses that are available both in the public and private sectors.
- Notice board where those who wish to teach or to learn may contact each other, that is, a place to facilitate communication between users who want to exchange knowledge.
- Documents on paper or electronic media, such as directories, year-books, etc., that provide information on the range of courses available in the city and in the country, such as the *Directori de centres i aules per a la formació d'adults*, etc.
- A trained member of the library staff with a wide knowledge of the range of courses and materials available.

Virtual

- On the website:
 - a diary of available courses, both physical and virtual, provided by the various public authorities, foundations, or the private sector. The site will focus on training that is not linked with regular education (although there will be links to universities and the main websites on education).

Network and partners



Sokrates
Grundtvig



Uddannelse og kultur

Developing networks and working together with other organisations gives new perspectives on the work done in the library. This is very rewarding and inspirational but also very time-consuming. With good networks and partners it will be easy for you to market the training. The network can also become the reference group for a training programme or for developing a training programme.

The networks can be on a local, regional or national level, all depending on the training topic and level.

Networks and cooperation are time-consuming, but provide an opportunity to view one's own organisation and work from a different perspective. Furthermore, they ensure new challenges and inspiration. To obtain a fruitful cooperation it is important that consensus has been reached between the library and the partner. Agreement between the partners on what the cooperation will include and what has been agreed is necessary.

If the library is taking the initiative to cooperate with another organisation, the library initially needs to consider to what extent the partner is to be part of the planning process. It is a delicate balance to ensure that the partner on the one hand feels ownership of that project and that the library on the other hand is free to formulate what it has to offer.



A network or cooperation is built on personal relationships, which require nurturing and negotiation. It is for instance important to consider the need for creating a personal relationship between people, who are going to work together.

Networks on a learning project or a learning initiative can be very fruitful. In the Hybrid Learning Environments project mentioned on page 4, a concept group consisting of representatives from educational institutions, public information organisations and public libraries was tied to the project and involved in the planning process. Such a network can put a completely different perspective on a project.

Tips for creating networks:

- Harmonize expectations.
- Leave the ivory tower and step into the real world: Remember that different partner organisations will have different ways of relating to the world, and different ways of communicating and working.
- Consider the library's role in the network or cooperation.
- Take part in co-operation that was not planned from the beginning but pops up during the project. This can turn out to be very relevant for development work.



- Partners and the library are committed to each other. Consider whether to put all agreements in writing. Both partners must benefit from the cooperation.
- Networks are personal relationships. These need to be nurtured.
- Establish a local, regional or national reference group

The contact with creative companies and partners can be very uplifting for the organisation. Be prepared to buy services externally if need be.

As in Finland the library's role as an Open Learning Centre can be underlined when the libraries are in charge of national information society programmes as the Information Society Programme.

Link

- The aim of the Government Information Society Programme
http://www.tietoyhteiskuntaohjelma.fi/en_GB/

For planning and practical arrangement of courses see the toolbox.

