Northumbria Research Link

TOWARDS INTERNATIONALISATION OF

LIBRARY AND INFORMATION SCIENCE EDUCATION:

BOLOGNA PROCESS AS A LEVER OF QUALITY IN ITALY

ANNA MARIA TAMMARO

A thesis submitted in partial fulfilment

of the requirements of the

University of Northumbria at Newcastle

for the degree of

Doctor of Philosophy

Research undertaken in the

School of Computing, Engineering and Information Sciences,
Northumbria University

February 2011

Abstract

The general aim of the research was to establish whether the Bologna Process (BP), started after the Bologna Declaration (1999) in Europe and including the internationalisation programmes, could be a lever for quality enhancement of Library and Information Science (LIS) education in Italy. The main problem identified by the research is that there are different concepts of quality and that the internationalisation of LIS education lends itself to various interpretations. The BP learning outcomes model has been adopted as an approach which has the potential to empower students through the knowledge and capabilities needed for the European labour market.

The approach to the research was qualitative and a number of research methods were used in trying to achieve an in-depth understanding of the issues, through literature and documentary reviews and by interviewing key informants and LIS stakeholders. To find out what the possible impact in Italy could be of an international curriculum, with an advanced application of the BP learning outcomes model, the research project considered the case study of the International Masters in Information Studies (MAIS) which is a joint international course offered by the Universities of Northumbria, (UK) and Parma, (IT). From the collection of data in the first phase, an LIS learning outcomes quality model was drawn up, which included the content of the programme, related to a new active role in society for information and library specialists, learning and teaching and learning outcomes which should achieve an international view, capability for critical thinking, self-management, as well as an understanding of the social role of the profession.

Analysing the case study, it became clear that MAIS has contributed to an effective transformation of the student learning experience, but that students have met obstacles to putting into practice the knowledge and capabilities they had gained. A negative impact on the library profession was generated by poor comprehension within it of the role of libraries in the context of constant change: effectively this approach taken by the programme, and encouraged in the students is discordant with a prevailing attitude within Italian society which sees libraries only as elements innately linked to the conservation and stability of the cultural heritage, within an "archival paradigm". The absence of a dialogue amongst the stakeholders in LIS education is exacerbated in Italy by the different purposes each stakeholder has of evaluation. The Government which is leading the quality assurance process apply quantitative and generic indicators, the Library Association contributes to lowering the profession qualification. The evidence demonstrates that in Italy the profession is not international and the BP has been only partially applied.

Contents

List of figures

List of tables

Acknowledgments

Author's Declaration

This dissertation is the sole work of the author.

The opinions expressed in this dissertation are solely those of the author and acceptance of the dissertation as a contribution to the award of a degree cannot be regarded as constituting approval of all of its contents by the Division of Information & Communication Studies.

Signed:.............

Date: February 18th, 2011

Plagiarism Disclaimer

I certify that all material in this dissertation which is not my own work has been identified and

properly attributed.

Signed:.............

Date: February 18th, 2011

Permission to copy

Discretion is given to the School of Computing, Engineering and Information Sciences to allow this dissertation to be copied, in whole or in part, without further reference to the author.

This permission covers only single copies made for study purposes, subject to the normal conditions of acknowledgement.

Chapter 1. Introduction and Background

1.1 Introduction

Internationalisation is rapidly becoming a key issue in Library and Information Science (LIS) education and represents one of the most comprehensive strategies for the development of LIS higher education in Europe (Tammaro, 2001; Kajberg, 2002; Vodosek, 2002; Kajberg, 2003b; Abdullahi & Kajberg, 2004; Virkus, 2004; Tammaro, 2005a; Virkus & Tammaro, 2005; Virkus, 2007). Alongside the growing importance of internationalisation, the concept itself has acquired a vast number of interpretations. In the literature, internationalisation of LIS education is understood in the following ways: international dimension, international curriculum, transnational courses.

1.1.1 International Dimension

This is based on the assumption that internationalisation must be considered essential to the mission of all higher education institutions. The focus is primarily on gaining intercultural experiences (Abdullahi, Kajberg et al. 2007). In addition, it is assumed that by enhancing the international and intercultural dimension of teaching, research and higher education institutions themselves, the quality level of higher education systems is boosted (Boaz 1986).

1.1.2 International Curriculum

Curricular internationalisation has the aim of adding an international element to the content and delivery of programmes. This category covers a wide variety of cases.

The first efforts involved the international harmonization of LIS curricular. In a context of rapid evolution of the information professions, UNESCO was the first to seriously consider the education of information professionals, the result being the emergence of the basic idea of harmonization, i.e. the design of a harmonized programme (UNESCO 1984).

The most prominent form of curricular internationalisation is the delivery of a programme in a language different from that of the country in which the programme is offered, such as English language taught courses. Experts classify this type of offering as "internationalisation at home or IaH" (Abdullahi and Kajberg 2004).

Together with English taught programmes, various forms of country comparative and international studies also fall into the category of curricular internationalisation. A further group of international curricular are those jointly delivered by two or more

higher education institutions in at least two countries (Tammaro and Dixon 2003). They are a joint or double degree, with a common curriculum and recognised period of study abroad.

1.1.3 Trans-national Courses

Today the market orientation in LIS education prevails (Kajberg 2002). Enrolment of international students is the specific aim of some LIS schools (Abdullahi, Kajberg et al. 2007), compensating for budget shortcuts and loss of national students. Collaborative or cross border provision entails delivery of programmes with the help of a licensed foreign tertiary institution and various forms of distance (usually online) education methods. The common feature of all these transnational courses is a particular form of mobility (OECD 2004):

- *People mobility*: a person goes abroad for educational purposes;

- *Programme mobility*: it is not the student but the educational offering which crosses the border;

- *Institution mobility*: an institution or education provider invests abroad for educational purposes.

The increasing mobility of students gave impetus to the need for reliable and objective information on the educational programmes which are available and to provide a source of reference on issues relating to quality assurance and recognition of qualifications (Fang, Nauta et al. 1987; Dalton and Levinson 2000; Van der Wende and Westerheijden 2001) (Council of Europe, 1997).

The European experiences of internationalisation in LIS achieved up until now have emphasised the concept of individual mobility and curricular harmonization (Abdullahi and Kajberg 2004). European Commission higher education programmes (such as Socrates, Tempus and Erasmus) have contributed to stimulating these experiences, financing scholars and students exchange and more recently supporting joint degree courses (with the programme Erasmus Mundus). More recently, some cooperative agreements concerning the LIS sector have experimented with accreditation systems, dictated by the need to assess and ensure the quality of the international dimension of teaching (Vodosek 2002; Virkus 2003).

However, there are different approaches to the LIS programmes and these create a problem for international students in establishing the equivalence of specific course elements and recognising study periods in other schools. Procedural complications are also met by those European co-ordinators who embark on solving problems for students wishing to continue, and complete their education in other European LIS education institutions (Kajberg 2002).

1.2 The Bologna Process

Following the Bologna Declaration in 1999 (Bologna Declaration 1999), the growing interest in the internationalisation of higher education is mainly due to the Bologna Process (BP). Through this, politicians aim to create an integrated European Higher Education Area (EHEA)[1], in which the staff and students could be more inter-culturally skilled and internationally knowledgeable.

The BP approach to internationalisation is characterised by the internationalisation of procedures, in general nationally based (Knight 2003), such as those for the recognition of qualifications and quality assurance. Of the ten BP Action Lines (Fig. 1.1), four could be classified as belonging to the objective of recognition of qualifications:

Recognition: mobility facilitating mechanism and tools as equivalences

Mobility: implies a physical move to another country for purposes of study or teaching;

Joint degrees: international degrees which confer a joint or double certification at completion;

Global dimension: comprises a mixed set of items, such as the provision of information about BP outside Europe, marketing and promotion of European Higher Education Area (EHEA) in the world, recognition between EHEA and the rest of world.

Five of the remaining BP Action Lines belong to the category of procedures for the enhancement of quality and educational reform (Watcher 2008):

Three cycle degree structure: Bachelor-Master-Doctorate and the European Qualifications Framework (related and listed also with Recognition);

Quality Assurance: refers to all the policies, review processes and actions designed to ensure that institutions, programmes and qualifications meet and maintain a specified standard;

---

[1] Accessible at website of the current Bologna Secretariat:
http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/

Social dimension: aims at equality of opportunities for students and student participation in higher education governance;

Employability: the ability to gain initial employment, to maintain such and to be able to move around within the labour market;

Lifelong learning: need to embed lifelong learning within higher education;

Stocktaking: concerns with aspects of self-administration, regular evaluation of progress towards the achievement of BP objectives;
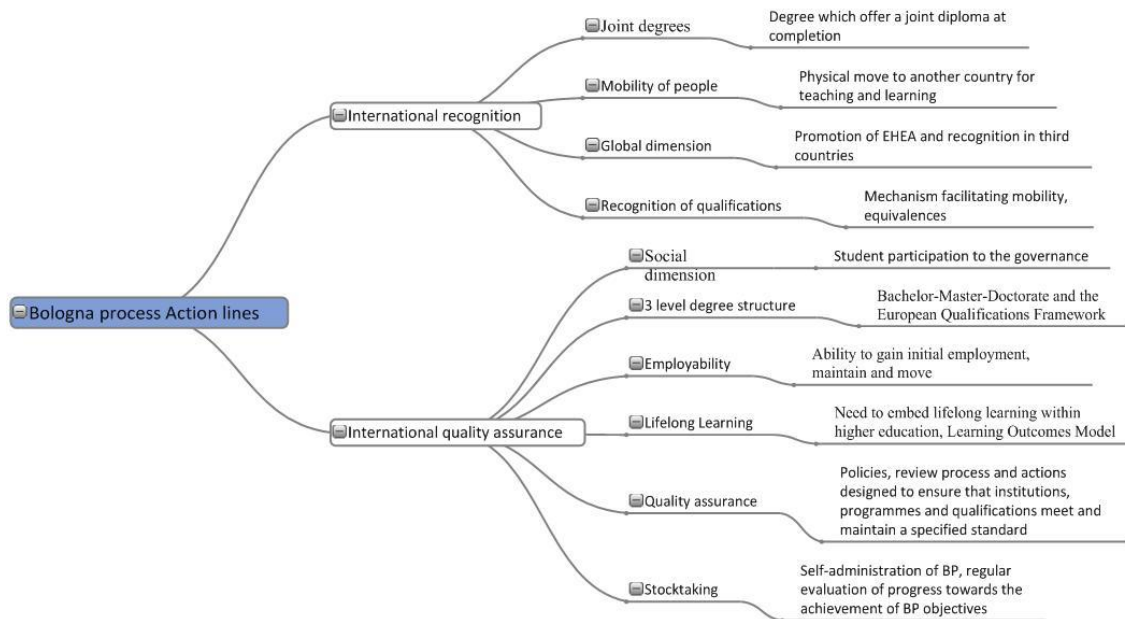
Fig. 1.1 BP Action lines

The issue which is central to this BP approach is how to develop "zones of mutual trust", stimulating quality enhancement in the European Higher Education Area (EHEA). The first European Quality Assurance Forum, (2006) jointly organised by EUA, ENQA, EURASHE and ESIB (the E4 Group) provided an opportunity to discuss European Guidelines in quality assurance. The E4 Group (ENQA, ESIB et al. 2005) developed the European Standards and Guidelines for Quality Assurance in Higher Education (ESG) which are a minimum set of standards and guidelines for the quality assurance of higher education institutions. The ESG Guidelines describe the desired learning outcomes of programmes. Starting from 2005, the learning outcomes model of education has been achieving growing importance in the BP higher education reform. Learning outcomes are defined as (European Commission 2005):

Learning outcomes are statements of what a learner is expected to know, understand and/or be able to do at the end of a period of learning.

The role of learning outcomes in the BP quality system is intimately linked to the adoption of paradigm shift to student-centered learning approach, with the teacher moving towards being a facilitator/manager of the learning process. There is a consequent cascade effect that links the learning outcomes orientation with the selection of appropriate teaching techniques and the development of suitable curriculum design (Campbell & Van der Wende, 2000; Adam, 2004). The learning outcomes approach promotes teaching and assessment based on the constructivist pedagogy and discourages traditional educational approach based on teachers instruction. As learning can be seen as a form of personal growth, students are encouraged to reflect on their learning, transforming their personal behaviour. For that reason, learning can also be constructive in the sense that the student is empowered, facilitating the construction of new knowledge.

The learning outcomes approach encourages the integrated application of all the tools and standards developed by the BP. It is important that learning outcomes, once and in whatever way achieved, must be described and attested in such a way that they may be considered for recognition, using the course level structure, ECTS and the general outcomes defined by Dublin descriptors and European Qualification Framework (Adam, 2004). As the emphasis on the learning outcomes of education grows, there is increasing interest in identifying international subjects and transversal competences. However, there is a degree of skepticism in the adoption of the learning outcomes approach in relation to students' employability (Adam, 2004).

Besides the general value of the BP international dimension of higher education for promoting intercultural understanding and collaboration, there is now the increasing need to prepare graduates for the global labour market and to improve employability. In this approach the development of an international curriculum, as in the past, is not an end in itself but a means toward developing the appropriate international competences in students, staff and teachers (Tauch and Rauhvargers 2002).

1.3 Research problem

The BP aims to create one European educational space. The LIS sector in Europe however has no agreed quality indicators. Although there is now major clarity in curriculum structure and content of LIS schools, however the BP impact in LIS still seems weak (Kajberg 2002; Kajberg 2003). LIS in different countries is taught differently, and again this is reflected in the curriculum, and is an obstacle for student mobility.

Just as there are many concepts of LIS, there are also many definitions and concepts of the quality of LIS education. What about international accreditation of LIS schools? What challenges are the LIS schools facing if LIS professionals are to be recognised on a European scale? These are questions which the LIS education community has to deal with, if the field of LIS education is to play the role it deserves and which society needs in a knowledge based Europe. The BP learning outcomes orientation in education can have a possible impact in LIS curriculum content, learning and teaching, recognition of outcomes and, more broadly, lifelong learning. LIS schools have a role in adopting the learning outcomes approach and supporting the empowerment of students enrolled in the courses.

The research focuses on LIS education in Italy where the BP represents an enormous opportunity to improve the quality of academic education of professionals. This is needed to align the professional qualifications of librarians to a European level and strengthen the professional identity in Italy. The research problem is that of investigating if the BP could contribute to stimulating a possible enhancement of quality teaching and learning.

1.4 Aims and Objectives

The research aims to contribute to the promotion of internationalisation of LIS education in Italy, and a more collective approach to internationally agreed curriculum concepts and quality indicators.

The general aim of the research is:

- To assess whether the BP could be a lever for quality enhancement for LIS education in Italy.

Further objectives are:

- To understand the hidden values in different approaches to quality in LIS;
- To explore the learning outcomes approach for enhancing quality of LIS education, integrated within the BP.

One of the long term guiding principles of this research is the BP learning outcomes model of quality evaluation. The learning outcomes model moves quality assurance systems to a more comprehensive and qualitative approach. Outcomes stress the transformative impact of learning but the difficulty is assessing the quality of student learning. This is a topic being examined by educationalists worldwide, as they try to standardize what is meant by quality of higher education within their own educational systems (Harvey 1993). Although different countries come up with similar ideas there appears to be no one definition of quality. Harvey and Green (Harvey and Green 1993) have identified five concepts of quality discernible in higher education:

- *Exceptionality*: it focuses on centres of excellence;
- *Perfection*: it looks for consistency;
- *Fitness for purposes*: it compares objectives and achievements;
- *Value for money*: it focuses on accountability;
- *Transformative*: it stresses the empowerment of students or the facilitating of the development of new knowledge.

According to Harvey, the present focus of quality assurance on accountability and input measurements is the reason why quality evaluation has contributed little to any effective transformation of the student learning experience (Harvey 1995).

The researcher embraces the concept of education quality as transformative, empowering students with the capabilities of reflecting and becoming agent of change in their workplace. To enhance LIS education quality, LIS students in Italy could enjoy a more positive international learning experience which will likely help them to develop greater passion for learning and lead to more success in their work environments, giving them critical skills, professional knowledge and confidence in their capabilities of applying knowledge and skills. Conventional wisdom dictates that international education promotes students' empowerment and the acquisition of worthwhile

knowledge, skills and attitudes. However, concrete evidence is needed in order to substantiate these claims.

1.4.1 Research Questions

This study poses the following question:

- Could the BP learning outcomes approach stimulate the quality enhancement of LIS education in Italy?

Other questions, related to the previous one, are:

- Could the LIS education quality be measured with a set of European quality indicators?
- What are LIS schools students' expectations and perceptions of quality?
- Is the LIS quality relevant to what employers expect or need?
- What is the role of national and international Library associations for LIS quality?

1.5 Benefits of the Research

Kajberg (Kajberg 2002; Kajberg 2003) states that results of the application of the BP in LIS schools in Europe are still scarce. The tension between the conflicting aims of harmonization and developing diversity has characterized European development for decades and even renders undesirable the collaboration towards a single accreditation system for LIS. The obstacles are to be evidenced in a lack of a common definition of LIS quality concepts and of like purposes of education and similar learning and teaching processes. However the BP is now a common trend supporting the building of "zones of mutual trust" and must not be overlooked.

The actual focus on the quality assurance of LIS education is due first to public accountability and often confused with an administrative task carried out by higher education institutions. The BP approach to quality stimulates LIS education in Italy to other requirements, such as: to be credible as a discipline in the eyes of the international academic community, to stimulate continuous enhancement of learning quality, and to take account of the professional community.

This research project seeks to provide evidence on the effect that internationalisation of higher education could have on LIS schools. Although it starts from an analysis of the

Italian LIS schools, it seeks to carry out studies of the effect the BP driven internationalisation has on students and on their learning. In particular, whether an international LIS programme could lead to:

- improvements in the quality of the student experience, outcomes, competences or employability,
- changes in pedagogical approaches,
- enhancement in the quality and standards of curriculum content.

A number of dependent variables have been tested in the research: what is meant by quality in the LIS sector, what is the curriculum content, what is the process of teaching and learning, how learning outcomes might be assessed. A key indicator in the quality of LIS education has been the active participation of stakeholders in the quality assurance process. The question: What are the important criteria for quality? has been put to students, employers, teaching staff and non teaching staff. Their points of view have been compared with those of: accrediting agencies, university administrators and politicians.

References

Abdullahi, I. & Kajberg, L. (2004) 'A study of international issues in library and information science education: survey of LIS schools in Europe, the USA and Canada.', New Library World, 105, pp. 345-356.

Abdullahi, I., Kajberg, L. & Virkus, S. (2007) 'Internationalisation of LIS education in Europe and North America', New Library World, 108 (1/2), pp. 7-24.

Adam, S. (2004) Using learning outcomes. A consideration of the nature, role, application and implications for European education of employing 'learning outcomes' at the local, national and international levels. Edinburgh: UK-Bologna Seminar [Online].
Available at: http://www.bologna-bergen2005.no/EN/Bol_sem/Seminars/040701-02Edinburgh/040620LEARNING_OUTCOMES-Adams.pdf
(Accessed last time on September 2009).

Boaz, M. (1986) 'International education: an imperative need', Journal of education for library and information science, 3 (Winter), pp. 165-170.

Bologna Declaration (1999) Joint Declaration of the European Ministers of Education. Bologna: [Online].
Available at: www.bologna-berlin2003.de/pdf/bologna_declaration.pdf.
(Accessed last time on September 2009).

Campbell, C. & Van der Wende, M. C. (2000) International initiatives and trends in quality assurance for European Higher Education. Helsinki: ENQA.

Dalton, P. & Levinson, K. (2000) An investigation of LIS qualifications throughout the world: 66th IFLA Council and General Conference. Jerusalem, 13-18 August.

ENQA, ESIB, EUA & EURASHE (2005) Standards and Guidelines for Quality Assurance in the European Higher Education Area. E4 report. ENQA [Online].
Available at: http://www.bologna-bergen2005.no/

(Accessed last time on September 2009).

European Commission (2005) Towards a European Qualifications Framework for lifelong learning. Bruxelles: European Commission.

Fang, G. R., Nauta, P. & Fischer, E. (1987) 'Guidelines to equivalence and reciprocity of professional qualifications', IFLA journal, 13 (2), pp. 133-140.

Harvey, L. (ed.) (1993) Quality assessment in Higher Education.

Harvey, L. (1995) 'Beyond TQM', Quality in Higher Education, 1 (2), pp. 123-146.

Harvey, L. & Green, J. (1993) 'Defining quality', Assessment and evaluation in Higher Education, 18 (1), pp. 1-16.

Kajberg, L. (2002) 'Cross-country partnerships in European library and information science: education at the crossroads', Library Review, 51, pp. 164-170.

Kajberg, L. (2003a) 'Cross-country partnerships in international library and information science education', New Library World, 104, pp. 218-226.

Kajberg, L. (2003b) 'A Survey of Internationalisation Activities in European Library and Information Science Schools', New Review of Information and Library Research, 9, pp. 25-60.

Knight, J. (2003) Internationalization of Higher Education. Practices and Priorities: 2003 IAU Survey Report. Paris: IAU.

OECD (2004) Internationalization and Trade of Higher Education - Challenges and Opportunities. . Paris: Organization for Economic Co-operation and Development.

Tammaro, A. M. (2001) Towards internationalisation of LIS schools: an introduction: Towards internationalisation of LIS schools. Parma, 18 marzo 2001: Casalini Digital.

Tammaro, A. M. (2005) Adapting LIS education to the digital age: co-operation and internationalisation for innovation: BOBCATTS. Budapest: BOBCATTS and EUCLID.

Tammaro, A. M. & Dixon, P. (2003) 'Strenghts and issues in implementing a collaborative inter-university course: the International Masters in Information studies by distance.', Education for Information, 21 (2/3), pp. 12-27.

Tauch, C. & Rauhvargers, A. (2002) Survey on Master degree and joint degree in Europe. European Universities Association.

UNESCO (1984) International symposium on the harmonisation of education and training programmes in information science, librarianship and archival studies. Final report. Paris 8-12 October [Online].
Available at:
http://unesdoc.unesco.org/images/0006/000620/062074EB.pdf
(Accessed last time on September 2009).

Van der Wende, M. C. & Westerheijden, D. (2001) 'International aspects of Quality Assurance with a special focus on European Higher Education', Quality in Higher Education, 7 (3).

Virkus, S. (2007) Collaboration in LIS education in Europe:challenges and opportunities: 73rd IFLA General Conference and Council. Durban. [Online].
Available at:
http://ifla.queenslibrary.org/IV/ifla73/papers/134-Virkus-en.pdf
(Accessed last time on September 2009).

Virkus, S., Hartkey, R. J. (2003) 'Approaches to quality assurance and accreditation of LIS programmes: Experiences from Estonia and United Kingdom', Education for Information, 21 (1 March), pp. 31-48.

Virkus, S. & Tammaro, A. M. (2005) Models of academic cooperation in European LIS education: EADTU. Rome. [Online].

Available at:

http://www.eadtu.nl/proceedings/2005/papers/EADTU-
Rome%20Sirje%20Virkus%20and%20Anna%20Maria%20Tammaro.pdf
(Accessed last time on September 2009).

Virkus, S., Wood, L. (2004) 'Change and innovation in European LIS education', New Library World, 105, pp. 320- 329.

Vodosek, P. (2002), "Internationalization of LIS education premises, conditions and chances", in Badovinac, B. (Eds),Hum@n Beings And Information Specialists. Future Skills, Qualifications, Positioning, Proceedings/10th International BOBCATSSS Symposium on Library and Information Science, BOBCATSSS 2002, Slovania, Portoroz 28-30 January, 2002,, Faculty of Arts, Department of Library and Information Science; Ljubljana and University of Applied Science, Stuttgart, pp.134-58.

Watcher, B. (2008) Internationalisation and the European Higher Education Area. ACA. Academic Cooperation Association.

Chapter 2. Methodology

2.1 Introduction

The research aims to investigate if the BP could be a lever for quality enhancement of LIS education in Italy. The quality of education is an intangible concept, which is difficult to define (Harvey and Green 1993) and should not be confused with a bureaucratic exercise. Each individual stakeholder, through his/her experience, values and judges quality. Quality is determined as a social construct and attributed to an experience by the individual or a community, and there is no quality independent of that meaning. Therefore the approach to the research must be qualitative. A number of research methods were used in trying to achieve an in depth understanding by the researcher of stakeholders' experiences.

2.2 Assumptions and rationale for a qualitative design

Some basic principles were adopted as the research paradigm. This paradigm is holistic. An attempt was made to capture the entire constellation of beliefs, values, techniques and so on (Kuhn 1970), shared by members of the LIS community. These then provided concrete pointers on how to solve the research problem. The interpretativism paradigm was then chosen as it assumes there is no way to get direct knowledge about the real world, there will never be one single reality or one true knowledge (Pickard 2007). This paradigm assumes that the world is a product of the ways people construct, manage and interpret meaning, and that gaining new knowledge is always a process of interpretation.

Some assumptions made were related to the nature of quality in LIS education (ontological issue), the relationship of the researcher to that which was being researched (epistemological issue), the role of values in the LIS community (axiological issue) and the process of the research (methodological issue) (Creswell 1998). The first assumption made was that it is impossible to identify the quality of LIS education in a single reality, measure it or quantify it, in any other way than via a qualitative methodology. The only world the research can study is a world of meanings,

represented in the signs and symbols that the members of the LIS community use to communicate.

2.2.1 Ontological issues

The concepts related to quality in LIS education are multiple, complex and holistic. They are time and context bound, thus they differ in Italy from those of other European countries. How can one LIS quality concept, in the context of BP, be adopted outside of a social context? Reality is seen as individual and embedded in special contexts (Flick 2002).

2.2.2 Epistemological issues

Some philosophical assumptions are related to the relationship between the researcher and the research object: how can we know what we know, what kind of knowledge can we know, and what, indeed, is knowledge?

Qualitative research combines the individual research participants, the researcher as research instrument and appropriate data collection techniques, in a collaborative process of producing meaning and developing theory (Pickard 2007). Human as instrument is the only instrument which is flexible enough to capture the complexity, subtlety and constantly changing situation which is the human experience.

The researcher emphasizes her role as that of an active learner, as a human instrument of data collection from the multiple natures of LIS reality, and as having a close relationship to the case being researched. The known and the knower influence each other, all descriptions are time and context bound. Lincoln affirms that it is impossible to separate cause from effects, as all entities are in a state of simultaneous shaping (Lincoln and Guba 1985). The researcher as human instrument was in a position to apply tacit knowledge to her interpretation of the observed evidence. The deep and at times tacit knowledge of the researcher was widely used to define the fieldwork. The researcher is, in fact, a professor of an Italian LIS school and therefore her professional knowledge and also her main research interests are in the fieldwork. She is member of international professional associations, such as IFLA and EUCLID, which are leading the internationalisation of LIS education. As such she has had a privileged position for observing the effects that the BP reform has had on LIS schools. She has also

participated in many events held by the LIS community in Europe, since the introduction of the Bologna reform.

The application of a qualitative methodology has been influenced by both the tacit and explicit knowledge of the researcher (Pickard 2007). This could perhaps be considered a limitation of the research work. However, the situation in Italy is so complex that in order to understand and clearly define it, it was considered necessary to use the knowledge of the researcher, as a human instrument. There are so many factors - traditional, political, social, judicial and even personal - that intersect in the theme of fieldwork, in a way which can seem incomprehensible to an external observer or reader. These complexities cannot be figured out, cannot be understood by a one dimensional restrictive approach; they demand the human as an instrument (Maykut and Morehouse 1994). The deep knowledge of the researcher has enabled her to give meaning to a simple gathering of data. In addition, the personal relationships which the researcher has with the university professors and professional people interviewed, has favored reciprocal understanding of both questions and answers.

Undoubtedly, this role and the close relationship between the researcher and the fieldwork have had implications for the value laden aspect of inquiry (axiological assumption); these also have had implications for the emerging methodology of the process of research (Creswell 1998). In all cases, the tacit knowledge of the researcher has been compared with the evidence presented by publications, presentations at conferences and from the transcription of interviews. The people interviewed were aware of the research aims and objectives and were asked to validate what the researcher had recorded, so as to avoid misunderstandings or exaggerations. The researcher was completely immersed in the situation. Thus it was necessary at all times to be conscious of the potential risks of abusing her position as a teacher working with her students and avoid these (see 2.5.8).

2.2.3 Methodological issues

The research into quality in LIS education is not looking for explanation but for explication. Explication makes clear how LIS education operates and does not try to get round complexity in an existing theoretical framework, but treats the residue of the unexplained as the focus of enquiry, solving the puzzle of what is happening. The theoretical perspective of the research is not devoted to defining new theories, but to

posing questions such as: Why are there different concepts and values for quality in LIS? How does the LIS community feel about it?

2.2.4 Axiological issues

The interpretativist research paradigm offers to this research a way of understanding the meanings behind the actions of individuals. From this perspective, meanings depend on context – LIS education in Italy - and the interpretation of the actions or opinions of people must take account of the setting in which they are produced (Dey 1993). Applying the interpretativist paradigm, the researcher sought to understand the context of Italian LIS education, both at the macro and the micro environmental levels. The role of values in the LIS community was investigated, to explore relationships between quality concepts and hidden consequences for LIS education.

2.3 Research design

The research has two main phases. The distinction between the first phase and the second phase of the research is highlighted here for reason of clarity, but in reality they were conducted iteratively. For example, the researcher returned more than once to interview some of the respondents both in the first phase of research and in the second phase.

First Phase: through the data collected from the literature and the documentary review, the interviews with key informants and the observation of the LIS community, the theoretical framework and then the conceptual framework were developed;

Second Phase: the focus was on the fieldwork, based on exploring the impact of the BP on LIS education in Italy through enquiry of the International Masters in Information Studies (MAIS). This phase was a case study, resulting in a tentative working explication (Pickard 2007).

2.3.1 First phase

The first phase tried to understand the status quo of quality concepts of quality in LIS education in Europe and also how quality is measured currently by LIS schools within the framework of the BP.

Different variables within LIS education are characteristics of different concepts within LIS. There are different attributes that these concepts can have, qualities of the concepts

that can be measured or recorded. These different concepts, related to quality of LIS education and driven by the BP internationalisation, have not been explored before (Knight and De Wit 1999; Van Damme 2002; Abdullahi and Kajberg 2004). The variables at the start of the research could not have been easily identified, as theories were not available to explain different behaviours of LIS schools, employers or students, and theories needed to be developed. Because the reality of LIS education is messy, the researcher allowed the design of the investigation to emerge, as the research progressed. It was not tied to predetermined variables, but to those variables which emerged from the evidence given by individuals.

With a view to finding an answer to the research questions, various tools were used for the collection of data. The activities carried out were: the literature and documentary review, the participative observation of the LIS community in Europe, interviews with key informants and members of the professional community.

2.3.1.1 Participative observation of LIS community in Europe
The researcher has participated in the EUCLID Project *European Curriculum Reflections* and important international and national Conferences on LIS education.

The main source of data was the Project *European Curriculum Reflections on Library and Information Science Education* carried out by EUCLID, the European Association of LIS Schools, in co-operation with the Royal School of Library and Information Science (RSLIS) in Copenhagen (Kajberg and Lorring 2005). This aimed at identifying the challenges presented by the need for European transparency in the field of LIS education and possible roads toward its achievement. Twelve virtual working groups covering different subfields of LIS have been active since 2005, addressing the challenges and possibilities for European curriculum development. The groups were composed so as to cover different parts of Europe – Central and Eastern Europe, Southern Europe, the Nordic countries and the UK.
The researcher has been co-ordinating the subgroup on The *Curriculum in general*.

Through the participation in the EUCLID Project *European Curriculum Reflections* it was possible to observe directly the LIS community at work in Europe. Thus it was possible to reach an understanding of the different values and concepts held by the LIS community in Europe, and their interrelationships (see Chapters 4 and 5). The

participation of the researcher in international and national conferences was an immersion in the reality of LIS, allowing an in depth identification and understanding of issues and values. A large amount of rich information related to quality concepts was gathered by participation in these events. The Conferences on LIS education are listed in chronological order in Tab. 2.1.

Table 2.1 Participation to International and National Conferences

Year	Conference Title	Place	Organisation
2001	Towards internationalisation of LIS education (Tammaro 2001)	Parma	Parma & Northumbria
2002	Restructuring and adapting to European standards: overcoming regional variations in needs and interests in education for LIS	Thessaloniki	EUCLID http://euclid.hio.no/files/pdf/thessaloniki_conference.pdf
2003	Coping with continual change – change management in SLIS	Potsdam	EUCLID ALISE http://forge.fh-potsdam.de/EUCLID/
2003	To prepare the new information professionals (Tammaro 2005)	Parma	Parma & Northumbria
2004	Digital Library Education	Florence	Parma & Northumbria http://www.unipr.it/arpa/benicult/biblio/master/240305.htm
2004	IT profiles and curricula in libraries	Parma	DELOS; ELAG, Parma & Northumbria URL:<http://www.delos.info/index.php?option=com_content&task=view&id=259&Itemid=73>
2005	EUCLID Working meeting: LIS education in Europe (Kajberg and Lorring 2005)	Copenhagen	EUCLID & RSLIS
2007	Librarian@2010 – Educating for the future	Lisbon	EUCLID & EBLIDA URL:<http://www.apbad.pt/Librarian@2010/Librarian@2010.htm#PROGRAM>
2008	BOBCATSSS 2008 – Providing access to information for everyone	Zadar	EUCLID URL:<http://edoc.hu-berlin.de/conferences/bobcatsss2008/>
2008	LIDA. Education for Digital Library	Dubrovnik	Zadar & Rutgers URL:< http://www.ffos.hr/lida/lida2008/>

2.3.1.2 Purposive sample

Broad philosophical assumptions implicit in the research are related to the framework of the BP and LIS education in Italy, that:

- the BP is a stimulus for quality enhancement in Italian LIS schools;
- internationalisation represents a challenge to Italian LIS schools.

However some further consideration may usefully be given to the question of whether internationalisation can be fully accepted as an idea influencing the fundamental direction of LIS education in Italy and this has been investigated by interviewing key informants.

Key informants

In the first phase, in order to facilitate decisions regarding the structuring of the research, reference was made to key informants: Ian Johnson, Sue Myburgh, Leif Kajberg and Niels Pors (see Table 2.2). These LIS professors were selected on the basis of their capacity to answer the questions posed by the research. Their publications are cited in the bibliography (Johnson 2000; Johnson 2005; Myburg 2005) and the analysis of these publications convinced the researcher that their replies would be extremely relevant to the research. The first key informants to be interviewed were Leif Kajberg and Niels Pors from the Royal School of Library and Information Science of Copenhagen. The RSLIS is an outstanding LIS institution in Europe, which has coordinated the *European Curriculum Reflections* project; these first two first key informants experienced the internationalisation in the Nordic countries. The researcher went to Copenhagen to interview them, at the beginning of the research work, in 2002. Later, the dialogue with them continued informally with ad hoc discussions during the meetings and conferences held by EUCLID and IFLA (see Table 2.1). The interview with Niels Pors focused on quality indicators of LIS schools in Europe; the interview with Leif Kajberg focused on internationalisation of LIS schools and barriers to this. Ian Johnson is an international expert with a great deal of experience in LIS education in developing countries. The interview with Ian Johnson took place during a visit to Aberdeen in 2006. Later, in 2008, Ian Johnson came to Parma, participating in the focus group about the gap between research and practice. Sue Myburgh was identified following the analysis of the literature on the change of LIS education. She has an international background, with her professional career experienced in Africa, Australia and US. The first interview with Sue Myburgh was by e-mail in March 2007. The

researcher sent some questions to her by e-mail concerning the different values and concepts of LIS, obtaining an extensive explanation of the Information Management approach. Later, Sue Myburgh came to Parma, in 2008, to participate in the focus group about research versus practice gap.

Table 2.2 Interviews with Key informants

Key informants	When	How	Where	Purpose
Niels Pors	November 2002	Interview (Appendix 2 Key informants interview transcript)	Copenhagen	Understand the quality indicators in European LIS schools
Leif Kajberg	November 2002	Interview (Appendix 2 Key informants interview transcript)	Copenhagen	Understand the barriers to European LIS schools' internationalisation
Ian Johnson	July 2006 January 2008	Interview (Appendix 2 Key informants interview transcript) (Appendix 2 Focus Group)	Aberdeen Parma	Understand the issues related to: innovation, competition, employability, research vs practice
Sue Myburgh	March 2007 January 2008	Interview via e-mail (Appendix 2 Key informants interview transcript) (Appendix 2 Focus Group)	Parma	Understand the issue of different LIS values, the approach to research vs. practice

Thanks to their knowledge of the international *ambit* and of the problems of university teaching in LIS, the key informants were able to provide the researcher with an "internal" angle on the rules, conduct and culture connected with the shift towards a learning outcomes approach in Europe. The expertise of the first two key informants made it possible to draw up a first conceptual schema for understanding the scope of the internationalisation driven by the BP. Ian Johnson clarified the issues relating to innovation in LIS education, competition between LIS Schools and employability. Sue Myburgh was particularly useful for investigating the competencies of the new professionals.

LIS stakeholders

Physical, cultural and personal constraints and obstacles to quality enhancement in LIS education in Italy were investigated, from the points of view of all stakeholders. The

investigation was done in an attempt to understand individual meanings related to internationalisation of LIS education in Italy. The choice of respondents was directly related to research questions and research objectives, such as:

- o *What is the role of national and international Library associations in LIS quality?*
- o *Could the BP learning outcomes approach stimulate the quality enhancement of LIS education in Italy?*

The stakeholders were selected first from the LIS Professional Associations community in both Italy and internationally, to find support in understanding the role of national and international Library Associations. They were officers of the professional associations IFLA, CILIP, AIB (Italian Library Association).

The researcher also investigated the impact of internationalisation on the broader context of LIS education. The stakeholders interviewed were (see Table 2.3):

- administrators and politicians from the Ministry for the University in Italy,
- professors of Italian LIS schools. The professors selected were those promoting internationalisation of LIS education.

Various methods were used to conduct the interviews with these stakeholders. Where possible they were conducted in person, in which case notes of the interviewee replies were taken without using a tape-recorder. This decision was motivated by the fact that the interviewee might feel intimidated by the use of a recorder, which can negatively affect the friendly and open atmosphere which we preferred to create for the interview. This type of face-to-face interview was used for the professors from the University of Milan and Rome (IT-P1, IT-P2, IT-P3, IT-P4 interview transcripts) and for representatives of the AIB (IT-LA2, IT-LA4 interview transcripts).

In other cases the interviews were conducted by telephone, as with the representative of the Erasmus Agency of the Ministry for the University (IT-GOV1 interview transcripts). Some of the interviews were also conducted via e-mail, in particular in the case of two of the AIB representatives (IT-LA1, IT-LA3 interview transcripts). This decision was dictated above all by constraints of time, and by logistical difficulties, since the two interviewees live at a considerable distance from the researcher.

Contributing to this choice was the fact that the researcher was very familiar with these two experts, a fact which lessened the risk of non-engagement implicit in interviews conducted by e-mail (Mann and Stewart 2000).

For the interviews with the IFLA representatives (Claudia Lux and Terry Weech interview transcripts), an open format was used which left them free to reply to the questions following their own personal approach (unstructured interviews). Effectively, the purpose of these interviews was that of acquiring a general understanding of the international experts' points of view on quality issues. These questions were:

- *For you, of what does the quality of a course in library science comprise?*
- *Can this quality be measured using international standards?*
- *What is the role of an international library association?*

In the cases of the Italian Library Association (AIB) representatives, further questions were added to investigate certain issues in greater depth. Consequently the interviews took the form of an informal yet purposeful conversation: this was the case, in particular, for the interview with IT-LA2, in charge of the Professional sector of the AIB. The representatives interviewed from the Italian Library Association in addition to the questions on the BP, were also asked for their opinions on the role of the Italian Library Association in the sphere of accreditation and professional recognition. In particular, in the interviews with the representatives of the AIB, they were asked:

- *What can the AIB do to improve the education and professional recognition of Italian librarians?*

Regarding the importance of the role of the AIB in recognition, the researcher returned later to interview the representatives of the association to develop further her understanding of the current prevailing orientation apropos the recognition issue in the CEN (the Governing Board of the Association).

The other interviews with Italian LIS professors, in contrast, followed the approach of the guided interview, with a basic checklist of the questions to be posed. These interviewees were asked for their opinions on the BP, and on how it could provide a stimulus for the improvement of professional education in the LIS sector. Their opinions were useful for estimating the level of understanding and application of the BP.

Of the Italian Professors, selected from those who are promoting an international dimension in their curricula, the questions asked were:

- o *Is the education of librarians in Italy comparable with that at European level?*
- o *Can the Bologna Process help to improve the education of librarians in Italy?*

In the majority of cases, these pre-established questions proved to be sufficient for an understanding of the point of view of the interviewee.

From the very start of the study, the researcher was tempted by the possibility of requesting interviews on the problems of recognition and accreditation of the LIS courses with a larger number of stakeholders. In practical terms, in view of the limitations of time and the resources available, it was decided to restrict the number of interviewees.

Table 2.3 Data collection from national and international stakeholders

Stakeholder	When	How	Where	Purpose
IFLA Terry Weech (Chair IFLA Education and Training Section)	November 2002	Interview	Sofia Conference	What is the role of national and international Library associations for LIS quality?
IFLA Claudia Lux (IFLA President)	January 2008	Interview	Zadar Conference	What is the role of national and international Library associations for LIS quality?
IT-P1	February 2008	Interview	Roma	Investigating BP impact in LIS education in Italy
IT-P2	February 2008	Interview	Roma	Investigating local barriers to BP in LIS education in Italy
IT-P3	March 2008	Interview	Milano	Investigating local barriers to BP in LIS education in Italy
IT-P4	March 2008	Interview	Milano	Investigating local barriers to BP in LIS education in Italy
IT-LA1	November 2007	Interview by e-mail		Investigating LA role in LIS education quality and recognition
IT-LA2	January 2008 February 2008	Interview	Rome	Investigating LA role in LIS recognition
IT-LA4	January 2008	Focus group	Parma	Investigating LA opinion in research versus practice
IT-GV1	July 2007	Phone interview		Understanding perceptions and facts about BP impact on Italian Higher Education

The results of this first phase of the research were an open system of categories. The scope was that of identifying elements making up the concepts related to quality issues in LIS education, as they are recognised within the LIS community in Europe as a whole and then to explore how their characteristics differed from those recognised in Italy. From the literature review (see Chapter 3), participant observation at the EUCLID Project *European Curriculum Reflections*, quality indicators used in LIS in Europe were evidenced. These fell into four categories: 1) programme, 2) process of learning and teaching, 3) learning outcomes and 4) recognition of qualifications.

These provided the basis for a theoretical framework for the research. From further iterative codification of the first data collected and an exploration of the relationships involved, the conceptual framework was produced. It is a representation therefore of the real world, influenced by what the researcher chose to observe, how she interpreted the findings and crucially what she observed.

2.3.1.4 Theoretical framework
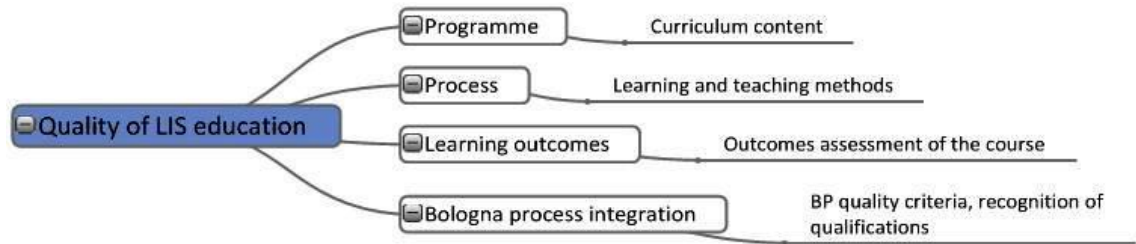
Fig. 2.1 Theoretical framework of LIS education quality

The major considerations when constructing this framework were both its conceptual coherence and its practical usefulness. As qualitative research does not allow for a detailed plan to be developed before the research begins, the theoretical framework served as a statement of criteria that provided guidance for the logical and systematic development of the research design. This framework represented the "BP learning outcomes model" and as such provided a cognitive signpost which did not restrict emerging concepts.

2.3.2 Second Phase

In the second phase, the relationship between the BP internationalisation and quality were investigated through fieldwork, which focused on the International Masters in Information Studies (MAIS), jointly delivered by the University of Northumbria (UK) and University of Parma (Italy). The programme represented an example of an innovative course, where the application of the BP quality criteria and principles could be easily evidenced and which had the potential to serve as lever to enhance the quality of LIS education in Italy.

2.3.2.1 Case study
The case study approach was chosen for its distinct advantage when:

".. a how or why question is being asked about a contemporary set of events, over which the investigator has little or no control." (Yin 1989)

The MAIS course was the case study for the second part of the research. It is an example of "Internationalisation at home" (IaH), favoring an immersion approach in an international course, developed soon after the Bologna process started in Italy (Tammaro and Dixon 2003). The design of the qualitative case study was an iterative process, gaining and utilising insight as the research progressed. Following the naturalistic inquiry suggestions by Lincoln and Guba (Lincoln and Guba 1985), the case study process had a first phase based on focused exploration of the MAIS by different stakeholders and a second phase of member checking. These phases did not occur in linear fashion, but in an iterative process.

2.3.2.2 Nature and function of the case study

International joint courses are seen by the BP as advanced educational programmes, which promote students' empowerment and the acquisition of worthwhile knowledge, skills and attitudes (Tauch and Rauhvargers 2002). Joint courses also raise issues and problems of internationalisation, giving a picture of what impact on higher education one can expect from the BP. For these reasons MAIS is a case study which is representative of a particular situation of "Internationalisation at Home" of LIS education in Italy. There are many variables of interest to the research and it relies on multiple sources of evidence. The reasons for selecting the case and for gathering information about the case were due to the following characteristics:

- MAIS is in many ways an advanced educational experience in Italy: it follows all the quality criteria of the BP but is embedded in the contextual conditions of LIS education in Italy;
- The approach to quality in MAIS has been based on a learning outcomes model, and it is embedded in the quality assurance system of the two countries, the United Kingdom and Italy.

Several features mark this research as a case study:

- the focus is on the MAIS experience and the experiences and perceptions of its stakeholders;
- this case is a system bounded by time and place;

- it looks for extensive, multiple sources of information in data collection to provide the detailed in depth picture of the particular case of MAIS;
- it describes the context situating the case of MAIS in the broader framework of the impact of the BP in Italy;
- the findings can represent the wider response to the BP in Italy.

This was an exploratory study and the impact of internationalisation on quality was the subject of exploration. Instead of propositions (Yin 1989), the design of an exploratory study should state its purpose, as well as the criteria by which the exploration will be judged successful. In the choice of the MAIS, the purpose of the study was to develop a conceptual framework linking critical pedagogy and internationalisation theories about quality to specific teaching strategies, which can enhance quality of education and facilitate students achievements of learning outcomes.

2.3.2.3 Conceptual framework for the case study
Whereas some consider the case an object of study (Stake 2003) or a membership or a representation (Ragin 1992), others consider it a methodology (Merriam 1988). However, they have in common that the case study has the characteristics of a bounded system (Creswell 1998). Stake (Stake 1994) considers the case study not to be a methodological choice but a choice of object to be studied. According to this, the choice of MAIS is made to advance understanding of the main objectives of the research (Stake 2003). MAIS is bounded by time (considering three intakes from 2000 to 2006) and place (Italy and UK). It is also common to recognize in a case study that certain features are within the system, within the boundaries of the case, other features are outside, for example the Italian context.

Having insufficient information to present an in depth picture of a case limits the value of some case studies (Creswell 1998). To avoid this pitfall, in planning the research, the researcher used a conceptual framework, developed from the theoretical framework, within which to specify the amount of information and units of analysis which were likely to be collected about the case (Fig. 2.2). The conceptual framework was related to the research aim of discovering whether the BP could be a lever to stimulate the development of quality at national level and was related to the BP learning outcomes model. This conceptual framework was developed by analyzing and coding of the data collected in the first and second phase of the research and it consisted of a first list of

units of analysis. These units, characterising international LIS courses, are the following:

- Competitive attractiveness of the Masters MAIS;
- MAIS quality enhancement of learning and teaching;
- MAIS skilled/educated students;
- MAIS recognition of qualifications.
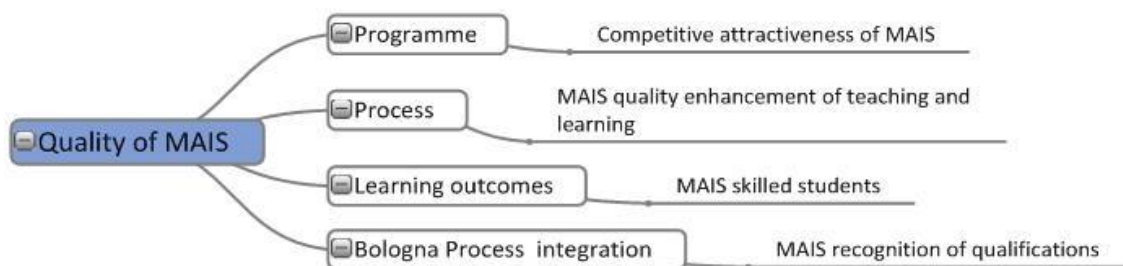
Fig. 2.2 Conceptual framework of MAIS case study

The case study was been narrowly circumscribed during the analysis of the data, with further coding of different categories of the concepts defined in the conceptual framework. The particular phenomenon, MAIS was examined using the component parts of the conceptual framework, which became the variables of the study (Merriam 1988). The BP concept of integration was considered in relation to quality criteria, principles, and recognition of qualifications.

2.4. Data collection procedures

The units of analysis were a critical factor in the case study. The case study methodology tended to be selective, focusing on the theoretical framework factors which have been considered fundamental to understanding the system being examined (Tellis 1997): programme, process, outcomes and qualification recognition. In this case study, the researcher followed Lincoln and Guba (Lincoln and Guba 1985) and Yin (Yin 1989) case study structure.

- *The problem*: research questions and propositions;
- *The context*: the BP impact on Italian LIS education;
- *The issue*: units of analysis, as initially considered in the conceptual framework of MAIS (Fig. 2.2);
- *The logic linking* the data of the exploration, and
- *The criteria* for interpreting the findings (or lessons learned).

The units of analysis were initially chosen and were linked to research questions:

- How can LIS curriculum quality be measured by a set of international indicators?

- What results of quality enhancement in teaching and learning were achieved by the International Masters?

Stake (1995), and Yin (1994) identify at least six sources of evidence in case studies. The following data were collected for the MAIS case study:

- *Documents*: at the beginning of the case study, a documentary review collected all the documents used in the case study, which are MAIS letters, memoranda of understanding signed by the partner universities, agendas of meetings, administrative documents, journal articles, and any document that was interesting to the investigation. All these documents are listed in the Appendix 1 by topic. In the interests of triangulation of evidence, the documents served to corroborate the evidence from other sources. Documents were also useful for making inferences about events. However, documents can lead to false interpretations, in the hands of inexperienced researchers, which has often been a criticism of case study research. This was borne in mind at all times, so the researcher was not misled.

- *Archival records*: were students and MAIS records, organizational records, and lists of names, survey data, and other such records. The investigator was careful to evaluate the accuracy of the records before using them. Even if the records were quantitative, they could still be inaccurate.

- *Interviews*: were the most important sources used to gain information for MAIS. The forms of interviews chosen were: focused, and semi-structured. Open-ended interviews were avoided. The researcher avoided becoming dependent on a single informant, and sought to have the same data from different sources, to compare the results and to verify authenticity. Key respondents proposed solutions or provided insight into single events. They also corroborated evidence with insights obtained from other sources.

2.4.1 Purposive sample in the case study

All units of analysis in the conceptual framework were considered from the different stakeholders' points of views. The research considered all the actors in the case:

- MAIS students;

- MAIS professors of the partners universities;

- Administrators of the partners university;

- Employers of Masters students.

Table 2.4 Data collection from MAIS stakeholders

Stakeholders	When	How	Where	Purpose
MAIS students	January-March 2008	Interview by telephone		Understanding their expectations, perceptions of achievements, impact on the workplace
MAIS professors IT &UK	March-December 2007	Interview	Newcastle- Parma	Understanding perceptions of MAIS achievements
MAIS students' employers	April-May 2008	Interview	Parma	Understanding employers expectations and perceptions of return from MAIS
MAIS administrators	March 2007	Interview	Newcastle	Understanding perceptions of MAIS achievements

MAIS Masters students were the main focus of the case study, trying to understand their perceptions and expectations and also the recognition they have had for their qualifications with international currency. The case study considered the first three cohorts of the MAIS, with a total of 43 students (Table 2.5).

Table 2.5 MAIS students cohorts

MAIS	Started	Finished	Students recruited	Students completed	Students withdrawn
1st cohort	2001/2002	2002/2003	22	18	4
2nd cohort	2003/2004	2004/2005	15	13	2
3rd cohort	2005/2006	2006/2007	6	6	0

All the 43 MAIS students of the three cohorts were involved in the survey.. Almost all of them (79%) decided to be interviewed; three of them, who changed their address, could not be reached. Most of the interviews were carried out by telephone, after the

call having been arranged earlier by email. Only three of the interviews were done in person and those people lived in Parma. In total, there were 34 interviews and all of the participants were interviewed after they had completed the Masters or after they had withdrawn, that is between January and March 2008. As an ethical researcher, closely connected with those being researched – the MAIS students – the researcher needed to avoid being in position of influence and authority with those she was interviewing. However, certainly the researcher, working with former students could come closer than other researchers could have done to represent the students' stories. The researcher was completely immersed in the situation and the question was: how the researcher could avoid causing harm to the participants? how could they feel free to answer honestly knowing that this would not affect the evaluation of their academic performance? These ethical issues are discussed further in the following paragraph 2.5.8.

Apropos the interviews with the MAIS students, a semi-structured schema was used, in which the same questions were posed in the same order to all the students. Therefore, each possible reply fell within a specific category of analysis in the ambit of the research. Nevertheless, the pre-established format left the interviewee free to reply to the question as fully as he or she wished. The researcher took notes of the students' replies during the telephone call. The transcripts of the interviews with the MAIS students are provided in Appendix 2 - MAIS students interviews.

More specifically however, for a fuller understanding of the problem of recognition of the qualification encountered by some of the students, in addition to the interview common in format to all the students, a second, unstructured interview was also carried out. This second round of interviews involved three MAIS students – two reporting critical situations and one a case of success. More specifically, these were: 1) a MAIS student who had decided to leave the library sector, 2) another who had on various occasions attempted to obtain recognition of her qualifications in both the private and the public sector, and 3) the third who had obtained promotion while remaining in the same job. All these three follow up interviews were done by email. The students' segments of the case study also included the review of: student surveys, reviews of student career (portfolios), and student self-assessment.

The researcher also tried to investigate the expectations and perceptions of the MAIS Masters students' employers in term of investment in International Masters education, and the nature of any return. A selected sample of employers was selected that ranged over a variety of organisations. The choice of this sample considered first of all the types of libraries. Essentially two types of library were considered: university libraries and public libraries, essentially twotypes of libraries were considered: university libraries and public libraries. Secondly, the attitude of the employers demonstrated towards internationalisation. The employers were interviewed from April to May 2008.

The first question to the employers was focused on the outcomes, asking them about what changes they had observed in the employees following the MAIS course. In the semi-structured interview to the employers of the MAIS students, they were asked:
Did you notice an appreciable change in the productivity and behaviour of A.? If so what?

The data on MAIS drawn up by politicians and government representatives were collected from the documentary analysis and from reports about the context of the Bologna process.

The collection and analysis of data has been classified according to elements of the theoretical framework developed during the first phase of the research: programme content, process, outcomes, BP integration and recognition of qualifications.

2.4.2 Collection and analysis of data: Programme
Apropos quantitative university performance data, the survey drew on documentary information resources. This part of the study addressed analysis of the UK evaluation reports produced by the MAIS staff and the Quality Assurance Agency (QAA), and analysis in Italy done by the Ministry for the University (MIUR) and the CENSIS (Social Study and Research Institute).

The documents produced by the MAIS which were taken into consideration are listed in Appendix 1.

The following external evaluation reports of the MAIS were also analysed:

- Quality Assurance Agency, Audit of collaborative link with University of Parma. Commentary. (Quality Assurance Agency. QAA 2003)
- Ministry of Italian Universities and Research, MIUR
- CENSIS Customer satisfaction e placement del Master Internazionale in Scienze dell'Informazione e della Comunicazione (CENSIS 2007).

The classification of the MAIS in an Italian League Table drawn up by CENSIS (Magistà 2007) was also considered.

The MAIS teaching staff, at both the University of Northumbria and the University of Parma, were asked the same question:

- *What results of quality enhancement in teaching and learning were achieved by the International Master?*

2.4.3 Collection and analysis of data: Process

For this part of the research, the improvement of learning and teaching has been identified in what is considered the most innovative aspect of the BP: the shift of focus from the teacher to the student. The improvement of teaching and learning was identified in the MAIS focus on reflective practice and the teaching of research methods. The data gathered, which are primarily qualitative, were compared with the traditional quantitative measurements of university performance.

Research into the enhancement of the quality of the MAIS learning and teaching was based on numerous information sources. The tool selected to collect data on the improvement in learning and teaching generated in the MAIS was primarily the interview. These were held with the main actors involved in the MAIS: students and teachers.

The semi-structured interview administered to the MAIS students spanned the various aspects of the study. Apropos the MAIS teaching aspect, the questions were:

- *How would you rate the quality of various features of the international MAIS such as: teaching staff, pedagogy and responsiveness to learning preferences, library services, study materials, feedback and assessment, other (specify)?*
- *In general do you consider valuable what you learned valuable for your future?*
- *What difficulties did you encounter during your period of study?*

Subsequently, in the final phase of data collection a focus group was planned in Parma. In the focus group the researcher acted as mediator or moderator, between questions and the group and between the individual members of the group. The objectives of the focus group were to:

- interpret previously obtained qualitative results;
- obtain more information on the issue of theory versus practice in different educational contexts;
- diagnose the potential difficulties of new learning and teaching methods in Italy.

Those invited to attend the focus group included the key informants, Ian Johnson and Sue Myburgh, and two MAIS students who, during the interviews, had brought up specific issues related to the application of research method in their work environments. A representative of a Professional Association in Italy (IT-LA4) was also invited to attend the focus group, and was stimulated to express her opinion on the issue of "theory versus practice".

The meeting is indicated as a focus group, as it features all the characteristics of such (Powel, Single et al. 1996; Pickard 2007):

> *"a group of individuals selected and assembled by researchers to discuss and comment on, from personal experience the topic that is the subject of the research".*

The discussion of the focus group was very animated, stimulating comparison between the different contexts: the international scenario, defined and confirmed by the key informants, and the Italian situation as expounded by the MAIS students, generating much food for thought on an issue which is of crucial importance for LIS education in Italy.

2.4.4 Collection and analysis of data. Learning Outcomes

The source of information selected to illustrate the achievement of the MAIS learning outcomes was primarily the students themselves, and a selection of their employers. The MAIS documentation was also used as a supplementary source.

The first issue that emerged in the measurement of the attainment of the MAIS learning outcomes was deciding on how to define the evidence of such achievement. To prepare the semi-structured interview for the students, the researcher took the MAIS documentary review (documentation and monitoring reports) listed in Appendix 1 as a basis. After analysing the documentation, the learning outcomes defined in the programme specification of the MAIS (MA/MSc International Information Studies. MAIS 2001) were listed and used as the framework for both the interviews with the students and for the interviews with their employers.

Another issue was to establish whether the evidence of the achievement of the outcomes was to be derived from direct or indirect measurements. An outcome assessed on what the students claim they have learned is defined as indirectly measured, as is the judgment made by an employer on a member of staff after completion of the course. Evaluation of the assignments taken by the MAIS students are instead taken as direct measurements. However, since the transcripts of the assignments were not available for all the MAIS students, the evaluation of the achievement of the outcomes was based essentially on the interviews with the students and their own perceptions regarding the attainment of the course outcomes.

More specifically, the MAIS learning outcomes, taken from the course documentation, were structured as the knowledge and skills obtained through the course. The MAIS students were asked in the interviews to indicate which learning outcomes they had, in their opinion, most successfully achieved. They were free to answer in any way.

In replying some students preferred to indicate a degree of achievement on a scale ranging from Excellent, Good, Poor. In effect several students explained that they felt that they had achieved all the desired learning outcomes, although some of them had been more effectively mastered than others. The questions to students were:

What did you learn from the MAIS?
To apply principles from this course to new situations.

Acknowledgement of the international and lifelong learning context of learning.

To reflect and improve (or develop) my own work and my own situation by interlinking reflection and action.

Ability to analyse professional situations, particularly in terms of underlying issues; problem solving.

Ability to empathise with others; to work beyond what is given and to devise innovative solutions to problems.

Ability to collect data and apply research methods to find replies to my own questions and participate in decision making.

<u>*What personal skills have you acquired through the MAIS?*</u>

I learned to communicate and explore ideas confidently with other people.

The MAIS stimulated my enthusiasm for further learning.

The course developed my confidence to investigate new ideas.

To be critical (and self critical) and self-assess my own practice.

To be engaged in participative problem solving and continuing professional development.

Ability to maintain positive working relationships with others; to understand intercultural issues.

Ability to discuss complex ideas; to have developed an awareness of audience.

To control time-management techniques and priority-setting.

One specific problem was how to relate the change in behaviour to the attainment of the outcomes of the MAIS course. For example, how could one be sure that a certain behaviour was developed by the MAIS rather than simply being part of the natural gifts

of the student? How could one eliminate possibly conflicting explications for the achievement of certain objectives?

In the end, what the researcher decided was to refer directly to the employers of the MAIS students to investigate their opinions about the outcomes.

Following the *ESG Guidelines* of the BP, employability was included among the learning outcomes of the course. More specifically, this outcome was indicated as a new job, or as an improvement or promotion in the previous work situation of the MAIS student. The question to students was:

What was the impact of MAIS in your workplace?

Career improvement

Recruitment in new workplace

As regards the employability aspect, the employers of the Master students were specifically asked for their opinion of the learning outcomes of the MAIS.
The employers were also questioned about their expectations, and eventual suggestions regarding any necessary improvements:

Are the learning outcomes of the MAIS suited to the changing demands of the library system?

If you consider the learning outcomes inadequate, could you list those you feel need to be added? Could you also specify why, in your opinion, they are inadequate?

Finally, the professional success of the MAIS students was also investigated, since this was considered to be indicative of the transformation generated by the MAIS from student to authentic qualified professional. The interviews comprised the following question, giving different choices of actions taken which can demonstrate professional behaviour:

What results have you had as a professional?

Participation in international conferences

Participation in national conferences

Publications in international journals

Publications in national journals

One of the long term guiding principles of the case study research was to support transformative quality and the empowerment of students, using the BP learning outcomes model of quality evaluation.

2.4.5 Collection and analysis of data. Recognition

The surveys consisted of querying all students tracking success and retention, and modes of study. Patterns of weaknesses among cohorts were used to monitor the success of the programme as a whole. They include issues such as: students who take longer than four years to graduate, students who have not achieved goals, poor faculty/ student interaction, the effects of the learning and teaching climate on students. Success factors were registered as student attainment f the educational outcomes. Following graduation, the ability of the alumni to find work or advancement in the professional world was an indicator of how well the programme serves the International Masters mission.

A number of dependent variables could have been tested against each of the several students subgroups. These might have included: personality, opinions and attitudes variables; levels of personal and professional competence and satisfaction with professional attainments after graduation. However, this in depth analysis of the students personality has not been done, as it was not considered central to the research objectives. This choice was also dictated by ethical considerations, demonstrating respect for students and allowing them feel free to reply honestly. Common facets of behaviour in all the students were noted, however, such as a hierarchical approach to work and difficulty in communication

The research supplemented the collection of data through the interviews, by comparing and contrasting the answers of the interviewees with the data contained in the extensive documentation collected both for the MAIS and, more generally, on documentation about the application of the BP in Italy. Iteratively, the archive documents relating to

the evaluation reports performed on the MAIS by the Quality Assurance Agency in the UK and by the Ministry for the University, respectively in 2003 and 2007, were analysed.

2.5 Analysis of data

The analysis of the data was ongoing and parallel with the data collection, following the approach defined by Strauss as the "constant comparative analysis" (Strauss 1987). This strategy entailed a comparison of each datum with all the other data collected so as to conceptualise possible relations between the data.

Yin (Yin 2005) encourages researchers to make every effort to produce an analysis of the highest quality. In order to accomplish this, he presented four principles that have attracted the researcher's attention:

- Show that the analysis relies on all the relevant evidence;
- Include all major rival interpretations in the analysis;
- Address the most significant aspect of the case study;
- Use the researcher's prior, expert knowledge to further the analysis.

During the analysis of the data, the observations on the same were constantly noted, recording month by month the progress of the research and the comprehension of the phenomenon in the researcher's personal diary.

2.5.1 Pattern matching

The MAIS case study was used instrumentally to explore the impact of the BP internationalisation on quality enhancement of LIS education in Italy and it was an exploratory case study (Yin 1989). The case analysed is of secondary interest, it played a supportive role and facilitates an understanding of the Bologna process issues and challenges for LIS education in Italy. The research has studied the present International Masters individual case for broader transferability.

Learning is a combination of several inseparable aspects: the outcome (what is learned), the situation (the programme and the context where it is learned), the process (how it is learned), and the internal characteristics of the learner (genetic and historical influences) (Schmeck 1988).

The pattern arising from the analysis is related to the categories which emerged from all the evidence collected during the research. The categories of the analysis were used to describe the following elements and their interrelationships: personal and cultural characteristics of the students, the MAIS course competitive attractiveness in the context of LIS education in Italy (Where), the MAIS enhancement of learning and teaching (How) and the MAIS learning outcomes (What), including skilled students and employability. The pattern matching used in the case study is illustrated in Fig. 2.3 Analysis of MAIS case study.
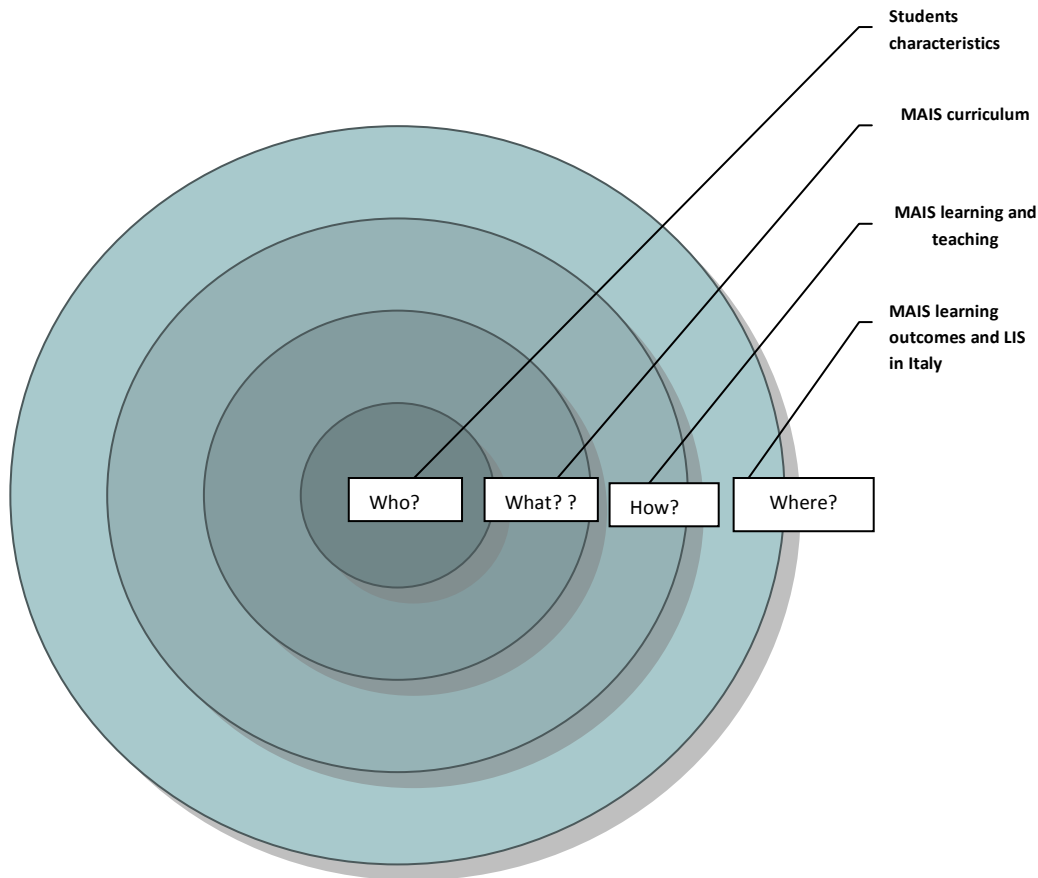
Fig. 2.3 Analysis of MAIS case study

Through this data collection, a detailed description of the case emerged, as did an analysis of the key themes of internationalisation and quality indicators and an interpretation or assertions about the case or setting by the researcher (Stake 1995). The analysis was rich in the context of MAIS (Merriam 1988) and presented an embedded analysis of the specific aspects of quality issues of LIS education in Italy.

2.5.2 Procedure for data processing

All interview data were transcribed and verified by the respondents. The transcripts of the interviews were sent to the respondents, who checked them and agreed with the transcription.

The first step in analyzing the data was to organise the data by searching for words, sentences and facts that appear regularly and putting those with the similar units of meaning in the conceptual framework category. This was done using an excel file. The results of this process was a set of categories which could provide a reasonable reconstruction of the data collected.

2.5.3 Emergent design

The researcher has then compared the different categories found from the analysis process, trying to find connections and common themes among the categories.

Grounded theory was applied as "a strategy for handling data in research, providing modes of conceptualisation for describing and explaining" (Glaser and Strauss 1967). Developing categories began with the coding of the data from the beginning of the research. Three implications of the expected results were noted. First, the importance of the internationalisation driven by the BP for the learning outcomes assessment. Second, the consideration of the relationships among learning outcomes and, as a cascade effect, the curriculum design and a focus on pedagogy and in the learning experience, including recognition as an internationalisation factor. Also, work environment anomalies and obstacles to recognition of LIS qualifications in Italy were evidenced as issues to be considered in the enhancement of quality of the educational process. During the coding of the data, it was evident that another aspect to be considered was the realization that the students' achievements were related closely to cultural and personal characteristics, such as a hierarchical approach to work and difficulty in communication.

These modes of conceptualisation are the personal interpretations of the researcher, who is conscious of her interpretative discretion, who may decide what is a pattern and if this pattern has been matched. Consideration of alternative and rival explications were considered, providing balance.

The main objective has been to use the mode of explication. In the explication building mode, the researcher started taking the data collected attempting to see if they converge over a logical sequence of events and explain the case study outcomes. Rival

explications have been evidenced from the data of LIS education in Italy in comparison with the data collected from MAIS case study. Constant reference to the original purpose of the research was made, during this process.

2.5.4. Anticipated outcomes

The BP learning outcomes model applied to the MAIS programme involved the analysis of the MAIS students, the LIS education programmes in Italy and of the Italian labour market, which is the context of the International Masters.

In sum, the BP learning outcomes model has been used to appraise the residual impact of the Masters course upon its students and to determine whether and how well the programme's goals and objectives had been achieved and what the major results were.

The learning outcomes model sought to relate the International Master experience to students' pre-course characteristics, and it also underscores the importance of relating the students' experiences (i.e. academic, social, and personal) to students' satisfaction and success. Dervin's (Dervin 1983) approach to user studies is to take into account the users' own environment and their subjective adaptation to it. Instruments that can identify non formal and informal learning appear important for the research.

Learning outcomes have applications at three distinct levels: 1) the local level of the individual higher education institution (for university, course units/modules, programmes of study and qualifications); 2) the national level (for qualifications frameworks and quality assurance regimes); and 3) internationally (for wider recognition and transparency purposes).

2.5.5 Credibility

Credibility is demonstrated by prolonged engagement with research participants, MAIS students, LIS and MAIS teachers, selected employers and key informants, and persistent observation of those participants, using the triangulation of the techniques used to study those participants and their contexts, and member checks. Mellon (Mellon 1990) defines this as *objective subjectivity*: identifying that it is impossible to remove all subjectivity from a qualitative study: this stimulated the researcher to be constantly alert to this subjectivity and compensate whenever necessary. To apply the objective subjectivity to this research, the case report has been verified with all the study participants using member checking.

2.5.6 Confirmability and dependability

Each researcher is embedded in prejudices, value and specific cognitive frameworks (Lazar 1998). The goal of the research process was to ensure that the results accepted as subjective knowledge of the researcher, can be traced back to the raw data of the research and that they were not merely a product of the observer worldview, disciplinary assumptions, theoretical proclivities and research interests (Charmaz 1995).

Evidence needed to be provided that demonstrates that the methods and techniques were applied appropriately and with relevance to the study. In order to allow for this an audit trail has been maintained by the researcher along with a research journal. An example of the data produced can be examined in the Appendix 3, in terms of accuracy relating to transcripts and levels of saturation in document collection. The point at issue is whether the data jumped or were pushed, emerging versus forced (Melia 1997).

Dependability is concerned with the manner in which the study was conducted. To strengthen further the dependability (Gorman and Clayton 2005), a number of means have been employed, for example consistent note taking, immersion in the context by participating in international and national Conferences on LIS education, and referring to other research experiences. The components of validity have been based on face validity, criterion validity and construct validity. Information collected about MAIS students and graduates has been analysed in terms of International Master goals and objectives, the peculiarities of the Italian context, and emerging professional trends in Italy, prior to decision making about the curriculum.

To reduce misinterpretation, triangulation has been carried out, using a process of multiple perceptions to clarify meaning, verifying the repeatability of an observation or interpretation (Stake 2003). For example, different perceptions of MAIS students and their employers were considered for a better understanding of the first findings

2.5.7 Transferability

This case study is not to establish new theory, just as one experiment cannot establish new theory. Based on the data collected, the case study of MAIS could be used as a pilot study for further research on the impact of BP on quality in a context with similar conditions to Italy. In qualitative research the goal is to allow for transferability of findings rather than generalisation (Pickard 2007). The study is not intended to produce

generalisations but to allow for transferability of findings, based on contextual applicability. Here the researcher provides rich pictures on LIS education in Italy, but every other context is by definition different: the researcher collected sufficiently detailed descriptions of data in LIS education in the Italian context and has reported them in a manner to allow judgements about transferability.

In the final interpretative phase, the researcher reported, as Lincoln and Guba (Lincoln and Guba 1985) advocate, the lesson learned from the case. The aim of this is to advance the study of the impact of the BP in terms of benefits to both information professional's education and in particular to the teachers in LIS schools.

2.5.8 Ethics

The research was different from assessment of students outcomes: it went beyond data on achievements and tried to study in depth students self perceptions, attitudes, practices, etc. This could potentially be intrusive, causing harm to participants. The researcher obtained the informed consent of all concerned, following the code of conduct of the University of Northumbria (see Appendix 3). In relation to the research related to interviewing the MAIS students, also the Italian legislation has been followed.

The University of Northumbria has its own policy of ethics relating to research[2]. The study has been bound by its regulations and also conforms to the Italian legislation on privacy and respect for personal data (DL 30/06/2003 n. 196). A formal letter of request was sent to the interviewees and respondents, detailing the nature of the study and specifying the aims and objectives. The research participants gave informed consent, with mutual understanding of the research objectives, accepting possible publication of the results. Anonymity implies that research participants remain totally anonymous during and after the research activity. This is not the case of MAIS students, where we can however assure confidentiality. Confidentiality means that nobody will be told of the identity of the participant. This has been done by removing all identifying data at the earliest stage of transcripts. The students participating jn the research are only identified by a code formed of letters (S1, etc).

---

[2] CEIS School Research Ethics Procedures. UNIVERSITY

Ethical considerations were considered when trying to ensure a balanced relationship between the researcher and the MAIS students. This was achieved by:

1) trying to keep the data collection purposes very clear and limiting the data requested only to those strictly necessary for the research objectives. This was to prevent intruding into the wider personal behaviour and attitudes of the individual students;

2) contacting students and agreeing in advance about the telephone interview, respecting the different needs of the students;

3) carrying out the interviews after the students had completed the programme, so that they felt free to answer honestly knowing that this would not affect their academic assessment.

The key informants gave their consent to be nominated.

Member checking was used, sending the transcript of the interviews to the respondents. This is a normal step in case study research and provides a very useful means of clarifying how the researcher has interpreted, analysed and presented the data.

2.6 Presentation of the findings

For the presentation of the findings, the researcher has chosen a systematic approach, instead of presenting findings respectively of the interviews and of the documentary analysis, and the other tools used for collecting data. This was motivated by the need for clarity and to develop a case explanatory description.

References

Abdullahi, I. & Kajberg, L. (2004) 'A study of international issues in library and information science education: survey of LIS schools in Europe, the USA and Canada.', New Library World, 105, pp. 345-356.

CENSIS (2007) Customer satisfaction e placement del Master Internazionale in Scienze dell'Informazione e della Comunicazione. Roma: CENSIS.

Charmaz, K. (1995) 'Grounded theory', in Smith, J. A., Harre, R. & Langenhove, L. V. (eds.) Rethinking methods in psychology. London: Sage, pp. 29-49.

Creswell, J. (1998) Qualitative inquiry and research design: choosing among five traditions. Thousand Oaks: Sage.

Dervin (1983) 'Information as a user construct: the relevance of perceived information needs in synthesis and interpretation', in Ward, S. A. & Reed, J. (eds.) Knowledge structure and use: implications for synthesis and interpretation. Pittsburgh: Temple University Press, pp. 153-183.

Dey, J. (1993) Qualitative data analysis. a user friendly guide for social scientists. London: Routledge.

ENQA, ESIB, EUA & EURASHE (2005) Standards and Guidelines for Quality Assurance in the European Higher Education Area. E4 report. ENQA [Online]. Available at: http://www.bologna-bergen2005.no/ (Accessed last time on September 2009).

Flick, U. (2002) An introduction to qualitative research. (2nd ed.). London: Sage.

Glaser, B. G. & Strauss, A. L. (1967) The discovery of grounded theory. New York: Aldine.

Gorman, G. E. & Clayton, P. (2005) Qualitative research for the information professionals: a practical handbook. 2 edn. London: Facet.

Harvey, L. & Green, D. (1993) 'Defining quality', Assessment and evaluation in Higher Education, 18 (1), pp. 1-16.

Johnson, I. M. (2000) 'The role of associations of information and library education in teaching and research', Education for Information, 18 (3/4), pp. 201-220.

Johnson, I. M. (2005) 'In the middle of difficulty lies opportunity ''-using a case study to identify Critical Success Factors contributing to the initiation of international collaborative projects', Education for Information, 23 (1/2 March), pp. 9-42.

Kajberg, L. (2002). "Cross-country partnerships in European library and information science: education at the crossroads." Library Review 51: 164-170.
Kajberg, L. & Lorring, L. (eds.) (2005) European Curriculum reflections on Library and Information Science Education. Copenhagen: Royal School of Library and Information Science. [Online]. Available at:
  http://biblis.db.dk/uhtbin/cgisirsi.exe/mTRPLP8v7i/DBI/168820005/2/1000
(Accessed last time on September 2009).

Knight, J. & De Wit, H. (eds.) (1999) Quality and internationalisation in higher education. Paris: OECD IMHE.

Kuhn, T. S. (ed.) (1970) The structure of scientific revolutions. 2 edn. Chicago: UNiversity of Chicago Press.

Lazar, D. (1998) 'Selected issues in the Philosophy of Social Science', in Seale, C. (ed.) Researching Society and Culture. London: Sage, pp. 8-22.

Lincoln, Y. & Guba, E. G. (1985) Naturalistic inquiry. Beverly Hills: Sage.

Magistà, A. (ed.) (2007) Lavoro e Master. 2007-2008. Milano: La Repubblica in collaborazione con CENSIS e SOMEDIA, La Repubblica. Grandi guide Career Book.

Mann, C. & Stewart, F. (2000) Internet communication and qualitative research: a handbook for researching online. London: Sage.

Maykut, B. & Morehouse, R. (1994) Beginning qualitative research: a philosophical and practical guide. London: Farmer Press.

Melia, K. M. (1997) 'Producing plausible stories: interviewing student nurses', in Miller, G. & Dingwall, R. (eds.) Context and method in qualitative research. London: Sage, pp. 26-36.

Mellon, C. A. (1990) Naturalistic inquiry for Library Science: methods and applications for research, evaluation and teaching. London: Greenwood.

Merriam, S. (1988) Case study research in education: a qualitative approach. San Francisco: Jossey Bass.

Myburgh, S. (2005) New Information Professionals. London: Chandos.

Pickard, A. (2007) Research methods in information. London: Facet.

Pors, N. (1992) 'The education of librarians and the labour market', New Library World, 93 (4).

Powel, R. A., Single, H. M. & Lloyd, K. R. (1996) 'Focus group in mental health research: enhancing the validity of user and provider questionnaire', International Journal of Social Psychology, 42 (3), pp. 193-206.

Quality Assurance Agency. QAA (2003) QAA audit of collaborative link with Università degli studi di Parma. Commentary. [Online]. Available at: http://www.qaa.ac.uk/revreps/oseas/northumbria_parma/northumbria_parma_textonly.htm
(Accessed last time on September 2009).

Ragin, C. (1992) 'What is a case?', in Ragin, C. & Becker, H. S. (eds.) Cambridge: Cambridge University Press, pp. 1-18.

Schmeck, R. (1988) Learning strategies and learning styles. Perspectives on individual differences. New York: Springer.

Stake, R. E. (1994) 'Case studies', in Denzin, M. K. & Lincoln, Y. (eds.) Handbook of qualitative research. Thousand Oaks: Sage, pp. 236-247.

Stake, R. E. (1995) The art of case study research. Thousand Oaks: Sage.

Stake, R. E. (2003) 'Case studies', in Denzin, M. K. & Lincoln, Y. (eds.) Strategies of qualitative inquiry. Thousand Oaks: Sage, pp. 134-.

Strauss, A. L. (1987) Qualitative data analysis for social scientists. Cambridge: Cambridge University Press.

Tammaro, A. M. (2001) Towards internationalisation of LIS schools: an introduction: Towards internationalisation of LIS schools. Parma, 18 marzo 2001: Casalini Digital.

Tammaro, A. M. (ed.) (2005) To prepare the information professionals. Proceedings of the Conference, Parma, 24-25 November 2003. Fiesole: Casalini.

Tammaro, A. M. & Dixon, P. (2003) 'Strenghts and issues in implementing a collaborative inter-university course: the International Masters in Information studies by distance.', Education for Information, 21 (2/3), pp. 12-27.

Tauch, C. & Rauhvargers, A. (2002) Survey on Master degree and joint degree in Europe. European Universities Association.

Van Damme, D. (2002) Quality assurance in an international environment: national and international interests and tensions. Background paper for the CHEA international Seminar. San Francisco: CHEA.

Yin, R. (1989) Case study research, design and method. Newbury Park: Sage.

Yin, R. (2005) Applications of case study research. 2 edn. Thousand Oaks: Sage.

Chapter 3. Internationalisation and Quality

3.1 Introduction

The following literature review is necessarily selective and focused on providing a large-scale 'map' of the literature based on the identification of three overlapping and interconnected topics: 1) internationalisation and quality assurance; 2) quality guidelines and standards used in LIS schools, and 3) The BP quality as a lever of LIS education reform.

3.2 Internationalisation and Quality Assurance

To understand the BP, we must aknowledge the fact that it represents a reaction to current opinion concerning university education as a service which follows market criteria. This new socio-economic context driving higher education has been created by the approval of the World Trade Organization (WTO 1998) of the General Agreement on Trade in Services (GATS), which, in a globalised world, sets rules for the conduct of international trade in services, including education services. The GATS includes both general rules—for example, those related to the transparency of trade-related regulations—and a framework for specific commitments under which countries choose whether, and under what conditions, to allow access to their markets for foreign suppliers. The provisions in the GATS related to trade regulations and the ways countries choose to allow access to their markets are relevant to the issue of recognition of international quality standards or qualifications for professionals. Universities worldwide are engaged in innovative teaching modes, and expanding their activities in the area of distance education, continuing education, vocational training and lifelong learning (Van Damme 2002). Moreover, in the context of an increasingly internationalised job market, employers need reliable information on how to evaluate higher education degrees in terms of the degrees recognised and granted in their domestic market.

The WTO-GATS agreement presents many risks for higher education institutions. Many fear that an unregulated global higher education market will give way to a devaluation of quality standards. In a more demand-driven educational market, standards tend to adapt to the demands of customers. The internationalisation of higher education could also be dangerous for the consumer, if it lacks transparency. To counteract these risks, many guidelines and codes have been developed by international

organisations. The researcher has examined the work done by UNESCO (UNESCO, 2002, 2004) and the OECD (UNESCO 2002; OECD 2003; UNESCO 2004), the BP (Campbell and Van der Wende 2000; Adam, 2004; Tuning, 2003, 2004) and the Education and Training Section of IFLA (Fang and Nauta, 1987; Dalton and Levinson, 2000; Daniel, Lazinger, and Harbo, 2000; (Tammaro 2005) Weech and Tammaro, 2008). All these guidelines and codes of practice aim at three broad objectives:

- to improve transparency of programmes and qualifications;
- to stimulate cooperation and mutual recognition between two or more countries;
- to foster the international cooperation and professional networks for recognition.

The first objective deals with the transparency of qualifications/levels and structures of programmes. Transparency has to be achieved through common systems of recognition, as for example years of study, and tools such as the European Qualification Frameworks.

The second objective deals with relationships between countries, which cooperate to agree on common criteria of recognition and quality. There are some notable examples of this cooperation in LIS education (Wozniczka-Paruzel 2002; Virkus 2003), including the LIS joint courses (Dixon and Tammaro, 2003).

The third objective refers to internationalisation and quality assurance experiences, in which it is possible to agree on quality guidelines and on quality assurance procedures with a leading international body. Concerning this third objective, there are very few experiences to evidence, but bottom up consensus building and voluntary acceptance of shared principles seem to be the favourite procedures used by national agencies, professional bodies and joint courses. Shared principles and quality criteria are essential for the success of any cooperation and coordination of LIS schools in Europe.

3.2.1 UNESCO and OECD

UNESCO and the OECD forum on trade in educational services were the first in developing guidelines for consumer protection in cross-border higher education: the joint *UNESCO-OECD Guidelines* (OECD 2003; UNESCO and CERI 2004). OECD (OECD 2003) provided a summary of the progress on mapping trends in international quality assurance, accreditation and recognition of qualifications. For achieving

transparency, the *Guidelines* suggest the establishment of an international database, based on a clear set of definitions and a typology of regulatory systems, listing all institutions that are recognised, registered, authorised, licensed or accredited (UNESCO and OECD 2005). For stimulating cooperation, UNESCO and OECD encourage the implementation of assessment criteria and procedures for comparing programmes and qualifications and also the adoption of learning outcomes and competences that are culturally appropriate in addition to input and process requirements. Also, the need to improve the accessibility, at an international level, of up to-date, accurate and comprehensive information on mutual recognition agreements for the professions is stressed and the development of new agreements is encouraged.

For the third objective, related to an international process of quality assurance, the international professional associations are stimulated to develop guidelines on recognising standards of professional programmes, respecting national sovereignty and avoiding uniformity. Professional recognition arrangements can have an important harmonising impact on curricula, learning outcomes and qualifications (UNESCO and OECD 2005).

3.2.2 IFLA Education and Training Section
The International Federation of Library Associations (IFLA) Education and Training Section has been active in supporting internationalisation and quality assurance in LIS education much earlier than the WTO-GATS, with a focus on two activities: a core curriculum and equivalency of qualifications (Fang, and Nauta, 1987; Dalton and Levinson, 2000; Daniel, Lazinger, and Harbo, 2000). The aim of these efforts was to facilitate the recognition of professional qualifications across national borders and to enhance the quality of LIS education globally.

The IFLA Section has published some tools aimed at achieving greater transparency of professional qualifications and establishing standards for assessing the quality:

* *Guidelines for equivalence and reciprocity of professional qualifications* (Fang and Nauta 1987). These would provide opportunities for improving the skills of individual students and increasing the quality of the national LIS Schools. It was recognized that LIS education would be at the tertiary and/or post-tertiary level in most countries;

- *Guidelines for LIS Educational Programmes* (IFLA. Section Education and Training 2000). These assist in determining the course and programme content and are regularly updated;

- *World Guide to Library and Information Science Education (IFLA. Section Education and Training 1995)* which lists all the institutions offering education in LIS worldwide.

3.2.3.1 Quality of LIS education

The quality assurance models in LIS schools (IFLA. Education and Training Section and Tammaro 2005; Tammaro 2006) were investigated in a research project started in 2003, at the IFLA Berlin Conference. The objectives of the research were to identify the quality indicators and how quality is measured and evaluated. The IFLA survey has investigated most Library Schools in Europe3 and evidenced that the quality assurance process of LIS Schools in Europe is at present carried out by Government or Government founded agencies (69%), combined, in 35% of countries, with internal Quality Audit. The Professional Association model as leading the quality assurance process is present only in 7% of European Library Schools. Some of the Library Schools also have external assessors (21%) such as employers and alumni or an international expert panel. Whereas in the past, an institution of higher education might have seen itself as a self-assertive organisation, increasingly, the survey has demonstrated that there is now external assessment. In most cases, the European LIS schools have to follow the guidelines which are given by the Government Agency which are common to all universities and not subject related. It must be noted that 11% of the European countries have no accreditation of LIS programmes, and Italy is in this group.

3.2.3.2 Recognition of qualifications

Dalton and Levinson (Dalton and Levinson 2000) conducted a study for IFLA's Education and Training Section on LIS qualifications worldwide, with the goal of

---

[3] The European countries which replied to the IFLA SET survey were: Albania, Austria, Belgium, Bulgaria, Czechoslovakia, Croatia, Germany, Denmark, Estonia, Spain, Finland, France, Greece, Ireland, Italy, Lithuania, Luxembourg, the Netherlands, Norway, Poland, Portugal, Serbia, Sweden, Slovenia, Slovakia, United Kingdom. The missing countries were 7: Cyprus, Hungary, Iceland, Latvia, Lichtenstein, Rumania, Malta.

determining acceptable criteria and procedures for establishing equivalency of qualifications. Feasibility of different approaches was sought following three different approaches:

- *Database of national accreditation criteria*: this proved impractical since it was discovered that most of the world did not have accreditation criteria specifically for LIS education;

- *International expansion of the existing NARIC*: since NARIC (National Academic Recognition Information Centres) is limited to EU countries, expanding the database internationally would be an overwhelming task (ENIC-NARIC net 2008);

- *Database of LIS course content and duration*: this could include each LIS education institution in the world. They did note the challenges of keeping such a database current as well as recognizing that most countries did not have library associations that oversaw the quality of LIS education programmes, which would likely be a significant barrier to the realization of this third approach.

Weech and Tammaro (Tammaro and Weech 2008) have investigated further the feasibility of equivalency and recognition guidelines. The results of the survey for the European4 countries, have evidenced that:

- *Professional qualifications*: most of the European respondents gave evidence that the pre-eminent entry level in Europe is the LIS Bachelor degree. Any Bachelor degree (not in LIS) is required by some countries in Europe (for example by Portugal, Bulgaria, Italy). For civil servants, additional requirements are certification of individuals (as for example Estonia, Belgium), or professional exam (Spain, Croatia). For career advancement in Public Administration, there are special requirements, such as professional retraining (Russia), or Masters completion (as in France).

---

[4] European LIS schools responding to the IFLA survey were representing 16 countries, 48% of EU countries and candidate countries. They were: Belgium, Bulgaria, Croatia, Estonia, France, Hungary, Italy, Norway, Poland, Portugal, Russia, Slovenia, Spain, Sweden, Turkey, United Kingdom.

- *Course structure*: All European respondents to the IFLA survey have declared that the Bologna reform has resulted in the flourishing of new courses of librarianship in universities. The two tier structure of BP has been applied in all LIS schools, together with the ECTS credits, except in Turkey. However some issues have been evidenced. Same subjects receive different ECTS points as the calculation is not related to agreed standards.

The participants to the IFLA SET survey were also requested to give their opinions on the realisation of an international recognition and accreditation procedure. Three models have been indicated:

- *International resource centre*: IFLA could support LIS professional associations giving relevant information,
- *International experts committee:* this could involve volunteers for the assessment of LIS education on an advisory basis,
- *Learning outcomes approach*: to agree learning outcomes to be met by all LIS professionals who wish to have their training recognized internationally.

The replies indicated that many of the respondents would prefer the third approach: a quality model focused on learning outcomes (53% of respondents in Europe). In order of preference, the other approaches were ranked lower: an international resource centre (50% of respondents in Europe) or the international experts committee (40% of respondents in Europe). The respondents were asked to give their opinion on two different approaches to learning outcomes:

- *Benchmarking*: this could be done by sharing best experiences of LIS schools and assessing quality through a peer review process. This approach of benchmarking was indicated as being preferred by 60% of respondents in Europe.
- *Certification of professionals:* this could be done by professionals who successfully completed the courses at each school. (Tammaro, 2005, p. 19). The second approach, linking QA to assessment of students' achievements was indicated as 53% of the preferences in Europe.

In conclusion, as the internationalisation concept matures, both as a concept and a process, LIS institutions of higher education are beginning to address the issue of quality assessment and assurance in an international dimension. A comparison can be

made between UNESCO and OECD (UNESCO and OECD 2005) and IFLA SET proposals for the LIS sector. UNESCO and OECD look for generic tools and mutual agreements based on shared criteria; IFLA SET, in addition, focuses on Guidelines for content design and on supporting tools for benchmarking and accreditation carried out by professional associations.

The literature review has evidenced that the main stimulus for international quality assurance is the influence of the market approach to higher education and the emphasis on competitiveness of higher education systems is both from an improvement of quality and accountability perspective (Knight and De Wit 1999).

3.3 Quality Guidelines and Standards used in LIS Schools

It is important to know those leading bodies who are setting the LIS educational quality standards. LIS schools use two approaches:

1) accreditation of the programme by professional associations,
2) accreditation of the programme by higher education institutions.

Strengths and weaknesses of these two approaches have been extensively discussed (Cronin 1982; Saracevic 1994; Gorman 2004). The professional association approach is used in Europe only in the United Kingdom. Most of the present QA systems are driven by government and university quality audit: these assessors look for quality such as fitness for purpose and value for money.

3.3.1 Taxonomy of LIS Guidelines and Standards

All the LIS guidelines (Khoo, Majid et al. 2003) cover areas such as the content of the programme, the institutional support, the relationship with parent institutions.

The IFLA Education and Training Section has defined the accreditation requisites in the *Guidelines for professional LIS educational programmes* (IFLA. Section Education and Training 2000). The content of a core curriculum is indicated, based on information management. IFLA guidelines specify theory and practice and suggest having practicum, internship and fieldwork for students. Transferable skills, such as communication skills, time management skills, analytical and problem solving skills are also listed as desirable learning outcomes.

Three models of quality assurance have emerged from the analysis of various LIS guidelines and standards (Knox, IFLA, 2001; Tammaro, 2005d). The three models correspond to different phases of the educational cycle. They are: 1) programme orientation, 2) educational process orientation and 3) learning outcomes orientation.

- *Programme orientation*: this is driven by Government QA Agencies and stresses accountability and consumers protection. The criteria most commonly used in LIS Guidelines assume that learning takes place if institutions provide certain inputs or resources (e.g., curriculum content, limited class size, full-time faculty, student workload, documented policies, equipped classrooms and libraries). Quantitative indicators such as number of students enrolled and drop out rates are also important. Quality is meant as *fitness for purposes* and *value for money*.

- *Educational process orientation*: these quality indicators include the major decision areas for teachers, administrators and university quality audits. The assumption is that, if the learning and teaching process is well carried out, the success of the education is assured. The monitoring of the educational process is continuous with a combination of self-evaluation and external evaluation. When specifying quality standards, some define minimum requirements and others look for identifying excellence. Industrial standards are often used, such as TQM or EFQM, which usually stress world-class benchmarks and excellence (Harvey 1995).

- *Learning outcomes orientation*: attention is on explicit and detailed statements of what students learn: the skills, knowledge, understanding and abilities. The adoption of a learning outcomes approach focuses on the student achievements, competences and employability. The assessors involved in a learning outcomes approach are professional associations, higher education institutions with the involvement of students active participation in the assessment. The quality assurance model in this case stresses a transformative concept of quality of learning, and is based on individual student assessment. This approach has many implications for the design of curriculum, course content, and learning and teaching courses.

3.3.2 Certification of individual

Another way of recognising the quality of education is the certification of the individuals. CILIP (CILIP 1992) and the Australian Libraries Information Association (ALIA) (Ramsden and Martin 1995; ALIA 2003), combine an accreditation and a certification programme. Another certification project is driven by CERTIDOC, started as a European project (CERTIdoc Consortium 2003; Rittberger and Schmid 2003; CERTIdoc Consortium 2004; CERTIdoc Consortium 2004).

For the certification procedure, there is the need to provide evidence of an individual's fitness for professional practice. This evidence consists of a professional development report, a portfolio and an interview of the person to be certified. A relatively small number of competences have to be evidenced, utilising different methodologies (Winterton and Delamare 2004). A first method of analysing occupational functions begins with a top-down process of identifying the key purpose and key roles, and then progressively breaking these down into smaller units of competence. Each element of competence can be further refined into a series of identifiable, measurable and assessable performance criteria. This method is called "competence referenced process". A number of English-speaking countries have formally developed and published national frameworks of qualifications, or National Vocational Qualifications (NVQ)(Konrad 1997). Another approach reviews the range of activities and work arrangements in which professional functions occur, related to different work environments and qualifications levels. This approach is called the "criteria referenced process" (Popham 1978). Some indicators relate to a professionalism process such as competences and knowledge mastery, and some critical skills such as problem solving, use of practical knowledge (Special Libraries Association 2004) (Association of College and Research Libraries 1992). The approach based on competences has become increasingly sophisticated, with a detailed set of training standards in a wide range of occupational areas (Norris 1991; Wolf 1995; Harvey 2001) to the point where the importance of the methodological concerns have been recognised in some LIS schools (Layzell Ward, 2001; Ashcroft, 2002; Roggema-van Heusden, 2004; Bruyn, 2005; Corrall, 2005; Gleize, 2005). Such competence lists, however, do not contemplate the disciplinary knowledge or the ethics of the librarian. They are, moreover, subject to continual change.

Regarding LIS competences, the following documents are to be considered, as they reflect the professionals' point of view:

- *Competencies for information professionals of the 21st Century.* Special Libraries Association (Special Libraries Association 2004).
- *Euroguide LIS: competencies and aptitudes for European information professionals* (CERTIdoc Consortium 2004)

Euroguide LIS (CERTIdoc Consortium 2004) is a very comprehensive list of competences and also gives indications of the four levels considered in competences: 1) Awareness; 2) Knowledge of practice and techniques; 3) Effective use of tools; 4) Effective use of methodology. These levels are not related however to the European Qualifications Framework.

It should be underlined that the process of certification can be cumbersome or costly. The accreditation of courses seems more reliable, however no international standards have been agreed.

3.3.3 Industrial standards

Another approach to quality assurance in LIS is the application of industrial standards such as ISO 9000, and management systems such as TQM (Total Quality Management) and EFQM (European Foundation for Quality Management 1992). The ISO 9000 series (ISO 2000) intends to stimulate trade by providing assurance of an organisation's ability to meet specifications and reach the negotiated standards. The focus is on basic process control of products and services. The standards are not intended to certify the quality of a product or service or whether one is superior to another, but the standards relate to an organisation's quality system (Lampercht 1992; Levasseur 1996). In trying to use industrial standards in education, education can be treated as if it were a manufacturing process and students are viewed as products or consumers. Classifying students as customers has the advantage of emphasizing that to achieve quality one has to listen to students and be sure they are satisfied. Based on this view, Harvey (Harvey 1995) hypothesizes that the effort to implement quality management models as practiced in industry across all operations of a university is mistaken. An educational enterprise has to take a more holistic approach, not limited by the processes, product or service approaches of the industrial model.

Quality management systems (Herget 2003) offer for LIS University Departments the possibility to achieve and monitor excellence, by looking at financial aspects, internal processes, efforts for change and innovation, the impact of communication, and alumni surveys.

3.3.4 Subject benchmarking

Other quality assurance procedures include the Subject Review Audit. Subject benchmark statements set out expectations about standards of honours degrees in broad subject areas. The benchmarking process in LIS is carried out only in the UK (Huckle, 2002).

3.4 BP as a lever of LIS education quality

The most frequent structure for LIS education in Europe is its location in a department or in a Faculty, within a university. This phenomenon is one of the reasons for the difficulty in changing a curriculum in LIS. Sometimes, especially in countries of Central and Southern Europe, these LIS departments co-exist with other forms of on-the-job training offered by national libraries or other libraries or cultural institutions (Harbo, 1996). This phenomenon characterising LIS education in Europe, which is called convergence, has a big impact on the quality of the LIS programme, i.e. for content design, where general disciplines sometimes exist as mandatory subjects, or for staff size and recruitment selection criteria. Currently there are no standards for the inclusion of internationalisation in the European LIS programmes (Abdullahi & Kajberg, 2004).

Designing a programme with an international content needs to reply to a key question: what does internationalisation mean for curriculum design? There are two possible approaches (Martin, 2002):

- *Adapting course content:* this is done to reflect shared criteria and LIS values;
- *Redesign of curriculum:* this implies a radical change in terms of content, teaching strategies, resources etc. to make the curriculum more inclusive and international.

Is it possible to develop a European curriculum in LIS? A single curriculum has been attempted in the past, but in Europe the traditions and the labour markets are different, and agreement on a single programme is not only difficult but not desirable. The idea of a common curriculum model has been abandoned, as it is not easy for an institution to change from a more traditional curriculum to one that may be radically different.

The current efforts, with the stimulus of the BP, go toward reaching agreement upon base criteria and values so as to harmonise the various curricula. At the same time, joint courses are promoted to experiment cooperation for a common curriculum and shared quality assurance procedures.

3.4.1 The BP

The BP is trying to achieve another important internationalisation' objective, which is to act as a lever for improving the quality of higher education. To meet this objective, it is important to share reference tools, such as guidelines and standards, both for improving transparency and as a basis for a cooperative dialogue among stakeholders. In this economically-driven and globalised context, the BP has established the quality of the European Higher Education Area as one of its main aim. The priorities of BP are: the cooperation for quality enhancement and the recognition of qualifications (European Commission 2007; Bologna Process 2007-2009). Van Damme (Van Damme 2001) lists the different methodologies suggested or experimented until now by BP (Fig. 3.1)
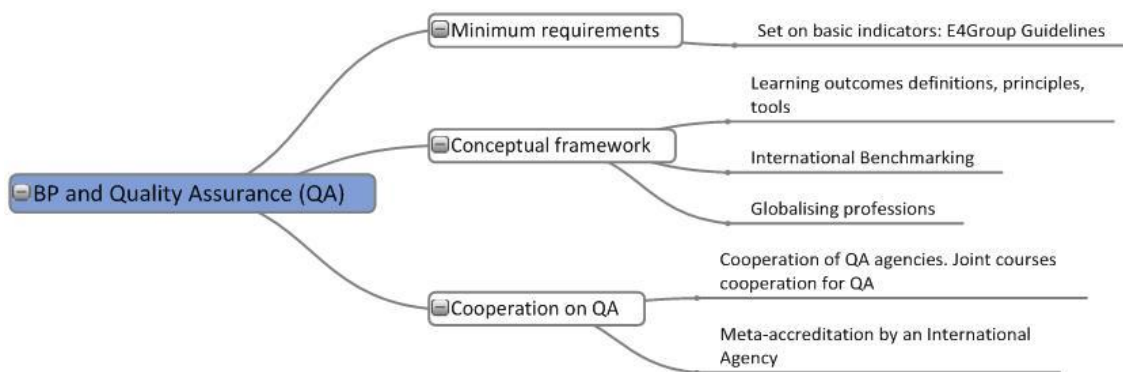
Fig. 3.1 BP and Quality Assurance

- *Minimum requirements*: this is minimal strategy with a set of basic indicators. The activities of the BP in achieving transparency, quality enhancement and recognition of qualifications cover reference tools such as the European Qualification Framework and other European standards (such as ECTS, Diploma Supplement, Europass, Dublin descriptors). The European Ministers of Education adopted in 2005 the ESG *Guidelines for Quality Assurance* drafted by "E4 Group" (ENQA, ESIB et al. 2005);

- *Development of a conceptual framework*: such a conceptual framework could first of all comprise a set of definitions and principles and later a set of methodological tools. The learning outcomes of the programme, which combines the selection of appropriate teaching and assessment strategies and the development of suitable curriculum design, has been indicated as the basis of a code of practice for internationalisation of quality (Campbell and Van der Wende 2000; Adam 2004);

- *Cooperation for quality assurance*: there is now a general acceptance in Europe of the need for formal procedures of external QA of higher education institutions and programmes, but QA has a high variety of forms, procedures and functions and there is no agreement, in the context of BP, on whom and what should be accredited at an international level. The BP objective is to achieve a cross-border quality assurance system, based on cooperation of national quality procedures (European Commission 1998; Van Damme 2001). The existing QA agencies and accreditation systems could use the quality model mentioned above, based on a mutually accepted definition of quality and basic standards and criteria. Joint courses are cooperating for quality assurance, as the consortium partners agree on common rules for quality of the programme;

- *International meta-accreditation:* in this case the meta-accreditation results in a formal recognition and a certification by an International Agency.

The key role of internationalisation for quality enhancement has been gaining increasing recognition in Europe (Van Damme 2002). The European trends toward internationalization of quality which until now have been experimented with are:

1) *International benchmarking*: benchmarking and comparison with best practices and standards was started by the BP (ENQA 2002). Benchmarking should be considered as a response to the growing competition among educational institutions (nationally as well as internationally) and their search for the best practices and most superior performance. In the context of the BP, benchmarking emphasises the need for increased comparison, transparency and visibility of quality in higher education (ENQA 2002).

2) *Globalising professions*: this is an effort driven by professional associations with an international organisation, who are becoming involved in Europe in the development and agreement of quality standards and recognition criteria. This was done for example by the Engineering Associations, who have developed a set of criteria and competences for the

profession, internationally agreed (SEFI. 2002; Maffioli 2003). The BP has been also stimulating the specific development of standard indicators for learning outcomes in a range of all occupational areas, with the purpose of improving employability and mobility of students and professionals in an international labour market. This trend tries to compensate for the inability of the HE sector to agree on internationally standards of academic quality, by imposing professional standards with a focus on competences (Whitehead, 1989; SEFI., 2002; Maffioli, 2003; Tuning, 2004).

3) *Joint courses*: some European countries are experimenting with joint programmes evaluation, based on collaboration between consortia of HE institutions and national Quality Assurance Agencies (Tauch & Rauhvargers, 2002; Tammaro & Dixon, 2003; European University Association, 2004).

3.4.2 The BP Learning outcomes model

There is increased understanding in Europe among international experts and policy-makers that it is of limited value to try to achieve convergence in the formal input and process characteristics of programmes (Harvey 2001; European Commission. Irish Presidency Conference 2004). The way programmes are organised, the delivery mode, the specific teaching and learning setting, even the exact amount of time and workload invested in them, are increasingly diverging, but this divergence does not intrinsically affect the comparability of learning outcomes. The BP (Adam, 2004) is now placing a growing emphasis on learning outcomes, giving institutions greater flexibility as to how they achieve such outcomes and focusing on the programmes' desired learning objectives instead of input measures.

The BP learning outcomes focus is based on important pillars of the Bologna reform:

- *Lifelong learning scenario*: the student/adult learner, from student to full professional status, should be able to trace his progress with the identification and recognition of knowledge and skills acquired;
- *Shift of pedagogy from teaching to learning*: the students/adult learners are in a more central role in the process of quality reform of higher education;
- *Collaboration with employers*: the need for a dialogue among all stakeholders for agreed competences and better employability.

The BP learning outcomes model represents the most ambitious objective of the BP internationalization of quality, however it was not present in the Bologna Declaration. Europe is only at the outset of a move from input standards for QA (in terms of structure of the courses, content lists and contact hours) towards outcomes based on curricula and continuous outcomes assessment. This move is also from quality assurance of higher education institutions to a quality culture spread amongst all stakeholders. The different levels of the learning outcomes approach (international, national, local, programme level) were clarified by Adam (Adam 2004), in an attempt to define integration and the differences of approach of different stakeholders in different phases of the educational process:

> *Learning outcomes have applications at three distinct levels: (i) the local level of the individual higher education institution (for course units/modules, programmes of study and qualifications); (ii) the national level (for qualifications frameworks and quality assurance regimes); and (iii) internationally (for wider recognition and transparency purposes). Learning outcomes and 'outcomes-based approaches' have implications for curriculum design, teaching, learning and assessment, as well as quality assurance.*

Teachers must be concerned with the learning outcomes at the level of the programme, but they must also consider the necessary alignment of the national and international levels and the professional qualifications (EQF). The issue of the quality of the education is bound up with the question of recognition in the framework of lifelong learning and the consequent need to record the learning achieved, through both formal education and informal training, in a quantitative manner. After Bergen (2005), the BP focus on learning outcomes has been further clarified and the quality of teaching and learning was linked to the achievement of learning outcomes and to the international recognition through the application of the European Qualifications Framework.

International recognition is based not only on quantitative indicators (as numbers of ECTS, years of study) but requires that individuals must be able to combine and accumulate learning outcomes acquired in different institutions and a set of BP common reference tools supports this aim, giving transparency to the different levels of higher education. This common structure of levels, called the European Qualifications Framework (EQF), takes the form of a two dimensional grid: a "vertical dimension", containing general transversal descriptors (based on the Dublin descriptors) and a horizontal dimension containing specific "qualitative descriptors" related to the

different sectors (European Commission 2005). Dublin descriptors, as proposed by the Joint Quality Initiative meeting in Dublin in March 2004 (European Commission, 2004) define competences in broadest sense. EQF5 is a tool which attempts to deal with the issue of professional recognition and the accumulation of the various credits related to formal learning and university education, comprising those competences described by the Dublin descriptors.

Qualification is achieved when a competent body determines that an individual's learning has reached a specified standard of knowledge, skills and wider competences, as defined by specified learning outcomes related to EQF. A qualification based on these specified learning outcomes should confer official recognition of value in the European labour market and in further education and training.

The use of the learning outcomes and competences approach implies changes regarding the teaching, learning and assessment methods which are used in a programme. If designed properly, learning outcomes could promote improved communication between teachers and students, information on courses and programmes, study guidance, study planning, assessment of learning as well as teaching methods, feedback mechanisms as students, employers and other stakeholder will assess the quality of the education at hand in relation to learning outcomes (Tuning 2003; Tuning. 2004).

The first tenet of an international course applying the learning outcomes model is that it should have a student-centered approach. Student-centered learning allows students to actively participate in learning processes from an autonomous viewpoint. Students consume the entire class time constructing a new understanding of the material being learned without being passive, but rather proactive.

---

5 The European EQF consist of three elements:

- a set of common reference points, referring to learning outcomes located in a structure of 8 levels,
- tools and instruments, as ECTS credit system, Dublin descriptors, EUROPASS, Ploteus database on learning opportunities,
- common principles and procedures, such as quality assurance, validation, guidance, key competences.

There is a cascade effect which links the design of curriculum content and the learning and teaching process most suitable for achieving the planned outcomes. Developing links between learning outcomes, teaching strategies, student activities and assessment tasks is very challenging for the teacher. This could be particularly difficult as the curriculum and teaching methods of an existing institution may be very inflexible (Harvey 2002). Biggs (1996) refers to this type of learning and teaching process as involving a constructive alignment between the method of teaching, learning activities and methods for assessment. The debate about BP learning outcomes includes controversial concepts, as competences and employability.

3.4.2.1 Competences
One approach to learning outcomes is often confused with competency and the certification of individuals. This approach consists of focusing on those competences which students should have to be competent professionals. One interpretation is relevant to the labour market, and is also more flexible when considering certification of individuals, taking into account issues of lifelong learning, non-traditional learning, and other forms of non-formal educational experiences. However, most fear that the focus on achievements of low level competences could lower the academic competences (Harvey, 2002).

A second approach to learning outcomes has been developed by the Project Tuning and TEEP (Tuning 2003; Tuning. 2004). The Tuning project used the term "competence" to represent a combination of attributes as: knowledge and its application, skills, responsabilities and attitudes. In this approach the learning outcomes are linked to the schema of professional levels or grades and the knowledge or skills required for each level of education, as defined by the Dublin descriptors and the European Qualifications Framework (EQF). Participation and representation of all stakeholders in the quality process are now key issues in the framework of the BP, and special efforts are increasingly made to ensure that the widest range of views are taken into the quality enhancement commitment (Van Damme 2001).

The LIS sector could have a new role in this context, but there is no initiative until now (Tammaro 2005). One case in the LIS courses in which these two competing approaches to learning outcomes are particularly evident is the learning of technologies. What outcomes should be pursued in LIS education to adapt the disciplinary

background to the changes wrought by the new technologies? The technological knowledge considered necessary for the librarian is an example of how the two approaches can lead to different results in terms of learning outcomes. If the aim of university education is to train someone who is capable of applying the technologies to the traditional library procedures, the result will be a library technician. If instead the aim is that of educating a librarian who is capable of identifying problems, then understanding which problems of the profession can best be resolved through the application of the technologies then the result will be an educated librarian (Cook, 1986; Pors, 1992; van der Starre, 1993). The different approach to learning outcomes in the first case leads to a concentration on the teaching of technological applications to libraries, whereas in the second case the focus is on the objective to be pursued through the application of the technologies.

The debate in progress on the learning outcomes model highlights two approaches, vocational or transformative, which appear to be in potential conflict:

- *Professional training (vocational) approach*: this is consistent with the general perspective of the BP regarding the marketability of the academic qualification in the labour market (Tuning. 2004);

- *Transformation of the students approach*: this is measured in terms of the knowledge, skills and aptitudes acquired upon completion of the course (Harvey 2002). In this case the focus is on learning outcomes such as critical spirit, reflective practice etc.

In the first approach, the learning outcomes model is seen as a way to improve employability; but a balance should be found with educational criteria (Pors 1992; Harvey and Mason 1995; Harvey 2002; Harvey 2003).

The second approach is that pursued by the educators focusing on the transformation and the empowerment of the students, with the capabilities to apply knowledge in different contexts, adopting a reflective practice. In this approach, the learning outcomes are understood as the result of an education process. In order for a teacher to move towards a student-centered approach, the incorporation of educational practices such as Bloom's Taxonomy can be very beneficial because it promotes various modes of diverse learning styles (Bloom 1964). Bloom identified three domains of learning:

cognitive, affective and psycho-motor and within each of these domains he recognized an ascending complexity. The cognitive domain is composed of six successive levels: knowledge, comprehension, application, analysis, synthesis, evaluation. Learning outcomes can be defined as the knowledge, skills and understanding a student would be expected to acquire as a result of the learning experience at the level of graduate, Masters and Doctorate level. BP has adopted the Dublin descriptors (European Commission, 2004) which are composed of four levels: 1) knowledge and understanding, 2) applying knowledge, 3) making judgment and 4) allowing for abilities and transversal skills.

3.4.2.2 Employability

Moreover, the learning outcomes focus reveals one of the criteria of the BP: the requirement to bring university education closer to vocational training, so as to align higher education with the demands of the labour market. Among the various possible learning outcomes, that of employability and success in the world of work appears the most obvious, emerging as the essential consequence of a quality course. The BP definition of employability is (Bologna Seminar, 2004):

> *...a set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.*

Harvey (Harvey 1995) has called the approach based on a learning outcomes model of quality a means for the transformation of the students throughout learning. According to the author quality evaluation until now has contributed little to any effective transformation of the student learning experience, as it has been misunderstood as employability. Harvey (2003, p. 1) notes:

> *Employability is not something distinct from learning and pedagogy but grows out of good learning.*

There is possibly a critical question that needs to be put: how has the LIS labour market been represented and by which leading bodies can curriculum development be established? In the United Kingdom the collaboration with all the stakeholders has already been active for about ten years and seems very positive. A project implemented jointly by the university and the CILIP Professional Association sought to record the skills used by librarians in a specific portfolio which would stimulate the professionals

to continual development (CILIP 1992; Brine and Feather 2003). The role of Library Associations can be very important (Johnson, 2000).

The first change that appears to be needed in applying the learning outcomes approach to university education in LIS relates to an enhanced collaboration among all the stakeholders to establish agreed definitions and range of learning outcomes (European Commission. Irish Presidency Conference 2004).

> *We need to focus on vocational aspects of HE, in relation to the development of qualifications and competences at the sector level. This is essential for HE relevancy to labour market. This means a shift of perspective from providers to learning outcomes and competences* (Tuning. 2004).

This collaboration is now being achieved by including experiential components such as internship and placement, in educational system and didactics .

3.5 Conclusion

In conclusion of this Chapter, we can say that a quality model for LIS education is still needed. IFLA Education and Training Section has developed some LIS specific reference tools. UNESCO and OECD and the BP focus on transparency of international courses and cooperation for QA; BP in particular suggests the application of a learning outcomes model. The learning outcomes model has the opportunity of connecting the different levels of LIS education quality: the local, national, international level of quality and recognition. It stresses a student centered approach and a more active involvement of students in learning and assessment. However there are some issues affecting its application, such as different perceptions of outcomes to be achieved and measured, more related to employability or to the transformation of the individual students. The researcher, through participation in the EUCLID Project and the opinions of key informants, tried to identify a possible LIS conceptual framework of quality which relates learning outcomes to content design, learning and teaching, outcomes assessment and recognition of the student's qualifications.

References

Adam, S. (2004) Using learning outcomes. A consideration of the nature, role, application and implications for European education of employing 'learning outcomes' at the local, national and international levels. Edinburgh: UK-Bologna Seminar [Online]. Available at:

http://www.bologna-bergen2005.no/EN/Bol_sem/Seminars/04070102Edinburgh/040620LEARNING_OUTCOMES-Adams.pdf

(Accessed last time on September 2009).

ALIA (2003) Library and information sector: core knowledge, skills and attributes. [Online]. Available at:

http://www.alia.org.au/policies/.

(Accessed last time on September 2009).

Ashcroft, L. (2002) Developing competencies, critical analysis and personal transferable skills in future information professionals: Euclid. Thessaloniki.

Association of College and Research Libraries (1992) 'Education for professional academic librarianship.', C&RL News, October 1992, pp. 590-591.

Biggs, J. (1996) 'Enhancing teaching through constructive alignment', Higher Education quarterly, 32, pp. 347-364.

Bloom, B. (1964) The taxonomy of educational objectives,. London: Longman.

Bologna Process (2007-2009) Bologna work programme. [Online].
Available at:

http://www.ond.vlaanderen.be/hogeronderwijs/bologna/ActionLines/QA.htm.

(Accessed last time on September 2009).

Brine, A. & Feather, J. (2003) 'Building a skills portfolio for the information professionals', New Library World, 104 (1194/1195), pp. 455-463.

Bruyn, T. d. (2005) Competence based Dutch reform of Higher Education: Digital Library Education. Firenze, Villa Morghen, 24-25 March: University of Parma.

Campbell, C. & Van der Wende, M. C. (2000) International initiatives and trends in quality assurance for European Higher Education. Helsinki: ENQA.

CERTIdoc Consortium (2003) General rules. European system of certification of information professionals. Paris: CERTIdoc Consortium.

CERTIdoc Consortium (2004a) Accreditation of assessors and constitution of juries. European system of certification of information professionals. Paris: Certidoc Consortium.

CERTIdoc Consortium (2004b) Euroguide LIS: competencies and aptitudes for European information professionals. 2nd entirely revised edition. Produced with the support of the European Commission, as part of the Leonardo da Vinci program. . Paris: ADBS.

CERTIdoc Consortium (2004c) Evaluation guide. European system of certification of information professionals. Paris: CERTIdoc Consortium.

CILIP (1992) The framework for continuing professional development. London: CILIP [Online]. Available at: http://www.cilip.org.uk/NR/rdonlyres/1F1F8304-C94F-49EE-B70B-0211588556CB/0/framework1.doc (Accessed last time on September 2009).

Cook, M. (ed.) (1986) Guidelines in curriculum development in information technology for librarians, documentalists, archivists. Paris: Unesco.

Corrall, S. (2005) Developing models of professional competence to enhance employability in the networked world. IFLA 71 WLIC Continuing Professional Development and Preparing for the New Roles of Librarians: A Voyage of Discovery. Oslo. [Online]. Available at:
www.ifla.org/IV/ifla71/papers/cpdwl-Corrall.pdf:

(Accessed last time on September 2009).

Council of Europe (2002) Recognition issues in the Bologna Process. International seminar, Lisboa, Fundação Calouste Gulbenkian, 11 – 12 April 2002. Lisbon: Council of Europe.

Cronin, B. (1982) The education of Library-Information professionals: a conflict of objectives? London: Aslib.

Dalton, P. & Levinson, K. (2000) An investigation of LIS qualifications throughout the world: 66th IFLA Council and General Conference. Jerusalem, 13-18 August.

ENIC-NARIC net (2008) Gateway to recognition of academic and professional qualifications. [Online]. Available at: http://www.enic-naric.net/.

ENQA (2002) Benchmarking in the improvement of Higher Education. Helsinki: ENQA.

ENQA, ESIB, EUA & EURASHE (2005) Standards and Guidelines for Quality Assurance in the European Higher Education Area. E4 report. ENQA [Online]. Available at: http://www.bologna-bergen2005.no/ (Accessed last time on September 2009).

European Commission (1998) Council recommendation European co-operation in quality assurance in higher education. Brussels: Council.

European Commission (2005) Towards a European Qualifications Framework for lifelong learning. Bruxelles: European Commission.

European Commission (2007) The Bologna Process: towards the European Higher Education Area. [Online]. Available at: http://ec.europa.eu/education/policies/educ/bologna/bologna_en.html.

European Commission. Irish Presidency Conference (2004) Towards 2010: common themes and approach across Higher Education and Vocational Education and Training in Europe. Background research paper. Dublin: Irish Presidence Conference.

European Foundation for Quality Management (1992) Total Quality Management. The European Model for Self-Appraisal. Guidelines for Identifying and Addressing Total Quality Issues. EFQM [Online]. Available at:
 http://www.efqm.org/Default.aspx?tabid=35 (Accessed last time on September 2009).

European University Association (2004) Developing Joint Masters Programmes for Europe: results of the EUA Joint Master Programme. Brussels: EUA.

Fang, J. R. & Nauta, P. (1987) 'Guidelines to equivalence and reciprocity of professional qualifications', IFLA journal, 13 (2).

Gleize, A. (2005) 'Quelles compétences pour les bibliothécaires ? Diversité des fonctions et référentiels', Documentaliste, 42 (1 / février), pp. 22-25.

Gorman, M. (2004) 'Whither library education?', New Library World, 105 (1204/1205), pp. 376-380.

Harvey, L. (1995) 'Beyond TQM', Quality in Higher Education, 1 (2), pp. 123-146.

Harvey, L. (2001) 'The British experience in assessing competence', in Palumbo, C. A. & and Banta, T. W. E. (eds.) Assessing Student Competence in Accredited Disciplines: pioneering approaches to assessment in higher education. Sterling, Virginia: Stylus, pp. 217–243.

Harvey, L. (2002a) 'The End of Quality?', Quality in Higher Education, 8 (1), pp. 5-22.

Harvey, L. (2002b) Quality evaluation: some international trends: Norwegian Higher Education Conference. Oslo, 22–23 January, 2002.

Harvey, L. (2003) Accreditation as a power: views of academics. Rome: CRUI.

Harvey, L. & Mason, S. (1995) The Role of Professional Bodies in Higher education Quality Monitoring. Birmingham: QHE.

Herget, J. (2003) Excellence in learning environments. Implementing a quality management system for enabling and institutionalising continuous advancement: Euclid and Alise joint meeting. Potsdam.

IFLA. Section Education and Training (1995) World Guide to Library and Information Science Education. Munchen: SAUR.

IFLA. Section Education and Training (2000) Guidelines for Library Information Educational Programs. IFLA [Online]. Available at:
http://www.ifla.org/VII/s23/bulletin/guidelines.htm
(Accessed last time on September 2009).

ISO (2000) Management standards. [Online]. Available at:
http://www.iso.org/iso/iso_catalogue/management_standards.htm.
(Accessed last time on September 2009).

Khoo, C., Majid, S. & Sattar Chaudry, A. (2003) 'Developing an accreditation system for LIS professional education programmes in Southeast Asia: issues and perspectives', Malaysian Journal of Library and Information Science, 8 (2 December), pp. 131-149.

Knight, J. & De Wit, H. (eds.) (1999) Quality and internationalisation in higher education. Paris: OECD IMHE.

Knox, A. B. (2001) Strengthening the quality of continuing professional education: Delivering lifelong conrinuing professional education across space and time. Fourth World conference on Continuing professional education for the LIbrary and Information Science professionals. Munchen: SAUR.

Konrad, J. (1997) 'Assessment and verification of NVQ: policy and practice', Journal of vocational education and training, 52 (2), pp. 228-242.

Lampercht, J. L. (1992) ISO 9000, preparing for registration. Milwaukee: ASQC.

Layzell Ward, P. (2001) Fit to practice? the need for the certification of professional knowledge and competences: Delivering lifelong conrinuing professional education across space and time. Fourth World conference on Continuing professional education for the LIbrary and Information Science professionals. Munchen: Saur.

Levasseur, D. (1996) 'Les normes ISO 9000 d'assurance qualite et la gestion des documents. The ISO 9000 standards for quality assurance and the management of documents', Argus, 25 (2), pp. 13-21.

Maffioli, F., and Augusti, G. (2003) 'Tuning Engineering Education into the European Higher Education Orchestra.', European Journal of Engineering Education, 28., pp. 251-273.

Norris, N. (1991) 'The trouble with competence', Cambridge Journal of Education, 21 (3), pp. 331-341.

OECD (2003) OECD/Norway forum on Trade in educational services: managing the internationalisation of post-secundary education. Trondheim: OECD. Center for Educational Research and Innovation (CERI).

Popham, W. J. (1978) Criterion referenced measurement. Englewood Cliffs, NJ: Prentice Hall.

Pors, N. (1992) 'The education of librarians and the labour market', New Library World, 93 (4).

Ramsden, P. & Martin, E. (1995) 'Recognition of good university teaching. Policies from an Australian studies', Studies in Higher Education, 21 (3), pp. 200-315.

Rittberger, M. & Schmid, M. (2003) Certification of Information professionals in Europe: CERTIDoc project: Inquiry. Berlin: Deutsche Gesellschaft fur Informationswissenschaft und praxis (DGI).

Roggema-van Heusden, M. (2004) 'The challenge of developing a competence-oriented curriculum: an integrative framework', Library Review, 53 (2), pp. 98-103.

Saracevic, T. (1994) 'Closing of library schools in North America: what role accreditation?', Libri, 44 (3), pp. 190-200.

SEFI. (2002) Bologna Spirit in Two Tier Engineering Education Curricula Development: SEFI CDWG Conference in collaboration with Activity 1 of Thematic Network E4. Vilnius Gediminas University, 17-19 May.

Seymour, D. T. (1991) Total quality management in higher education: a critical assessment. Methuen, Ma: Goal/QPC.

Special Libraries Association (2004) Competencies for Special Librarians of the 21st Century. SLA [Online]. Available at: http://www.sla.org/content/learn/comp2003/index.cfm (Accessed last time on September 2009).

Tammaro, A. M. (2005a) 'Recognition and quality assurance in LIS: new approaches for lifelong learning in Europe', Performance measurement and metrics, 6 (2), pp. 67-79.

Tammaro, A. M. (2005b) Report on quality assurance models in LIS programs. IFLA. Education and Training Section.

Tammaro, A. M. (2006) 'Findings of the survey of quality assurance models in LIS programs', IFLA SET Bulletin, January.

Tammaro, A. M. & Dixon, P. (2003) 'Strenghts and issues in implementing a collaborative inter-university course: the International Masters in Information studies by distance.', Education for Information, 21 (2/3), pp. 12-27.

Tammaro, A. M. & Weech, T. (2008) Feasibility of International Guidelines for Equivalency and Reciprocity of Qualifications for LIS Professionals. Final report. The Hague: IFLA.

Tauch, C. & Rauhvargers, A. (2002) Survey on Master degree and joint degree in Europe. European Universities Association.

Tuning (ed.) (2003) Tuning Educational Structures in Europe, Final Report Phase 1. University of Deusto, University of Groningen.

Tuning (2004) Tuning Educational Structure in Europe; closing conference document. Tuning Project 2. [Online]. Available at: http://tuning.unideusto.org/tuningeu/index.php?option=com_frontpage&Itemid=1. (Accessed last time on September 2009).

UNESCO (2002) First Global forum on quality assurance, accreditation and the recognition of qualifications. Paris: UNESCO.

UNESCO (2004) Second Global forum on international quality assurance, accreditation and recognition of quality assurance : widening access to quality higher education. Paris: UNESCO.

UNESCO & CERI, O. (2004) Guidelines Quality Provision in Cross-border Higher Education. Paris: UNESCO Headquarters, OECD CERI.

UNESCO & OECD (2005) UNESCO/Council of Europe Code of Good Practice in the Provision of Transnational Education Paris: UNESCO [Online]. Available at: http://www.coe.int/T/DG4/HigherEducation/Recognition/Code%20of%20good%20practice_EN.asp# (Accessed last time on September 2009).

Van Damme, D. (2001) 'Quality issues in the internationalisation of Higher education', Higher Education quarterly, 41, pp. 415-441.

Van Damme, D. (2002) Quality assurance in an international environment: national and international interests and tensions. Background paper for the CHEA international Seminar. San Francisco: CHEA.

van der Starre, J. H. E. (1993) 'Library Schools and Information Technology: A European Overview', Information Processing and Management, 29 (2), pp. 241-248.

Virkus, S., Hartkey, R. J. (2003) 'Approaches to quality assurance and accreditation of LIS programmes: Experiences from Estonia and United Kingdom', Education for Information, 21 (1 March), pp. 31-48.

Whitehead, J. (1989) 'How do we improve research-based professionalism in education ? A question that includes action research, educational theory and the politics of educational knowledge', British Educational Research Journal, 15 (1).

Winterton, J. & Delamare, F. (2004) Typologies for knowledge, skills and competences. CEDEFOP.

Wolf, A. (1995) Competence based assessment. Open University Press.

Wozniczka-Paruzel, B. (2002) Experiences of LIS studies accreditation in the context of quality assurance systems in Poland: Euclid. Tessaloniki.

WTO (1998) Education services. Background Note by the Secretariat. [Online]. Available at:
http://www.wto.org/english/tratop_e/serv_e/w49.doc
(Accessed last time on September 2009).

Chapter 4. Quality and Recognition in LIS

4.1 Introduction

The first section "Minimum set of quality indicators" identifies the quality assurance procedures and the quality indicators currently used in Europe. The minimum set of quality indicators indicated by the ENQA in Europe (ENQA, ESIB et al. 2005) has been compared with the findings of IFLA survey on Quality in LIS schools (Tammaro 2005). The section evidences that the Government Agencies are leading the quality assurance process in Europe and there is conformity for the quality assurance procedure, for the most commonly used performance indicators and the way to look at outcomes.

The second section "BP and quality enhancement in LIS" describes the situation for LIS in Europe evidencing the main indications of BP for recognition and quality. The approach to LIS education is based on the opinions of the key informants on realising the learning outcomes approach.

The third section "Considerations for designing an international course" tries to give first considerations for "mutual trust" building in LIS schools in Europe. It describes the learning outcomes model and the problem of the different values related to its application.

4.2 Minimum set of quality indicators

The European E4 consortium has developed a minimum set of quality indicators for universities involved in the BP (ENQA, ESIB et al. 2005). These indicators are listed in Tab. 4.1, classified as programme, process and outcomes indicators.

Table 4.1 The BP minimum set of quality indicators

Programme	Curriculum design,
	Explicit learning outcomes,
	Formal approval of the programme,
	Institution's own performance indicators,
	Regular feedback from employers, labour market, other relevant organisations
Process	Number of students. Profile of the student population,
	Learning resources available and their costs,
	Teacher efficiency,
	Student progression and retention rate,
Outcomes	Student satisfaction with the programme,
	Employability of graduates

This minimum set is focused on institutions evaluation. The researcher has compared below this minimum set with the results of the IFLA Section Education and Training survey on quality indicators in Library Schools, relating to Europe (Tammaro 2005).

4.2.1 Performance indicators

Universities have always been concerned with guaranteeing the financial and human resources necessary to facilitate teaching and learning. Of those European countries replying to the IFLA survey (Tammaro 2007, p 8), the resources and content design indicators are ranked higher than others: respectively 66% and 83% which is consistent with the fact that input measures are more commonly used than others. At the same time, the measurement of the success of such learning has been and is based on quantitative indicators such as the number of students enrolled (in 48% of the LIS schools examined by IFLA).

A comparison of the E4 *ESG Guidelines* with the findings of IFLA LIS schools' survey on quality indicators (Tammaro, 2007) demonstrates that most indicators are the same but whilst the BP adds learning outcomes description and labor market feedback.

Other indicators evidenced in the IFLA survey (21% of respondents) refer to staff quality such as professional experience, academic background, research productivity,

value based education, international activities. These indicators are called "teacher efficiency" by the BP.

4.2.2 Ways to look at outcomes

The BP's particular learning outcomes orientation focuses on quality evaluation which can have an impact on the quality of student learning but the IFLA survey has demonstrated (Tammaro 2007, p. 9) that students are involved in quality assurance in 69% of countries. Other output measures have been indicated such as: percentage of students working after graduation but only 14% of European countries use this indicator.

The outcomes indicators that are defined in the *E4 Guidelines* (ENQA, ESIB et al. 2005) are focused on the student and consist of student satisfaction, academic success and above all success in the world of work. Compared with the results of the IFLA survey on Europe, they coincide with the indicators measured by the LIS Schools, except for a new indicator in the form of "employability".

The *ESG Guidelines* focus on institutional quality indicators. After the Bologna reform, Government control on LIS schools in Europe increased, but with a focus on accountability and other quantitative indicators, more than qualitative indicators as learning outcomes.

In terms of major differences towards a learning outcomes shift in the LIS schools, it can be evidenced that in the universities:

- input measures are more commonly used than output and outcomes measures.
- less attention is given to the quality of educational processes or the nature of the educational experience, including a general lack of established system-level indicators for effective teaching, learning environments, leadership and governance;
- few indicators linking inputs and processes to outputs and outcomes;
- little attention to influences on learning outcomes, except in terms of student background characteristics.

Library schools, which have to look for financing from sources other than Government, should be more labour market oriented, with a curricular catalogue which seeks to attract students with innovative courses, while most of the other are more academic. To

align to the learning outcomes focus, a quality education in LIS can be assumed when a student has acquired knowledge, skills and wider competences as described through the learning outcomes at programme level. Some issues can be evidenced for the possible move of LIS higher education in Europe to a learning outcomes approach. These issues are identified by the possible contrapositions among: minimum requirements versus improvement oriented, discipline taught versus explicit learning outcomes, ranking oriented versus achievement of desired learning outcomes focus.

4.2.2.1 Minimum requirements versus improvement oriented
It should be noted that when speaking of the outcomes that students ought to be able demonstrate at the end of an international course, the concepts frequently remain vague and confused. A reason is due to a more quantitative or qualitative oriented measurement. Here the researcher should stress the fact that measurements that are essentially qualitative, such as the achievement of learning outcomes, must for practical purposes also be measured in a quantitative manner, similar to or commensurable with the ECTS credits. This is a controversial concept in the BP debate. In order to measure a student competence to do something, there will be a clearly defined and accessible standard through which performance is measured and accredited. A number of tools for documenting leaning outcomes already exist, such as the European Qualifications Framework, the Diploma supplement, the "computer driving licence", the European language portfolio, the "EuroCV", and others.

However, few of these tools are qualitative. If these are to be used as reference tools across Europe on a systematic basis, much greater awareness is needed of their existence and their potential use and benefits (Council of Europe 2002). The question remains, what is the feasibility of developing the learning outcomes approach for LIS and some form of more qualitative procedures that will be applicable internationally?

4.2.2.2 Discipline taught versus explicit learning outcomes
In the framework of the BP, higher education institutions have distinctive missions and goals, but will vary in their approach in defining the attributes they expect of their graduates. The adoption of a learning outcome approach focuses activity on the learner and not the disciplines taught (European Commission. Irish Presidency Conference 2004). The learning outcomes approach focuses attention on explicit and detailed statements of what students learn: the skills, understanding and abilities the course

seeks to develop and then test. Explicit graduate learning outcomes are a critical indicator of how effectively universities are defining and instilling the skills and attributes expected of their graduates, with success in the labour market being the most obvious indicator of appropriate outcomes.

Ambiguities are not lacking for the learning outcomes approach as a whole, however. In practice it is not always clear what the learning outcomes subject to evaluation are, and hence it is not easy to decide how they can be measured and from whom. The main reason for the confusion appears to be due to the two different approaches to outcomes that can be pursued, one skills based and one knowledge oriented (see Chapter 3). Another reason is related to different, often hidden, values regarding the profession which can orient the design and assessment of the outcomes.

4.2.2.3 Ranking oriented versus achievement of desired learning outcomes

The real problem for universities, raised by the BP quality system, is for them to agree on the purpose of quality accreditation. Depending on who is leading the quality assurance of the programme, there can be different purposes underlying the process: for example, the assessor can be oriented towards competition for excellence. Stakeholders' co-operative dialogue however seems difficult to obtain in Europe, where professional associations are not involved in quality assurance. Many of the *IFLA Feasibility Study* participants also claimed that Professional Associations seem not to understand innovation and that their conservative approach lowers the level of the profession to practicalities. On the other hand, employers' and labour markets' relationship with Library Schools are improving. This is mainly due to the stimulus of the Bologna Process on employability.

The role of professional associations has been debated by IFLA Education and Training Section especially for stimulating quality enhancement (Weech &Tammaro, 2008). In the interview of Claudia Lux, President of IFLA, (Lux Transcript, 2008) she said that in her opinion IFLA could play an active role in quality assurance. For Lux there are two objectives:

1) the first objective is transparency. IFLA should give a clear idea of the indicators which can define the quality of the programme;

2) the second objective is to compare and benchmark the programmes with international best practices, stimulating improvement of quality.

4.3 BP and quality in LIS education

Based on the review of the literature on the subject (see Chapter 3), it is clear that a uniform basis for assessing quality of courses and qualifications equivalency internationally is lacking and a conceptual framework for LIS is needed. For a small number of countries offering LIS education according to the Anglo-American model, there are organizations and/or national bodies that provide a basis for making some comparisons and assessments. But for most of the European countries, there are no organizations or national bodies that take on this responsibility.

There are definite barriers to using learning outcomes as a measure of quality for LIS educational programmes. Not the least is the challenge of developing a list of learning outcomes that can be agreed on internationally. How should the conventional input measures of quality be changed as a result? What significant effect could the shift from traditional teacher-centered methods to a student-centered approach have on teaching and learning?

This research tried to investigate the participants to the EUCLID European project and key informants about their opinions on a possible learning outcomes conceptual framework in European LIS education as a means of establishing quality of LIS education and guidelines for equivalency and reciprocity of LIS professional qualifications. The analysis of the conceptual framework has included:

1. Recognition of qualifications: the field of LIS and LIS education in Europe,

2. Programme content: overview of LIS typical degree,

3. Programme outcomes: overview of suggested learning outcomes statements,

4. Programme learning and teaching: replies to the required new approaches to learning and teaching.

4.3.1 The field of LIS and LIS education

What is a librarian? In the discussions inside the EUCLID project *European Curriculum Reflections* (Kajberg and Lorring, 2005) led by the Royal LIS School of Copenhagen, there was no common understanding of the LIS professional role.

The concept of the mediator role prevailed while other roles, such as educators or social roles were debated within the EUCLID project, without reaching any agreement. All the LIS schools involved in the EUCLID project agreed on this definition (suggested by Tor Henriksen):

> *All the information professionals have to organise collections, both physical and/or virtual. Their role is that of mediator between authors and users.*

This makes LIS studies a field which prepares for practical work and for teaching and research in librarianship and the book trade, in archives administration, in museums or any other physical or virtual collection or archive-based activity – also outside cultural institutions or organizations (Kajberg and Lorring 2005).

Can the LIS community agree on this role of mediator in the Society? Myburgh (Myburg 2007) argues for a definition which stresses the functional role of the profession, asking "why" they are doing what they do:

> *While we want students who are able to be usefully employed (and the students want to be employed!) we need to consider the kind of professional outlook, or view of our knowledge domain, they require to ensure such employment throughout the course of their careers. So, developing an understanding of the framework of our knowledge domain is to me probably the most important thing we can teach our students. If they are clear on this, as well as WHY they are doing this work, I believe they will be well-equipped to embrace the changes that might occur during the course of their working life.*

In replying to this question: why librarian are doing his job? Myburgh (transcript 2006) points to an active role:

> *Our new role, in my opinion, is acting as 'information interventionists' (rather than mediators), as we seek to ensure that individuals are able to access – and understand and make sense of – information that is available in the public domain. Perhaps this is not surprisingly new; however, in order to achieve this, I would urge a wider view of our field.*

Myburgh appears to indicate at least two different approaches to the librarian role: the mediator and the interventionist role. She describes this roles as follows:

Mediator role

Focus on document

Focus on physical stores (even when they are digital): libraries as 'warehouses'

Emphasis on legitimising technical tasks

Emphasis on LIS programmes that focus on tools and institutions

Interventionist role

Focus on information

Focus on professionals skills and knowledge

Acknowledgement that libraries have a social role and are willy-nilly political sites: libraries rather as social institutions

Emphasis on LIS programmes that focus on transferable concepts and analysis of information work

The complex process of internationalising the LIS curriculum and adopting a learning outcomes model of quality is related not only to what we teach and how we teach, but also to the implications of differences in value judgement. Different perceptions of quality in LIS have to be related to different library concepts.

Myburgh (Myburg 2007) says:

> *I believe that 'quality' is suggested by some of the graduate qualities that I mention above: an international view, capability for critical thinking, self-management, professional overview and so forth, as well as familiarity with the body of knowledge of the discipline and an understanding of the social role of the profession.*

> *Students should therefore, on completion of an LIS programme, possess qualities like an international vision, an understanding of the diversity of discursive communities, of how knowledge is created and disseminated (or not); they should be able to engage in social interaction virtually, internationally, and within interdisciplinary, fluid teams. I would also like to see LIS students, in particular, being fluent in more than one language (which is becoming more and more the case outside Europe, which appears to be very conscious of such issues!).*

In particular, at an international level certain skills ought to be stressed since they are more important than others, such as multiculturalism, international vision, language skills. Johnson (Johnson 2006) focused on the importance of transferable skills:

> *A survey of employers, investigating how they evaluate students, has demonstrated that they do not evaluate so much subject content but skills such as communication and leadership. These skills can be developed through the way we teach. Part of solution lies not only in curricula but also in the personal skills of the students. Professionals have to practice their skills in the place where they find a job, just accepting political trends.*

Kajberg states (Kajberg Transcript, 2002) that an authentic internationalisation of LIS signifies a shared concept of library and common tools. He affirms that we have to focus on the Information Society and reply to questions such as:

- What is a library? What is the role of a library in the community?

4.3.1.1 Library paradigms

The reply to this question is implicit in the values that the LIS Schools transmit to the professionals. Such values are coherently expressed in what is considered the core of the profession, what ought to be of permanent value in time and space. While the details of the international curriculum must differ somewhat from one place to another, the core content and the disciplinar principles should be the same.

Pors (Pors 2002) stressed that there are different traditions in Europe:

- *Central Europe*: old-fashioned scholarly library;
- *UK*: focus on information rather than library (but Pors says paradoxically it is accredited by a Library Association)
- *Nordic countries*: internationalisation in Baltic countries, somewhere between the two traditions.

The researcher sought to focus on what is considered the core or the identity of the libraries, and found confirmation of this distinction. She found that the main problem of the BP reform application in LIS is theoretical and is related to the concept of "Library" as currently understood in Europe.

The participants to the EUCLID project *European Curriculum Reflection* agreed on the core of the discipline: LIS has been defined as the "science" of organising mediation, using the term science as a special kind of science in the sense defined by Ranganathan (Kajberg and Lorring 2005). What are the real values underlying the concept of library in the LIS schools? While agreeing with core content, LIS education institutions in Europe have traditionally had two different approaches: one more focused on collection organisation and one more focused on information management. These values appear to be linked to two different paradigms: the first can be called the "archival paradigm" focused on the object to be mediated (book, document, information etc.); the other paradigm can be called "information management paradigm" with a functional approach to facilitating user access to information.

The archival approach has the organisation of knowledge as the core of the profession, with the function of managing the documents for rapid retrieval. It covers three basic subfields of study (Kajberg and Lorring 2005): a) Source: the study of document, b) Organisation: information retrieval and knowledge organisation, c) System: the management of institutions.

a) The study of documents

This subfield covers the two main genres : fiction and non-fiction, their typology and the structure of the main kinds of documents. For some kinds of user, a specific user orientation is recommended e.g. children, visually handicapped, researchers, music listeners or performers.
The document being a combination of text and medium, the various media should be dealt with, from the oldest forms to the electronic ones.
It is assumed that it is not possible to standardise the content at a European level. Each institution must make its priorities according to the traditions of the country and the labour market for the candidates

b) Knowledge organization and information retrieval
This subfield has already reached a certain amount of standardisation and consists of the following items:
Formal and subject analysis

Formal (bibliographic) and content representation (with or without indexing languages)

Storage (cataloguing, shelving, databases)

Searching and retrieval (including search behaviour)

Evaluation of performances.

Diachronic aspects to be dealt with could be - e.g. classification history

c) Organization and management. Cultural and information policy and legislation

This item covers primarily documentary institutions or organizations, but also issues related to the document flow in institutions or organization in general (information management). Central topics will be the building up of collections or archives through acquisition policies or deposition schemes. The study of the users to be served and the organization of the various services.

An obvious diachronic approach will be the history of institutions- e.g. library history or scenarios for the future.

General topics like planning, staff administration, budgeting and maintenance of buildings should be dealt with here.

The "information management approach" is illustrated by Johnson (Focus Group transcript 2008) who states that the LIS profession seeks to highlight its role in the service of society, impacting not only on learning but also the economic development of the country:

What are our professional aims? Enhancing the impact of library and information services on: Social inclusion, Learning, Economic development. However there appears to have been little investigation of the evidence for the economic impact of information.

Myburgh (Myburgh Transcript, 2007) explains the library concept with a focus on information management:

What is information? Information is that part of knowledge that is selected to be communicated. Also the sheer scale: information affects, influences or is involved in every human activity.

Thus in response to the question What is a library? there are two possible replies, leading to different values. The EUCLID project *European Curriculum Reflection on LIS education* (Kajberg and Lorring 2005) has sought to define an intermediate model between the two paradigms. The Nordic countries tend to place the Information Society at the centre of the LIS sector, where the role of the library is to foster multiculturalism and citizenship. In conclusion, the reply to the question "What is a library?" implies another question: What is the purpose of the LIS school?

4.3.2. Overview of typical degree in LIS

The purpose of an education in library and information science centres on the following positions to be filled by graduates (Kajberg and Lorring 2005):

- Education and research positions for the designation and extension of principles about information, its acquisition, processing, utilization and transfer;

- Technical positions for the design and implementation of information systems;

- Functional positions to ensure adequate use of automated storage facilities in information environments.

Transparency is a leading objective of the BP and can be achieved using common tools. An international quality framework can foster clearer thinking about the core of LIS programmes. This is what EUCLID has begun to do, realising a survey whose findings are illustrated in Table 4.2. The EUCLID Guidelines which have been developed, to date as drafts, indicate a common structure which could be used for the benchmarking of European programmes. They define a conceptual model that can facilitate reciprocal understanding at international level. This model indicates the component elements of the curriculum as:

- *Sources*: what we mediate: real or virtual documents, data, broadcasts, etc. Including content and specialists. How we communicate them to users.

- *Organisation*: principles and theories of the profession, including IT. This includes how we organise, store, search and retrieve the documents and other sources

- *System*: organisation and development. How we develop and organise the user services and other tasks – including management, relevant legislation, social role and information politics.

Table 4.2 Overview of LIS typical degree

LIS subject areas	EUCLID comments	Degree of presence in LIS degree
Source		
CULTURAL HERITAGE AND DIGITALISATION OF THE CULTURAL HERITAGE	This seems to represent the compound of a part of the first subfield (documents in its widest possible sense) and a special theme : digitalisation *programme*s. *This includes the digital asset management and access to the digital library.* Administrative or organisational matters should be added.	62%
Organisation		
INFORMATION LITERACY AND LEARNING	This represents the user approach to search competence, behaviour and use within Knowledge organisation /retrieval.	76%
INFORMATION SEEKING AND INFORMATION RETRIEVAL KNOWLEDGE ORGANISATION	The discussion in EUCLID was that these to items should be dealt with together. In most programmes, this subfield dominates in allocated time – up to 50 %.	100% and 82%
KNOWLEDGE MANAGEMENT	This term is used when LIS methodology is applied in other kinds of organisations. It is a compound of all three of the basic subfields with special emphasis on the needs of the particular kind of organisation. Knowledge management is often organised as special courses.	86%
System		
LIBRARY MANAGEMENT AND MARKETING	This is an important part of the third subfield, including not only promotion towards the users, but also works at a political level.	96%
LIBRARY AND SOCIETY IN A HISTORCAL PERSPECTIVE	This is the diachronic approach to the third basic subfield, but may include aspects from the two others.	66%
MEDIATION OF CULTURE IN A EUROPEAN CONTEXT	Again we have a compound of all three basic subfields – perhaps with emphasis on the first one (what is a European context ?)	26%
THE LIBRARY IN THE MULTI-CULTURAL INFORMATION SOCIETY	Multiculturalism is obviously a theme to take into all basic subfields. It concerns the variety of documents, the special user needs when organizing the aggregates of documents and the service organisation for a multicultural society in general.	42%

These elements are considered the core of the curriculum to which everyone ought to align. The greater importance attributed to one or more elements, for the participants to the EUCLID project, distinguishes the different cultural traditions in LIS training.

However, we should recognise the fact that European countries have different traditions in teaching LIS and this is evidenced in the methodology and principles which are taught (Kajberg and Lorring 2005). In LIS schools in Europe we can find different methodological approaches to LIS discipline, as:

- Epistemology;
- Research methods;
- Computer science;
- Linguistic/Philology;
- Historical Research;
- Bibliometrics.

4.3.2.1 Innovation versus "core elements"

Is the organization of information the core that distinguishes the profession? Moreover, this core ought not to alter over time, but rather adapt to the changing circumstances while remaining substantially unchanged. The current period is however evidencing a continuous change, with new users needs, new tools and new library competitors.

A particular challenge of LIS education at present is to address the education of future professionals in a field featuring major change and rapid evolution. A review of changing needs has to be performed in relation to different traditional and emerging roles, new working environments, new societal demands.

The continuous updating of the LIS curricula, adapting them to change, is considered an important quality indicator. Lux (Lux 2008) says that one of the quality elements of the courses should be their continual updating, to meet the changing needs of users, measured even only as a progressive trend towards ongoing evolution. That is, the change is part of the profession.

For example, the most important factor of change in terms of its impact on the LIS sector is undoubtedly technology. Speaking of the application of technology to libraries, Myburgh argues (Myburgh Transcript, 2007):

> *How can we still think about artifacts, when everything is becoming digital? What is the correct ratio between technology and library science in the curriculum? Do librarians all have to become technologists? But won't this lower the level of the profession? Or will the libraries be replaced by computer systems, so that librarians will no longer be needed?*

4.3.2.1 Competition versus collaboration

Competition includes the analysis of aspects of the curricula that appear to attract better-performing secondary school students. In other words, while an initial trend of the internationalisation of the BP is towards the harmonisation of the LIS curricula and the transparency of the minimum requisites, or what is called the core programme, an apparently opposing trend is towards the stimulation of excellence and innovation in the LIS curricula in Europe. LIS schools ought to have different specialisations and attract students through their optimal quality in such specialisations. What makes a LIS school competitive?

One orientation is that related to the learning outcomes achieved by the successful students of the LIS courses. The quality criteria of the contents of the LIS curricula are the research orientation, and in particular the qualities (and competences) that you expect graduates of the programme to possess. Sue Myburgh affirms (Myburg 2007):

> *Another strong measure of the competitiveness of an LIS school is, in addition, producing graduates who are interested in, and committed to, engaging in theory development in the field and in further research. That is, the students should develop a curiosity, and a sense of meaning, in the field. For others it is important promoting social cohesion, preparation to the world of work, fostering. knowledge and skills universally accepted as important. Not neglect other cognitive skills related to attitudes and values, aspirations and motivations.*

A second orientation relates competitiveness to the resources and specialisation of the LIS schools. Johnson says (Johnson 2006):

> *A LIS School is competitive when it is the best in a subject, it is a Centre of excellence. Centres of excellence have resources, a good environment, such as*

modern buildings, dedicated campus, large teaching team, consequently specialism. Their curricula are updated and relevant. Relevance of curriculum is demonstrated through: validation and accreditation process, best demonstrated by the existence of accreditation by professional bodies, and students' success in the labour market.

The difference between these two orientations lies in the resources at the disposal of the educational institutes. The risk of the second orientation is that of penalising the LIS schools with scantier resources.

4.3.3 Overview of LIS suggested learning outcomes statement

In conclusion, what exactly are the qualities and competences of the graduate of an international course? what learning outcomes should be achieved? The researcher has used the structure of the Dublin descriptors in the BP learning outcomes model (European Commission, 2004), for aggregating all the desired outcomes described above, as illustrated in Fig. 4.1.
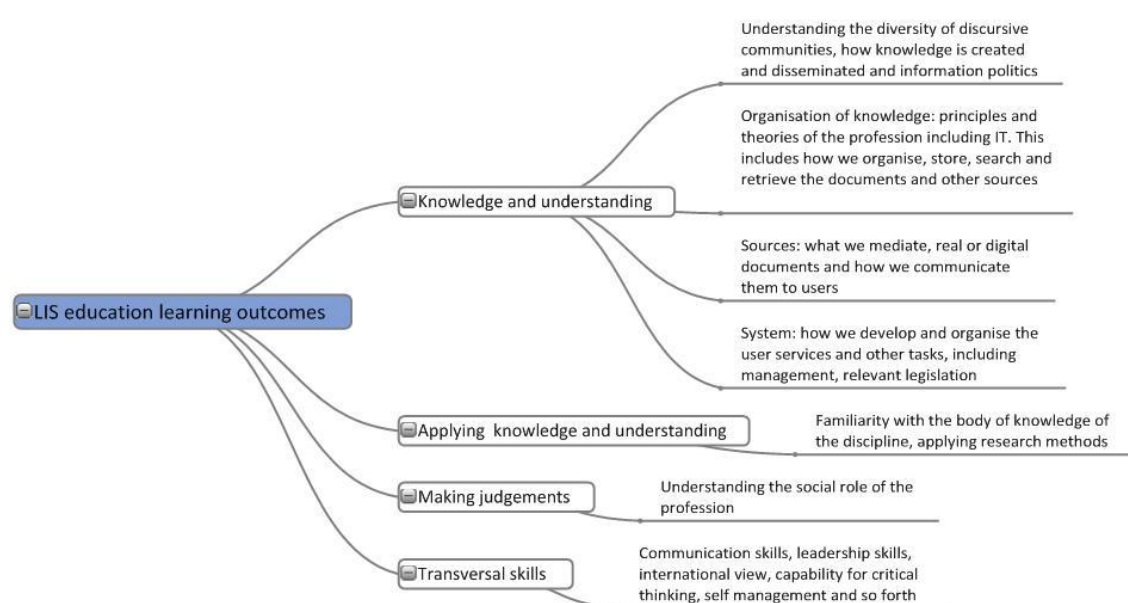
Fig. 4.1 LIS curriculum suggested learning outcomes

Knowledge and understanding: this includes the body of disciplinar knowledge. It has been described by the EUCLID Project (Kajberg and Lorring 2005), focusing on users, source, organization and system. Students should understand the different typologies of user communities and how knowledge is created and disseminated. They should know what sources professionals mediate and how they organise, store, search and retrieve the information sources.

Applying knowledge and understanding: students should have familiarity with the body of knowledge and able to apply research methods for adapting to different circumstances (Johnson and Myburgh transcripts). They should know their professional role and how the user services are organized and other tasks, including information politics, management and legislation, according to the EUCLID Project (Kajberg and Lorring 2005).

Making judgements: students should understand the professional role in the society and make judgments accordingly (Johnson and Myburgh transcripts).

Transversal skills: these are transferable skills as communication, leadership, international view, critical thinking, self management and so forth (Johnson and Myburgh transcripts).

4.3.3.1 Employability

The learning outcomes approach should involve employers. Myburgh (Myburg 2007) however notes:

> *While being able to demonstrate or provide evidence or proof of the possession of these qualities might well enhance employability, the one does not necessarily follow the other.*
>
> *Realistically speaking, however, graduates do need to be employable, and universities can ensure this by undertaking work which analyses the kinds of professional work required within a community, and by defining the overall professional and disciplinary qualities which graduates should acquire during their enrolment within a programme.*

Weech (Weech transcript, 2006) says the best students are not necessarily the best in the workplace. The problem of identifying what we mean by learning outcomes is hence to be seen as a priority for bridging this apparent gap. However a cooperative dialogue is needed with all the stakeholders. Myburgh (Myburg 2007) confirms:

> *Quality on the other hand, might relate to a student's achievement of high grades, although they may not be particularly well suited for a particular position; the degree itself may be of a high scholarly standard, but not cognisant of contemporary industrial demands. I believe that this is part of the wider debate*

in which higher education, internationally, is involved: the role of universities in contemporary society. I am not sure that there are any clear answers yet; I am also uncertain of the extent to which solutions will be found which are locally satisfactory, but which fail to take into account the internationalisation which is currently demanded of all of us.

Is there a gap, possibly, between higher education and broader society? Does this difference of approach to learning outcomes suggest an unbridgeable problem? Myburgh (Myburg 2007) argues:

Employability is the most debated objective: it is the wish of successful students, but related to local constraints, often in contrast with internationalisation.

Employers would expect that a certified student is, therefore, able to perform certain tasks and assume certain responsibilities within an organisation. But if the LIS school is considered as a place of higher education, the question of what education is for, and how this is considered 'quality' or not, should be considered.

4.3.4 Required new approaches regarding "student centered learning"
The first objective of the BP learning outcomes model is the change from a teacher centered to a student centered learning. Myburgh (Myburg 2007) explains this move as follows:

I am a supporter of the notion of student-centered learning. By this I mean that a curriculum is designed by the teachers (given that they have had lengthier experience with the theory and praxis of the profession, and also presumably are aware of the changing nature of information work that is required, and in which there are jobs). Means must be found to get students fully engaged in the curriculum, however, both rationally and affectively: so, small teams, discussions, shared class projects, production, performance, debate, conceptualisation – are all suitable for various topics. In order to do this, a careful guide through the introductory literature is good preparation: students can discuss what they have read in class. This can be tied to assessment in various ways – through presentations in class, discussion on listservs, maintaining blogs, or whatever. Individual research-like projects can also be encouraged, and the class as a whole invited to critique these projects – once again, this can be done through websites,

blogs, etc. In this way, students can become involved in performing what they are being taught. Explaining and defending topics or issues facilitates deeper understanding and learning, on the whole.

How can this approach be linked to quality enhancement? Myburgh (Myburgh Transcript, 2007) explains as follows:

Quality criteria are: curriculum content, research orientation, and qualities (and competences) that you expect graduates of the programme to possess. But what would make a particular LIS school competitive would be its unique character; how it interprets the field, its scope and vision, the quality of its academic staff, their research activities, and so forth.

4.3.4.1 Experience versus seeking

A present problem is in the gap between academic and professionals. One of the current trends is to separate the discipline from the profession. Ragnar Audunson writes (Audunson, Nordlie et al. 2003):

We can distinguish between the discipline-oriented approach and the profession-oriented approach. For some, becoming an academic field implies developing an academic discipline like sociology or history or chemistry. Such disciplines are not linked to any specific and institutionalized field of practice. Hence LIS becomes a generalized information science studying the phenomenon and practice of information in general without any links to a specific professional field. Hence references to librarianship tend to be omitted. Others have developed a profession-oriented perspective and aim at developing an academic and research-based profession like medicine and law. A profession is here defined as a field where practice is based upon a body of scientific knowledge, and where a degree in this field of academic knowledge of study from an accredited university or college is that which certifies a person to perform as a practitioner and defines him or her as a member of the field.

The issue of theory versus practice and of academics perspective versus vocational education was one of the first to come up in the working groups discussion of the EUCLID project *European curriculum reflections on LIS education* (Kajberg and Lorring 2005). In the words of Ton de Bruyn, we have to consider the integration between the architect and the builder, to stress that we have to build a palace and if we

want this palace to be strong and effective, we need both of them. Ton de Bruyn was also very useful to the discussion for distinguishing curriculum design from its delivery and describing the competences-based approach achieved by Dutch LIS schools (Kajberg and Lorring 2005).

How can research and education be stimulated and enriched by practice? The EBLIDA and EUCLID joint conference in Lisbon in September 2007 (EBLIDA and EUCLID 2007) sought to bridge this gap.

Lars Qvortrup (Qvtorp 2007), Rector of the Royal School of Library and Information Science of Copenhagen, presented the stimulating idea of Triple Helix, formed by the Public Sector, Labour Market and Research, in which all the stakeholders involved in education collaborate, even if they have different objectives. Innovation is based on user driven research, building innovation clusters.

To open the dialogue, one could also ask: How can practice be enhanced by research? For Biddy Fisher (Fischer 2007), LIS professionals should use research in practice to enhance services and facilities for users and evaluate services using appropriate methods and techniques. Equally, exploring the answer to solutions in practice does not require the academic researcher's experience and expertise. More modest efforts can be rewarded through efficient literature searching and the application of others' findings. The author affirmed that the ability to do and understand research will be one of the critical skills of the practitioner of the future (Fisher 2003).

The first tenet of an international course is that it should be student centered; the second tenet of LIS education in an international course is that it should have a "research orientation" as Johnson said (Focus Group Transcript, 2008).

> *This is why good teachers are those doing research. Students should be familiar with quantitative and qualitative research methods and be able to define the problem to be investigated. Doing research means being able to pose both questions (definition of the problem) and possible solutions (quantitative and qualitative methods).*

Teaching methods are designed to stimulate students, facilitate their understanding and help them to achieve learning objectives. Research is strictly linked to good teaching.

Myburgh (Myburg 2007) agrees about the importance of research:

There are several levels at which this can be discussed. Firstly, there needs to be a relationship, or nexus, between teaching and research. In other words, I believe that teachers in LIS should be actively engaged in research – preferably various forms of research, using a range of methodologies. Secondly, I think that students should understand the processes of research (which is connected to the creation of knowledge mentioned above), and should be able to read and critique research, or how knowledge is created and communicated. It is only in this way that 'information' itself can be evaluated, and that suitable or 'relevant' information can be provided to an information seeker. Thirdly, students should be encouraged to engage in a research project of some kind, so that they are more critical consumers of research.

To recapitulate: learning and teaching in international courses should be linked to research: the research done by teachers, the research done by students, and the mastering of research methods on the part of the students.

As an immediate consequence of this approach to learning and teaching, we have to ask ourselves: can this teaching innovation resolve the age-old dichotomy of theory and practice?

The researcher sought to obtain further information on the controversial issue of theory and practice, which in Italy has widened the gap between teachers and professionals, by planning a Focus Group. This meeting gave both the key informants and the MAIS students participating the chance to confirm the opinions expressed in the interviews. They were also able to exchange experiences with the other participants, generating a fruitful discussion.

Myburgh (Focus Group Transcript, 2008) noted:

Practice is the execution of the theoretical principles embodied in the knowledge domain of a discipline/profession.

Praxis Action guided by habitus has the appearance of rationality but is based not so much on reason as on socially-constituted dispositions.

Johnson (Focus Group Transcript, 2008) explained the reason for the weak dialogue between academic and practitioners:

Practitioner rejection of LIS academic research: lack of research relevant to policy and practice. A significant amount of research is never communicated beyond the immediate circle of interest Practitioners often fail to disseminate the results of research or report innovations, so they cannot be assessed or replicated. Publication even in a variety of media is not enough. For research to be influential, which is what any researcher wants to achieve, you must seek to identify and work with people who initiate the motivation for change including elected politicians. Research results are likely to be sidelined unless the researchers understand how the knowledge flows within their field and communicate the results and their conclusions within the channels that the policy makers regularly use.

4.5 Conclusion

The necessary "mutual trust" between Library Schools in Europe can stem from quality systems, which are appropriately compatible and credible, so that they can be validated. Regarding quality assurance, it can be affirmed that homogeneity exists in a minimum set of quality indicators, and the Governments are driving the QA process, as evidenced by the IFLA research findings. However the Governments look to accountability and at quantitative indicators, not related to LIS. The learning outcomes focus, stressed by the Bologna process, is still less popular than input measures.

The identification of appropriate learning outcomes and competences would facilitate international quality assurance and equivalency of qualification guidelines in the global world of library and information professionals. The international consideration of a learning outcomes model in LIS programmes involves:

- *Conceptual definition of LIS*: getting the concept of LIS related to quality is to be agreed correctly, including what is core and what innovation in curriculum,
- *Learning and teaching*: the student centered approach pushes to using the best educational practices for facilitating learning,

- *Learning outcomes*: ensuring that the student has an active role in the achievement of appropriate learning outcomes.

However, different library paradigms, different learning and teaching approaches, skills based or knowledge based outcomes are barriers to the application of a learning outcomes model in European LIS schools.

In conclusion of this Chapter, the agreement about a conceptual definition of LIS is missing but there is an ongoing dialogue between LIS schools in Europe started by the EUCLID Project (Kajberg and Lorring 2005). The EUCLID Project has evidenced two different paradigms: the first can be called the "archival paradigm" focused on the object to be mediated (book, document, information etc.); the other paradigm can be called "information management paradigm" with a functional approach to facilitating user access to information.

Student centered learning has been indicated by the key informants as the educational approach of LIS programmes. Students should be fully engaged in the curriculum with small teams, discussions, shared class projects, production, performance, debate, conceptualisation. Learning and teaching in international courses should be linked to research: the research done by teachers, the research done by students, and the mastering of research methods on the part of the students.

The suggested learning outcomes statement for LIS education, based on the EUCLID Project (Kajberg and Lorring 2005) and the key informants opinions, is illustrated at Fig. 4.1 and lists the desired outcomes of knowledge and understanding, ability to apply knowledge and making judgments which students should demonstrate at successful completion of their course. Transferable skills, such as communication skills and leadership, are added as requirements especially required from employers. The learning outcomes are created within the context of the appropriate national and / or international 'external reference points' and European Qualifications Framework (Adam 2004)

Having designed this conceptual model of LIS education learning outcomes, the researcher tried to investigate how this learning outcomes model can be evidenced in LIS education in Italy.

References

Abdullahi, I. & Kajberg, L. (2004) 'A study of international issues in library and information science education: survey of LIS schools in Europe, the USA and Canada.', New Library World, 105, pp. 345-356.

Adam, S. (2004) Using learning outcomes. A consideration of the nature, role, application and implications for European education of employing 'learning outcomes' at the local, national and international levels. Edinburgh: UK-Bologna Seminar [Online]. Available at:
 http://www.bologna-bergen2005.no/EN/Bol_sem/Seminars/040701-02Edinburgh/040620LEARNING_OUTCOMES-Adams.pdf (Accessed last time on September 2009).

Audunson, R., Nordlie, R. & Spangen, I. C. (2003) 'The complete librarian − an outdated species? LIS between profession and discipline', New Library World, 104 (1189), pp. 195-202.

Council of Europe (2002) Recognition issues in the Bologna Process. International seminar, Lisboa, Fundação Calouste Gulbenkian, 11 − 12 April 2002. Lisbon: Councl of Europe.

EBLIDA & EUCLID (2007) Librarian@2010. Educating for the future: Joint EBLIDA and EUCLID Conference on education. Lisbon, September 2007.

ENQA, ESIB, EUA & EURASHE (2005) Standards and Guidelines for Quality Assurance in the European Higher Education Area. E4 report. ENQA [Online]. Available at: http://www.bologna-bergen2005.no/ (Accessed last time on September 2009).

European Commission. Irish Presidency Conference (2004) Towards 2010: common themes and approach across Higher Education and Vocational Education and Training in Europe. Background research paper. Dublin: Irish Presidence Conference.

Fischer, B. (2007) Inspiring our professional growth by researching our professional practice: Librarian@2010. Educating for the future. Lisbon.

Fisher, B. (2003) 'Skills for the future information professional; the role of individuals, educators, professional bodies', Impact. The Journal of the CDG, 6 (6), pp. 66-69.

Harbo, O. (1996) Recent trends in library and information science education in Europe: 62nd IFLA Council and General Conference, The Challenge of Change: Libraries and Economic Development. Beijing.

Harvey, L. (2002) Quality evaluation: some international trends: Norwegian Higher Education Conference. Oslo, 22–23 January, 2002.

Kajberg, L. & Lorring, L. (eds.) (2005) European Curriculum Reflections on Library and Information Science Education. Copenhagen: Royal School of Library and Information Science. [Online]. Available at: http://biblis.db.dk/uhtbin/cgisirsi.exe/mTRPLP8v7i/DBI/168820005/2/1000 (Accessed last time on September 2009).

Martin, S. K. (2002) 'A new vision for library and information studies accreditation', Portal: Libraries and the Academy, 2 (3), pp. 481-483.

Primoz, J. & Branka, B. (2005) 'Toward library and information science education in the European Union: A comparative analysis of library and information science programmes of study for new members and other applicant countries to the European Union. .', New Library World, 106, pp. 173-186.

Qvtorp, L. (2007) Keynote address. Cooperation between academia and practice: Librarian@2010. Educating for the future. Lisbon.

Tammaro, A. M. (2005) Report on quality assurance models in LIS programs. IFLA. Education and Training Section.

Tammaro, A.M. (2007), "Performance indicators in library and information science (LIS) education: towards cross-border quality assurance in Europe", [Online]

Available at:

www.cbpq.qc.ca/congres/congres2007/Actes/Tammaro.pdf

(Accessed last time on September 2009).

Wilson, T. D. (2001) 'Mapping the curriculum in information studies', New Library World, 102 (11), pp. 436-442.

.

Chapter 5. BP and quality of Library Schools in Italy

5.1 Introduction

The BP learning outcomes model represents a pan-European movement which aims at improving the learning and teaching quality of university courses. How is LIS education in Italy responding to this learning outcomes approach?

In this Chapter the elements of the possible impact of the BP on the improvement of the LIS university education are explored, analysing the present situation in Italy. The factors considered in this Chapter are based on the findings of literature and documentary review and the findings of the interviews. Following the learning outcomes model of LIS curriculum (see Chapter 4) the results are presented:

1. Recognition of qualifications: the field of LIS and LIS education in Italy and approaches to accreditation and recognition.,

2. Programme content: the conceptual definition of LIS and overview of a typical degree in Italy,

3. Programme learning outcomes: overview of learning outcomes approach in Italy,

4. Programme learning and teaching: replies to the required new approaches to learning and teaching.

5.2 The field of LIS and LIS education in Italy

The BP could represent an enormous opportunity to enhance the quality of education of LIS professionals in Italy. The opportunity for change which the BP can encourage in Italy for LIS education includes two essential aspects: the first has to do with recognition of qualifications and the second focuses on quality of the courses.

5.2.1 Recognition of LIS qualifications

In some studies of LIS education in Italy, the main problem to overcome seems to be the relatively low level of the qualifications for information professionals, or at least a lower level than that generally accepted in Europe (Roxas 1972; Marshall 1997). For the first time, following the higher education reform of 1999, there has been the possibility of having a professional library profile, offered by the Faculties or Departments of Cultural Heritage Conservation. There is the possibility now that the LIS qualifications could be aligned to a European level. However there are still constraints to recognition of qualifications of professionals.

An initial problem for the equivalency of an international qualification of the LIS courses is that, unlike most other European countries (see Chapters 3 and 4), public competitions for a job demand as a requisite a generic qualification, rather than an LIS one. For this reason, graduates who have completed a degree in Cultural Heritage Conservation have always to compete with other graduates and public competitions contain tests on general background knowledge. The fact that a specific qualification is not required has historic origins, as pointed out by IT-LA1 (Transcript of interview 2008). Although since the late 1920s there has been a postgraduate Library School in Rome, only from the 1970s has there been a degree in Cultural Heritage Conservation, including Library Science programmes.

To have national validity, this generic academic qualification must have been awarded by a State recognised Italian university. This regulation was newly confirmed by the university reform, so that in substance the concept of the BP was not enacted: candidates with an academic LIS qualification from outside Italy face difficulties when they wish to participate in the job public competitions and must initially apply to the network of NARIC centres (Dalton and Levinson 2000; ENIC-NARIC net 2008).

For recruitment in a library that belongs to a public institution, the Italian system schedules a public competition, so as to ensure maximum transparency in the selection of the best candidates. Nevertheless, from the 1990s onwards, Italian legislation has considerably increased the autonomy of the Public Administration and the Competition Committee with the responsibility to select the best candidates is free to decide upon the professional profile and qualifications required. Even when the requirement is a generic degree, the public competition demands that various tests are passed. These tests are decided by the Committee which now has considerable autonomy also in deciding upon the test content. The discussion in the AIB (Italian Library Association) Listserv unfortunately highlights how the increase in the autonomy of the Committee has not improved the transparency of criteria and selection methods (Grilli June 6th, 2008).

> *Then, as regards the fear that, removing the system of the competitions the managers will recruit their relatives and friends, well that is precisely what frequently happens now under this system. Instead, in my opinion it would be a way of making the managers and directors face up to their responsibilities, while at the moment they conceal their intrigues behind the authority of the*

competitions. When a post is to be filled, the only obligation should be to publicise it through the major organs of information.

Recently, an other limitation has been the recent block on recruitment introduced by the latest Finance Acts (Italia. Government Presidency 2008): the public competition has been utilised for reserved categories of personnel, such as those already working in the public institutions with temporary contracts.

In the public sector a specialist LIS qualification is never requested for the career, and not even a minimum number of hours of update/refresher courses as in other European countries (see Chapter 3). Ingrosso has investigated the perceived training needs of professionals working in university libraries (Ingrosso 2003), evidencing the weakness or lack of training courses. Many employers neither contribute to paying for refresher courses, nor allow staff to have time off for study. It seems that continuing professional education is not considered necessary, the only gauge for career progression being the length of service.

For private organisations the system of personnel recruitment is not regulated. In this case the public competition for jobs does not exist. Here, however, the problem of recruitment of qualified professionals appears to be linked to the non-recognition of the profession of librarian. Since we cannot generalise the different interests of private employers, various cases are illustrated in the following chapters (see Chapter 7).

Balino has carried out a qualifications analysis of job adverts in the data base "Osservatorio Lavoro", started and maintained by the Library Association AIB. She was researching the different professional qualifications required in Italy, compared with those of other countries (Balino, 2005). Petrucciani has evidenced trends in the decline of full time jobs in Public Administrations: in 2004 there were 53 (of which 26 in universities, 21 in public libraries), but only 10 requiring a degree, with only one executive position (Petrucciani 2006). It must be evidenced that 23 of the 50 job offers were in the Region Lombardy. New types of work, such as short term work and work in cooperatives and other private firms are on the increase: in 2004 private firms offered 14 work places, whereas there were 37 in 2003 and in 2002.

However there are some changes in the scenario. In recent years, the programmes and regulations of European Commissions (European Commission, 1995; 1997; 2000; 2001; 2005b), including the reform of higher education (Bologna Declaration 1999), have had a positive impact on the profession in Italy, in the opinion of the Library Associations' representatives. IT-LA2 (Colarusso 2008) confirms that the recognition of the profession of librarian received a positive input from the EC directive on qualifications (European Commission 2005):

> *The 47 associations of the CoLAP (including the AIB), in a sense bypassing the national level, submitted to the Ministry of Justice, that of Community Policies and the CNEL (State Institute of Economy and Labour) – being in possession of the requirements demanded by the EU directive 36/2005 (so-called qualifications) in the enactment Decree 206/2007 - OJ 24/11/2007 – an application for listing in the Register of the professional associations so as to take part in consultation tables for the definition of professional qualifications.*

The Regional decentralization started on a national level has an impact on professional qualifications. Some Italian Regions, such as Lombardy, have been more active than others in recognising the professional profiles of librarians (Regione Lombardia, Istituto regionale lombardo di formazione per la pubblica amministrazione et al. 2003). The librarians of the Lombardy Region have the possibility to obtain the professional recognition that is lacking in other Italian Regions. Nevertheless, IT-LA2 (IT-LA2 Transcript, 2008) also notes that the current political trend towards administrative decentralisation poses the risk of different methods for the recognition of librarians being adopted in the various Italian Regions:

> *In an attempt to do away with the system, the La Loggia decree issued at the end of the previous Berlusconi government referred everything to the Regional Authorities, with regulations that were different from one region to another and consequently so were the training profiles.*

<u>What is a librarian in Italy?</u>

As a result of the situation described above, we can say that in Italy:

- The qualification level of librarians is correlated to that of civil servant employees, and the postgraduate specialisation is not required either at entry level or for career advancement,
- A specific qualification in LIS is not a requirement for public competitions for a job.

One reason for the scarce availability of spending on a high-level university diploma in Italy, is the competition and confusion of roles for librarians with those of other professionals with related competences. Certain tasks are entrusted, instead of to the librarian, to the computer specialist, this competition being seemingly caused by confusion of the different roles. When there is a need for a service connected to the Web or to a technological system, it is filled by a professional who has only the necessary technological competencies such as that of running a customer service which uses technological applications. Very often, information professionals are both jealous and proud of their professional specificity and complain of competition from other professionalisms (Spinello 2005). However, do information professionals possess an adequate preparation for the new technologies? Spinello (Spinello 2005) did a survey of the profiles and curricula needed in Italy and evidenced the different levels and qualifications required by three profiles which are needed:

- *Library manager*: with a leadership and managerial role in developing services applying the technologies;
- *System librarian*: working to a more technical level together with computer technicians;
- *System manager*: assuring adequate service uses for users.

The research done by Spinello evidenced that apprenticeship has been until now the rule for training in technological applications applied to information services. However this is not sufficient for people who offers themselves as a professional and therefore should have a specific methodological and critical education.

Most people and employers find difficulty in recognising the specifically professional role of a librarian, a documentalist or generally an information professional (Baldacchini 2004). This lack of understanding of the complexity and specificity of professional competences together with the deep-rooted conviction, at times paradoxically shared by those same information professionals, is that practical training on the job is considered sufficient to keep one up to date.

This is probably one of the reasons for which nowadays the specific academic title of Cultural Heritage Conservation does not warrant money being spent on it in the labour

market. In other words, the labour market does not require this professionalism, or perhaps it is better to say that there is a labour market which needs highly qualified information professionals, but seems unaware of this fact (Balino 2003; Petrucciani 2004).

As a result of this situation, the professional level required of librarians is inferior to that requested, for example, in Great Britain. For the MAIS students, as it will be demonstrated in the Chapters 6 and 7, this means that the postgraduate Master has been generally considered to be too high a qualification for the responsibilities entrusted to them.

5.2.2 Approach to accreditation in Italy

The problem of ensuring quality is not new in Italy but there is at present no existing procedure for external evaluation, apart from that of a simple validation of a course at its outset, validation which is not ongoing or repeated. The validation is based on minimum requirements and use quantitative measures, above all tied to the resources put at the university's disposal.

The academic degrees, achieved at the successful completion of a course, in Italy have a "legal value". This is an important characteristic of the higher education system, where the academic degree given to students completing the course is recognised by all universities and public service employers (Gola 2000). This means that there is no competition between university courses, but all the universities' courses are validated by the State, which assures the "minimum requirements" these educational institutions should have. It is important to understand this Italian validation of the courses, which is not to be confused with accreditation of quality.

Referring to LIS courses, IT-P1 (IT-P1 Transcript, 2008) reports:

> *Effectively there is no evaluation. Institutionally the universities evaluate the didactic activities through the administration of questionnaires given to the students, but it does not appear that they then act on the suggestions that can be yielded by an in-depth analysis of the same. Even the impact of the activities of the Evaluation Units (Nuclei di Valutazione) in academic life still appears to be too weak.*

As IT-P3 (IT-P3 Transcript, 2008) observes:

The periodical certification, evaluation and accreditation of the quality of the courses is lacking and appears still distant. With the one-cycle higher degree I believe we are moving in the right direction, at least as far as the structuring of Library Science training in recognisable courses of study that can thus be evaluated and accredited is concerned. Even a system of accreditation of the courses based on the professional associations such as the CILIP is not very credible in Italy; we have competent professionals emerging from non-structured and non-accredited Library Science courses, often with skills acquired in the field or even self-taught. Perhaps we need to carry on what we are doing, and continue structuring courses in a specific manner for Library Science, launching a system for the evaluation and accreditation of quality guided by a government institution, possibly organised with the contribution of the various university courses activated, in such a manner as to align with the systems of other European countries, and elsewhere, launching a training circuit that can produce qualified professionals. Once we have achieved a serious professional association constructed on solid bases by means of a structured and sound educational model, we can them conceive the transition to a system of quality evaluation and accreditation based on the professional association."

The LIS courses at university level follow the guidelines laid down in Regolamento Didattico di Ateneo (University Teaching Regulations). The validation procedure for each course is started by the Faculty, following the Regolamento didattico del corso di laurea (Degree Teaching Regulation). Both the two written regulations are related to the annual planning of the university and are linked to the resources available. There is a University Quality Audit which annually evaluates the courses, in particular for the number of students enrolled and successfully completing the courses. There is no specific subject accreditation, but at the end of the course students fill in a satisfaction questionnaire.

Italian Government pushes for more employability and collaboration of higher education with the labor market, but this is still at a project level and not related to the Ministerial list of mandatory subjects.

It has also to be noted that the Italian higher education reform introduced a distinction between two types of university courses: those recognised at a national level, because they comply with the required list of subjects of the Ministry, and the Masters courses offered by the university, within the scope of its own autonomy, on the free market for education and training. Only this second group of Masters can be innovative in curriculum content and really open to market competition (Tammaro 2005). In this way the reform has, paradoxically, created difficulties even in the recognition of academic qualifications awarded in Italy, as IT-P4 noted (IT-P4 Transcript, 2008).

Universities can offer courses which are not validated nationally, but the academic titles given by these courses are not automatically (or by law) recognised nationwide. This means that the State-recognised degree offers the traditional curriculum content, spread over the new course structure of 3+2 years of study. University Masters degrees, which are scheduled in the reform law, belong to the second group, and as such do not follow the national validation process but a process of validation at the level of the individual university. These courses do not have an automatic recognition.

5.2.3 Professional Association Role in Italy

What is the role of the AIB in the recognition of the profession? LIS university education is an element upon which the opinions of the teachers and the professional associations differ. For IT-LA2 (IT-LA2 Transcripts, 2008) the AIB has a role of professional identity and representation. It nevertheless appears that this refers to a generic librarian role. IT-LA1 (IT-LA1 Transcript, 2008) moreover recalls the fact that the AIB is seeking to become a certification body:

> *The aspiration to set itself up as a certifying body for competences that can be freely traded in the market seems to me at the same time a difficult path and one that should be pursued.*

Nevertheless, this role as certifying body is seen to be in competition with the universities and with a certification replacing the academic qualifications. The non-recognition of a specific academic qualification for access to the job competitions and the lack of incentives for continuing education, like the requirement for formal and recognised training for career advancement, do not appear to be seen as a problem for the AIB National Libraries Association. The representatives of the professional

associations interviewed share the opinion that the education of librarian in Italy is not adequate. IT-LA1 (IT-LA1 Transcript, 2008) affirms:

In comparison to other European countries, we undoubtedly took much longer to come to the conclusion that to work as a librarian a specific university training was called for. However, we also need to look at the whole panorama of the various three-year degree and specialist courses currently available; in fact, we are still lacking a basic standard common to all degree courses (which are not always tailored to the real demands of the profession). Another aspect that I cannot comment on with certainty, but on which I feel that comparison is both useful and possible, is the relation between theoretical-methodological preparation – towards which I feel we are still primarily oriented in Italy – and technical-application-oriented preparation.

The professional associations, AIB and AIDA (Italian Association Advanced Documentation), rather than aiming for the improvement of LIS courses and the recognition of academic qualifications, have tried to obtain the recognition of the profession. Neither associations do not see the need for a university education, but wish to assume the role of certification of individuals. They use different methods: AIDA with the certification of professionals, AIB by trying to obtain a profession which is legally recognised, or that is "regulated".

The AIB has created the Albo Professionale dei Bibliotecari (AIB Roll of Professional Librarians). This is a register of librarians which requests registration, on the basis of those documents which prove their professional capacities, with a control at five year intervals. In 2008 the librarians listed on the Roll were 760. The estimated number of professional is 20.000 librarians working in about 15.000 libraries (AIB, 2003). However the experts who were given the task of assessing registration requests, complain that (Scolari, 2004):

"the effective work carried out is not clear, it does not suffice to simply examine the curriculum, major importance must be given to publications" .

Whereas the Roll is valid only within the Association's ambit, AIB has tried to encourage external relationships, in the public and private labour market. The AIB's section responsible for the labour market relationship is called "Job Observatory"

(Osservatorio Lavoro) and originated in 1998: this includes a data base of work offerings which are listed in the Italian Listserv of the AIB (called AIB-CUR).

AIDA has chosen to participate in the European project CERTIDOC, so as to inaugurate the individual certification of information professionals (see Chapter 3) (Maffei 2005; Diozzi 2006).

5..2.4 Stakeholders communication in Italy

In order to plan courses based on an effective learning outcomes model there must be collaboration among all stakeholders involved. Collaboration must take place before, during and after the educational process, to the student's advantage. At present this collaboration, apart from some exceptions, is nonexistent in Italy, whereas in some European countries it is already a reality (Tammaro 2005)

.

In Italy we have individuated the specific problem of the availability of selling the LIS academic title on the labour market. Why should a graduate not expect to be in a position of advantage as regards obtaining a position or have a promotion after the often arduous effort of studying for a Masters degree?

An other problem is that many professionals and the Library Association share the opinion that it suffices to learn on the job, to be trained by apprenticeship, even without attending university courses. The low esteem in which higher education for LIS is held needs to be set in relation to the fact that the university courses follow a conservative approach, they are not accredited and no dialogue exists between LIS teachers and professionals (Federici, Gamba et al. 2005). The discussion on university education in Italy has concentrated for years on a contraposition between theory and practice, between university education and vocational training, the contraposition which has been at the basis between the profession and the academy. This situation reflects the prevailing opinion that the information professional has an overall general background from university and specialised competences will be acquired on the job. However, the real gap between teachers and professionals for many of the stakeholders interviewed has to be indicated in the choice of Cultural Heritage Conservation as framework for LIS courses.

To eliminate this obstacle, the BP is stimulating the appropriate strategy of reaching a synergy between LIS schools, professional associations and the labor market, including public corporations together with most public cultural institutions. The learning outcomes model stimulates a re-design of the LIS course according to agreed outcomes of education, but what can be evidenced in LIS typical dgree?

5.3. Overview of typical LIS courses in Italy

The reform of Higher Education in Italy started in 1999 (with the Government Law called DL 509/99), soon after the Bologna Declaration, introducing the three-tier structure of courses (Bachelor-Masters-Doctorate) and the European Credit Transfer System ECTS (180 ECTS for the Laurea Triennale, 120 ECTS for the Laurea Magistrale). The structure of courses conferred them a major clearness, with the quantification of ECTS and the description of courses taught in the Diploma Supplement.

The post-graduate specialization courses, which prior to the reform were essentially limited to the Special School for Archivists and Librarians in Rome, have now been extended to other universities. Besides, by introducing university Masters degrees, which deal with specializations more related to the labour market, the educational offerings of LIS schools in Italy are now more straightforward and open (Petrucciani 2001; Petrucciani 2003; Petrucciani 2004; Tammaro 2005).

Efforts have above all focused on the quantity of educational offerings, predisposing in the LIS sector both new three-year degree courses and post-graduated degree courses. The website of the Ministry of University collects the information on LIS courses in Italy and lists 23 universities offering a LIS programme (Ministero dell'Università e della Ricerca. MIUR 2000), but the situation is continuously changing, with courses closing and new courses opening. Some statistics and estimates of enrollment, gathered by Petrucciani (2004) indicate that 8 faculties offer a Postgraduate Degree in LIS, with an approximate total of 267 students specialised in Italy. Petrucciani calculates a further 33 general degree programmes with Library Science curricula offered by different Faculties and an overall annual estimate of about 500-600 students attending (Petrucciani 2004). In the *World Guide to LIS education* (IFLA. Education and Training Section 2007), the offering of LIS courses in Italy has increased to up to more than 45

Laurea triennale (BA, undergraduate) and 16 *Laurea Specialistica* (Master, postgraduate)(IFLA. Education and Training Section 2007).

Another opportunity offered by the reform is represented by the stimulus to lifelong learning and increased employability of successful students. Learning which continues for a lifetime is more theory than reality in Italy, for the reasons evidenced by Ingrosso (2005). The BP aims at stimulating a continuous cycle of periods of training and work. The university has a role which it did not have in continuing education and training. However Universities must adapt traditional didactics to different types of students, since they can offer courses for post-graduate specialization and recurrent training, which occupy the various stages of a career. Distance learning training must also be considered from this point of view and there are new higher education courses being offered that use these methodologies of course delivery (Costa 2001).

Meanwhile, as internationalisation of education and cooperation is promoted by the Government, there were also special awards for starting international joint courses. LIS International courses, designed in cooperation with European partners have been offered: this is the case of MAIS, an International Masters in International Information Studies (joint course between universities of Parma and Northumbria).

IT-GV1, working in the Italian Office monitoring the BP, affirms that the Italian Government reform law for higher education has facilitated and stimulated all the requirements of the Bologna Process, such as transparency and comparability. For Italy, the BP was a stimulus to update the content improving employability, as well as facilitating the students to complete the course on time (Finocchietti 2007). A continuous process of reform is trying to adapt all the BP developments to Italy and a national report, updated every two years, is published in the official BP website (Bologna Process 2007).

5.3.1 Obstacles and constraints to innovation of LIS education
What is a library in Italy? What values and competences LIS education in Italy aims to transmit? LIS education in Italy seems to be anchored to the professional profile of the scholarly librarian, with a prevalence of the "archival paradigm" as the concept of library. This traditional approach to the scholarly library is adhered to by the majority of the LIS teachers in Italy. This is often an hidden view, which has an impact on the

conservative approach to the discipline. Many authors argue that the content design of the LIS curriculum is not related to the present needs of the labour market (Boretti 2005; Federici, Gamba et al. 2005). Owing to the constraints on the application of the reform on the LIS programmes, the three-year degree, apart from a few exceptions, is substantially a generic degree, with most teaching dedicated to disciplines suited to the basic background knowledge. Besides, the specialized degree Laurea Magistrale is often limited to a generic widening of a discipline, without dealing with aspects regarding methodology or research.

IT-P1 (Solimine 2008) noted that in the discussions on the new disciplinary groupings launched following the BP, the question was whether to include the LIS in the sector of Italian Literature Studies or History, neither of which particularly respond to the training demands of librarians. IT-P1 (IT-P1 Transcript , 2008) and ITP2 (IT-P2 Transcript, 2008) agreed that most teachers in Italy are concerned with the education of the scholarly librarian.

For all the reasons indicated above, the core of the LIS curriculum in Italy is concentrated in the concept of "culture", as defined by Petrucciani, who clarifies the traditional approach to the LIS subject of LIS professors, distinguishing among culture, knowledge and information (Petrucciani and Ponzani 2003):

> *Libraries deal with culture and knowledge more than information. We can also say that libraries deal with information about culture and knowledge. Information is something about which libraries care but not the only one and not the most important one.*

The library concept is seen in its archival aspect, as a cultural asset forming part of a collection. The identity of the library has been investigated in particular by Solimine (Solimine 1988), Petrucciani (Petrucciani 2003), Salarelli (Salarelli 2008), Galluzzi (Galluzzi 2005) and Vivarelli (Vivarelli 2007). How has the library been identified? Salarelli affirms that the library is identified with a collection with the catalogues and bibliographic tools. This archival role does not correspond to cultural heritage as communication of memory as defined in the *European Curriculum Reflections for LIS education* (Kajberg and Lorring 2005).

In effect, incongruities and contaminations can arise when this cultural role is too strictly filled, as emerged in the opinions of the professors interviewed and also supported by documentary evidence of curricular offerings. IT-P3 (IT-P3 Transcript, 2008) noted that, despite the fact that the discipline is taught inside broader courses as History, each teacher has considerable autonomy in choosing the contents of the curriculum. As a consequence, those teachers interested to an international dimension, have included in their courses elements paying greater attention to the professional profile of a modern librarian. Nevertheless the LIS courses cannot be centered on specific subjects. IT-P3 says that as regards the postgraduate degree there is an attempt to structure the disciplines to be taught for a professional profile and this is viewed positively. IT-P3 (IT-P3 Transcript 2008) stresses that:

> *In our courses LIS subjects are a minority, combined with more general background courses. The LIS subjects taught are archive science, library science, bibliography, history of publishing and the press, palaeography, diplomatics, computer science and archives, computer science in humanities: in these subjects specialised topics have to be included*

The hidden values of LIS professors set major limitations to the internationalisation of the LIS education, much more than the Ministerial list of obligatory disciplines, and that emerged in the interviews of the stakeholders and from the literature review.

The characteristics of the Italian labour market also support the traditional education. IT-P1 indicated an other reason for the traditional education in LIS as:

> *The stagnation of the Italian labour market, which does not evaluate how appropriate the education is to present library needs. The evidence shows that the professionals who do find jobs are employed in cataloguing and catalogue conversion projects, and thus it appears that they have learned more than requested by employers.*

Nevertheless, IT-P1 also notes that labour market trends towards outsourcing and private work is going to demand enhanced professional skills, so that a better professional qualification is demanded of the librarian, albeit still limited predominantly to cataloguing procedures.

IT-P4 (IT-P4 Transcript, 2008) confirms the need to design a curriculum starting from the functions that should be performed by a librarian and agreeing upon them, using a learning outcomes approach to resolve the problems that emerged after the university reform in relation to the recognition of academic qualifications within Italy.

However there are some constraints to innovation. In Italy, the universities are financed by the Government, who assures the quality of educational offerings. After the Bologna reform, Government control in curriculum content of LIS schools increased and the Minister of Education and Research has promulgated a mandatory list of subjects for LIS (Ministero dell'Università e della Ricerca. MIUR 2000). Library Science is together with Archives Science, both included in the broader subject of History. LIS courses, continuing a strong Italian tradition, are offered inside the Cultural Heritage Conservation domain.

The first constraint is due to the LIS mandatory list of disciplines, which is a barrier to the application of the learning outcomes model. This list of disciplines is also used for teacher's selection, resulting in a very rigid and conservative system for recruitment of teachers.

The second constraint for LIS education in Italy is due to the location in a university Department or Faculty of Cultural Heritage Conservation. This is an other obstacle to updating the LIS curriculum in Italy, as LIS courses are delivered along with other disciplines such as history of art, archaeology, music and drama (Federici, Gamba et al. 2005).

The third constraint is that of a limited authority of the academic level of the sector. The LIS sector is not in a position to be represented or consulted at either Ministerial level or that of the CRUI (Italian University Vice Chancellors' Conference), or at local University level. In comparison with the other cultural heritage disciplines, which for ITP1 seem better organised, LIS programmes are of marginal importance. For example, IT-P1 (IT-P1 Transcript, 2008) affirmed that in the Cultural Heritage sector art historians have carved out their own area and have obtained the recognition of their professionals. Nevertheless, it is important to underline the fact that no Italian universities have come out unharmed from a period of cuts and reductions to university

budgets, and Cultural Heritage Conservation - Departments or Faculties, have been receiving considerable pressure to aggregate, with consequent loss of autonomy, i.e. general disciplines sometimes exist as mandatory subjects, or for staff size and selection criteria for teachers' recruitment.

We can therefore conclude that the first result of the BP in Italy has been an increase in the number of university courses offered (Petrucciani 2001; Petrucciani and Turbanti 2001). In addition, many universities have been creating a variety of university Masters degrees (Tammaro 2003). However, the LIS schools are reacting badly to the impact of the sweeping changes of the reform of university teaching, together with the pressures (above all economic) which involve all Italian universities. All these constraints have hindered a radical change and the LIS educational offering remains essentially the same.

5.4 Learning Outcomes approach in Italy

The analysis of the content and learning outcomes of the LIS courses and the average credits workload is evidenced in the LIS courses listed in the national data base of the Ministry of University (MIUR). The researcher has considered the educational offering of the universities of Catania, Pavia, Pisa, Roma, Siena, Udine, Urbino, Viterbo, which offer undergraduate and post-graduate courses in LIS. The results are illustrated in Table 5.1

The description of the curriculum is based on the discipline taught and the design of the learning outcomes of LIS courses is very generic: the typical LIS courses aim at preparing a professional with a good cultural background, with general knowledge disciplines (such as Literature, History, Philology, Chemical science, etc.) making up about 15% of the curriculum content.

The core subject disciplines, classified with the EUCLID categories of Source, Organisation and System, which underpin the subject-related competences in the programmes, are related in most cases to the traditional courses of Bibliography, Bibliology, Librarianship, Archives Study, Cataloguing and Classification. The balance between specific subjects (which on average represents 24% of the students workload) and related disciplines varies in the universities offering a curriculum in LIS, with a general prevalence of historical subjects: they are 18% of the workload. The management of library institutions is only about 8% of the workload. The low weight of

LIS disciplines can be for different reasons, such as the limited number of specialised staff in the Faculty (always limited to less than ten LIS teachers), political considerations related to the convergence of LIS in other Faculty, constraints posed by the Ministerial list of disciplines, etc.

Technologies have been applied in libraries and archives for approximately 30 years, to a much more advanced level than in other branches of Public Administration, but in spite of this, the training of technological applications in Library schools is still insufficient: in the selection of LIS schools investigated it is only 5% of the workload. The content of the Unit is mostly limited to online catalogues or to generic content in Applied Informatics not closely related to Libraries (Berger 2001). In Italy, Information Science is taught in Faculties of Engineering and the discipline of Documentation, after many ups and downs, is not taught at schools of Library Science.

Table 5.1 LIS subjects taught in Italy and their ECTS

Subject content	ECTS
SOURCE	
History of Book, History of publishing, Bibliology, Papirology, Diplomatics, Paleography, Bibliography	15 %
ORGANISATION	
Library and Archives Studies, Documentation, Cataloguing and classification, Book Conservation,	24 %
SYSTEM	
Automation of libraries	5%
Library Management	8 %
Library and society in a historical perspective	18%
Library legislation	10%
OTHER	
Other compulsory elements: <u>interdisciplinary subjects </u>(general subjects) *Literature, History, Philology, Chemical Sciences etc.*	15 %
<u>Other abilities</u> (computer skills, language skills, practical stage)	5 %
Total Credits ECTS (5 years)	**300 ECTS = 7500 hours**

Subjects such as Information and Knowledge Management are relegated to other areas such as Social Science (Communication, Law, Political Science, Business, Education). The exclusively historical approach to the discipline, which is taken by LIS schools in

Italy, has considerable consequences on the vision of the library, on the values and criteria and also on the methods of the profession which are transmitted to students. For example, the only methodology is the philological and historical one and research methods, bibliometrics, etc are not taught (Galluzzi 2005; Miccoli 2005).

5.5 Teaching/Learning methods in LIS education in Italy

The BP learning outcomes model underlines the change in perspective between teaching and learning, which implies that the student assumes a different, more responsible role. In Italy however, LIS professors seldom discuss didactic methodology and the methodological conditions of the training success of the type of didactics which places the student in a central position. The pedagogy is usually teacher oriented and the innovation of teaching and learning methods has been superficially limited to the formal description of learning outcomes of courses and to the addition to the LIS courses of internship periods.

It would appear that in Italy the approach to learning is based on the cognitive approach and the application of the learning outcomes model is skills based. The novelty on which to concentrate in this review of the BP reform in LIS schools is that the professional orientation of the reform has been interpreted above all with the need to accompany traditional academic teaching with a considerable organizational effort to include in the courses internship and apprenticeship periods in the work place (Tammaro 2003). However such periods, normally following completion of the courses, did not generate any substantial difference in the teaching of the university courses.

Many universities have created administration offices which help university teaching staff who wish to activate training periods and relationships with the working world However, the training period has not always been considered a period of professional preparation, with a methodological approach and innovative didactics. The integrated LIS school/training courses, with internship apprenticeships, the alternating of study and work periods, are all instruments which are stimulated by recent legislation, and which emphasise the necessity of bridging the gap between higher education and the working world. The didactic objective of apprenticeship periods must tend to favour the learning of competences, should be indicative and aimed at the acquisition of knowledge of the working world.

To conclude this section, it can be said that the situation in Italy appears to be characterised by a very clear-cut distinction between theory versus practice: theory is the prerogative of academics, practice that of librarians. It's also a question of definition: What is theory? What is practice? In Italy, theory is often understood as history, or as the consolidated opinion of authoritative sources, but not based on facts and evidence. Practice is understood as the daily activity of the individuals, not guided by theory.

The "student-centered" approach of the BP implies the acquisition of a set of competences, comprised in reflective practice and research methods (see Chapter 4). In Italy, the teaching and correct communication of such research methods are not considered a crucial requirement and the innovation of teaching has been limited to internship periods added to traditional lessons.

In summary, the BP reform has offered many opportunities, but there are also many hindrances to an international curriculum and changes in learning and teaching of the LIS schools programmes are very limited.

5.6 Conclusion

To conclude, we can say that the legislative context of higher education in Italy, in the framework of the BP, stimulates changes which one could call epoch-making in which, differently from in the past, the LIS programmes should no longer be internationally isolated or cut off from the professional world. Besides the problems of recognising the academic titles and applying the quality indicators and the learning outcomes approach, which are stimulated by the BP but still missing.

The researcher should conclude by considering that the dichotomies that in the past were an obstacle to a valid LIS university preparation are still present. In other words, LIS courses could have to experiment with the possibility of having learning outcomes shared at a local level with the stakeholders involved, and reach an agreement on the measures for judging the quality of such courses. The evidence of LIS courses in Italy however suggests that it is not sufficient to stimulate legislation, as the BP does, so that change occurs. The researcher wonders if the Italian case could be an example of how, though starting from a low-level professional qualification, using the BP learning

outcomes model as a stimulus for updating and improving the quality of the education offered, students could be empowered with new knowledge, capabilities and skills, with a consequent improvement of LIS qualifications and the professional profile. Could LIS students with an international background become the change agents, which will align the professional qualifications to those of the European level? This was one of the aims of the International MAIS Masters, whose achievements are the object of analysis of the following Chapters of the dissertation.

References

AIB (Roll of Italian Professionals) Albo professionale italiano dei bibliotecari. [Online]. Available at: http://www.aib.it/aib/cen/albohome.htm. (Accessed last time on September 2009)

AIB (2003) Difendiamo la professione del bibliotecario a garanzia della libertà di accesso all'informazione: un appello dell'AIB, AIB Notizie, 15 (3), p. 2.

Baldacchini, L. (2005) Preparare i professionisti dell'informazione. Conclusioni: To prepare the new Information Professionals. Parma: Casalini, pp. 200-210.

Balino, F. (2005) Preparare i nuovi professionisti dell'informazione: come?: To prepare the new information professionals. Parma: Casalini, pp.120-135.

Berger, F. (2001) 'Europa ante portas: riflessioni sull'offerta formativa delle università italiane con la'vvio del sistema 3+2', Bollettino AIB, 41 (4), pp. 481-492.

Bologna Declaration (1999) Joint Declaration of the European Ministers of Education. Bologna: [Online]. Available at: www.bologna-berlin2003.de/pdf/bologna_declaration.pdf. (Accessed last time on September 2009).

Bologna Process (2007) Official Website 2007-2009. From London to Benelux. Italy. [Online]. Available at: http://www.ond.vlaanderen.be/hogeronderwijs/bologna/links/Italy.htm. (Accessed last time on September 2009).

Boretti, E. (2005) 'Biblioteche pubbliche: una nuova domanda di formazione per nuovi profili professionali', in Federici, C., Trapletti, M. L. & Gamba, C. (eds.) Professione bibliotecario. Come cambiano le strategie di formazione. Milano: Bibliografica.

Costa, G. (2001) 'La formazione a distanza come metodo di aggiornamento continuo nella professione bibliotecaria: un'analisi comparativa delle offerte didattiche in Italia e nel mondo anglo.americano, Bibliotime, 4 (2). [Online]. Available at: http://www.spbo.unibo.it/bibliotime/num-iv-2/costa.htm (Accessed last time on September 2009).

Dalton, P. & Levinson, K. (2000) An investigation of LIS qualifications throughout the world: 66th IFLA Council and General Conference. Jerusalem, 13-18 August.

Diozzi, F. (2006) 'Certidoc Italia: la via della certificazione', Biblioteche oggi, pp. 24-30.

ENIC-NARIC net (2008) Gateway to recognition of academic and professional qualifications. [Online]. Available at: http://www.enic-naric.net/. (Accessed last time on September 2009).

European Commission (1995) Teaching and learning: towards the learning society. White paper on education and training. Brussels: Office for the Official publications of the European Commission.

European Commission (1997) Comunicazione al Parlamento Europeo, al Comitato economico e sociale, al Comitato delle regioni. Per un'Europa della Conoscenza. Brussels.

European Commission (2000) A memorandum on lifelong learning. Brussels: EC [Online]. Available at: http://www.bologna-berlin2003.de/pdf/MemorandumEng.pdf (Accessed last time on September 2009).

European Commission (2001) Making a European Area of lifelong learning a reality. Brussels: EC [Online]. Available at: http://ec.europa.eu/education/policies/lll/life/index_en.html (Accessed last time on September 2009).

European Commission. (2005a) EU directive 36/2005 (so-called qualifications).

European Commission (2005b) Towards a European Qualifications Framework for lifelong learning. Bruxelles: European Commission.

Federici, C., Gamba, C. & Trapletti, M. L. (eds.) (2005a) Professione bibliotecario: Come cambiano le strategie di formazione. Milano: Bibliografica.

Federici, C., Gamba, G. & Trapletti, M. L. (2005b) Professione bibliotecario: Come cambiano le strategie di formazione. Milano: Bibliografica.

Galluzzi, A. (2005) 'A proposito di biblioteconomia e scienze sociali', Bollettino AIB, pp. 227-234.

Gola, M. (2000) Accreditamento e valutazione nel sistema universitario: Convegno: Il cambiamento nell'università italiana: opportunità, rischi, prospettive. Siena, 14 ottobre.

Grilli, M. (June 6th, 2008) Concorsi per bibliotecari. [Online]. Available at: http://list.cineca.it/archives/aib-cur.html.
(Accessed last time on September 2009).

IFLA. Education and Training Section (2007) World Guide to Library and Information Science Education. Munchen: SAUR.

Ingrosso, R. (2005) Formazione di base e formazione continua in Italia: percezione dei bisogni formativi dei bibliotecari dell'Università: Preparare i professionisti dell'informazione. Fiesole: Casalini, pp. 136-142.

Italia. Government Presidency (2008) Legge finanziaria dello Stato. [Online]. Available at:
http://Italia.gov.it
(Accessed last time on September 2009).

Kajberg, L. & Lorring, L. (eds.) (2005) European Curriculum reflections on Library and Information Science Education. Copenhagen: Royal School of Library and Information

Science. [Online]. Available at:
http://biblis.db.dk/uhtbin/cgisirsi.exe/mTRPLP8v7i/DBI/168820005/2/1000
(Accessed last time on September 2009).

Maffei, L. (2005) Il percorso AIDA per la certificazione: Certificazione degli specialisti dell'informazione: opinioni ed esperienze dall'Europa. Roma, 13 maggio 2005: AIDA.

Marshall, J. (1997) 'Librarianship as a profession in Italy', Journal of Librarianship and information science, 29 (1), pp. 29-37.

Miccoli, S. (2005) 'Questioni di epistemologia biblioteconomica', Bollettino AIB, (4).

Ministero dell'Università e della Ricerca. MIUR (2000) Numerazione e denominazione delle Calissi delle Lauree. [Online]. Available at:
http://www.miur.it/0002Univer/0021Offert/0093Classi/index_cf2.htm.
(Accessed last time on September 2009).

Petrucciani, A. (2001) 'La laurea in biblioteconomia: finalità e prospettive dei nuovi ordinamenti universitari', Bollettino AIB, 41 (2), pp. 145-155.

Petrucciani, A. (2003) 'Professione bibliotecario: formazione, occupazione, prospettive', Economia della cultura, 3, pp. 401-406.

Petrucciani, A. (2004) 'Formazione, occupazione e professione', in Ponzani, V. (ed.) Rapporto sulle biblioteche italiane 2001-2003. pp. 110-119.

Petrucciani, A. & Ponzani, V. (2003) 'Dibattito sulla formazione: incontro con Alberto Petrucciani', AIB notizie, (3), pp. 8-11.

Petrucciani, A. & Turbanti, S. (2001) 'I corsi universitari dopo la riforma: per un'analiosi dei contenuti delle offerte didattiche', Bollettino AIB, 41 (4), pp. 493-500.

Regione Lombardia, Istituto regionale lombardo di formazione per la pubblica amministrazione & Satef (2003) Le professionalità operanti nel settore dei servizi culturali: le biblioteche lombarde

Available at:

http://wai.lombardiacultura.it/lib/2017/Satef.zip.

(Accessed last time on September 2009).

Roxas, S. A. (1972) Library education in Italy : an historical survey, 1870-1969. Metuchen, N.J.: Scarecrow Press.

Salarelli, A. (2008) Biblioteche ed identità. Milano: Bibliografica.

Scolari, A. (2004) L'albo professionale italiano dei bibliotecari in cifre, AIB Notizie, 16(4), pp. III-V.

Solimine, G. (1988) 'L'identità del bibliotecario: un tema da discutere; Teoria e prassi nei corsi di formazione professionale; Un'esperienza originale; Spie in biblioteca', Biblioteche oggi, 6 (4), pp. 109-111.

Spinello, A. (2005) Ruoli e competenze del Systems librarian, Library Manager e System manager. Primi risultati di un'indagine in Italia: IT profiles and curricula for libraries. Parma, 13-14 October: University of Parma.

Tammaro, A. M. (2003) L'insegnamento universitario delle discipline dell'informazione dopo la riforma della didattica: VII Convegno Nazionale AIDA. Roma, 2-3 ottobre 2003.

Tammaro, A. M. (ed.) (2005) To prepare the information professionals. Proceedings of the Conference, Parma, 24-25 November 2003. Fiesole: Casalini, pp.12-25.

Tammaro, A. M. (2005a) 'Formazione continua e Master universitari: nuove opportunità per i bibliotecari e per i professionisti dell'informazione', in Federici, C., Trapletti, M. L.

& Gamba, C. (eds.) Professione bibliotecario: come cambiano le strategie di formazione. Milano: Bibliografica.

Vivarelli, M. (2007) 'Interpretare la biblioteca pubblica: alcune osservazioni metodologiche', Bollettino AIB, (1/2), pp. 143-150.

Chapter 6. Competitive attractiveness of MAIS

6.1 Introduction

This Chapter presents the results of the research relating to the competitive attractiveness of the International Masters in Information Studies (MAIS), the international Masters established by the Universities of Northumbria and Parma and the first LIS international curriculum in Italy (Internationalisation at Home).

The first section "MAIS: issues and challenges of designing an international course" is based mainly on the documentation related to the results of discussions held inside the consortium of the two collaborating Universities for offering an innovative joint Masters course in Italy and the organization for quality assurance of the joint course.

The second section "The competitive attractiveness of the MAIS" examines the various approaches adopted by the stakeholders in the assessment of the competitiveness of the MAIS which in Italy represents an educational qualification with an international and innovative content.

In the final Conclusion some critical considerations are made. Can a European set of quality indicators stimulate an improvement in the quality of education in Italy? Can MAIS represent a curriculum model for improving education in Italy?

6.2 MAIS: issues and challenges of designing an international course

Knight and De Witt (Knight 1997) define the process of internationalising the curriculum as comprising two main types of strategy: the organisation and the programme. The organisation of MAIS has included policies and administrative systems with the main focus on organisational strategies and quality assurance. The focus of the programme strategy comprised the definition of the learning outcomes, teaching and learning approaches and services for facilitating learning. MAIS was based on the BP learning outcomes model and has applied all the BP requirements for quality and recognition.

6.2.1 MAIS organisation strategies

The BP was experienced in a different way by the partner universities, University of Northumbria and University of Parma. In the UK there is a widespread awareness that

the British education system is ahead of the BP (UNN-A1 Transcript 2006). The interest in internationalisation, as the declared objective of the LIS School of Northumbria, is that of attracting foreign students. The main objective of the MAIS joint course was to avoid the problems of recognition that still afflict international courses. The drive to attract students, together with that for competitiveness that accompanies it, leads the University of Northumbria to seek excellence. The quality of the education is hence fostered as a priority for a competitive course. This was confirmed by the interview with UNN-A1.

In Italy, as emerges from analysis of the Italian Ministry's evaluation report on the MAIS, the focus was instead on mobility of the students in the two Universities and the employability of the successful student. This could indicate: the need for innovation in the courses, a greater appropriateness to the labour market, or a different teaching approach more geared to practical application. The problems relating to recognition of the MAIS course were anticipated and foreseen in the co-operation agreements between the two partners. These agreements laid down that each university would use the national procedures for the accreditation of the courses, with a shared quality co-ordination established at programme level (Tammaro and Dixon 2003).

In the traditional quality assurance of university courses, the quantitative indicators, such as resources, and the number of teachers and facilities, are considered as very important. MAIS was able to offer students the resources of the two partner universities, as described in the Operations Manual (University of Northumbria at Newcastle. School of Information Studies and Universita' degli Studi di Parma. Instituto di Biblioteconomia e Paleografia 2001):

- academic, administrative, tutor guidance,
- peer support,
- academic materials,
- library resources of both universities.

One of the advantages of international courses is in fact sharing of resources, and hence of an expansion of the offer to students. The support given to the students, like the library and workshop resources, are listed in the MAIS Programme Specification

(MA/MSc International Information Studies. MAIS 2001). From this *manual* one can read:

All students have had access to print and electronic material through the Distance Learning services provided by the libraries of both universities, and to general electronic resources via the web. Although access to resources has on the whole been good, at times students have had difficulties finding all the resources they needed. However, students have appreciated the support of the library staff at both universities.

The partnership was developed with two course co-ordinators, one for each partner University, who were sharing responsibilities and tasks. External examiners were appointed for the programme. The staff ensured that the assessment marking was done with the same criteria.

6.2.2 MAIS Learning objectives and course design

The competitive attractiveness of MAIS emerged from the comparison between LIS education characteristics in Italy with MAIS. The MAIS has been structured around the concept of the library with the "information management approach". The role of the library in society was the philosophy of the course and is described in the following statement (MA/MSc International Information Studies. MAIS 2001):

The programme addresses two fundamental requirements of information professionals throughout the world:

- *The need to participate in lifelong learning in order to update their own understanding and skills*
- *The need to reflect continuously on their role in order to meet the ever changing needs of those who are seeking to use information for effective learning, whether it be personal or organisational.*

The response of the MAIS to the demands for innovation in university education was an enhancement of the ability to manage change and fostering the student's capacity for critical reflection, based on a sound understanding of the technology that enables it to be creatively applied to the information context. The educational objectives of the MAIS relate to knowledge and skills considered crucial to the cultural baggage of the librarian. More specifically, the knowledge and skills are those appropriate to a 2nd level Master's

degree, educating students to become reflective practitioners so that they can achieve the following learning objectives:

- can employ all aspects of reflective expertise in appropriate ways, with developed awareness of inter-relationships;
- have a highly developed awareness of values and the value-system and are able to work effectively in areas of value-conflict;
- can place work within a broad range of perspectives, particularly in institutional, national, international, historical and social contexts;
- can analyse and evaluate very complex situations, perceiving and implementing solutions with a highly developed awareness of the value bases and perspectives involved in both problem-framing and problem-solving;
- display a developed capacity for innovation;
- are effective communicators of complex ideas in challenging situations;
- have a high degree of critical self-awareness and a developed and productive grasp of theory-practice relationships,
- are able to structure their own research both in their own practice and in the wider context of Information Studies.

Reflective expertise is defined as:

Reflective expertise refers to the cognitive processes which it is believed underpin and inform the practical activities of an Information professional

Reflective expertise is categorised into a number of "Key Factors" as follows:
Values and perspectives
Ability to move beyond understanding of events in concrete terms into the conceptualisation of underlying values and perspectives

Analysis
Ability to analyse professional situations, particularly in terms of underlying issues; problem solving

Implementation
Ability to relate reflection to a practical context; taking decisions; problem solving

Communication

Ability to maintain positive working relationships with others; to discuss complex ideas; to have developed an awareness of audience.

Reflection/critical self-awareness

Ability to empathise with others; to work beyond what is given and to devise innovative solutions to problems.

The MAIS has been structured with seven modules: three of them focused on information and change management, two on research methods, one on the reflective practitioner and the thesis.

It would appear that in Italy the approach to learning outcomes has been superficially applied and was based on generic skills (see Chapter 5). The categories of the analysis of LIS programmes in Italy emerged from the data collected and were evidenced as rival explications with those of MAIS (Fig. 6.1):

- *discipline taught versus learning outcomes design*: the Italian Grid of disciplines cannot be compared with the learning outcomes approach of MAIS;

- *archival approach versus information management approach*: the Archival approach of Italian education is not comparable with the Information management approach of MAIS;

- *conservative content versus innovative content*: the traditional content of LIS courses in Italy cannot be compared with the innovative content of MAIS;

- *minimum requirements versus improvement oriented*: the validation of Italian LIS programmes is based on minimum requirements whilst MAIS accreditation is oriented toward continuous improvement;

- and *international dimension*: this is the unique value of MAIS.
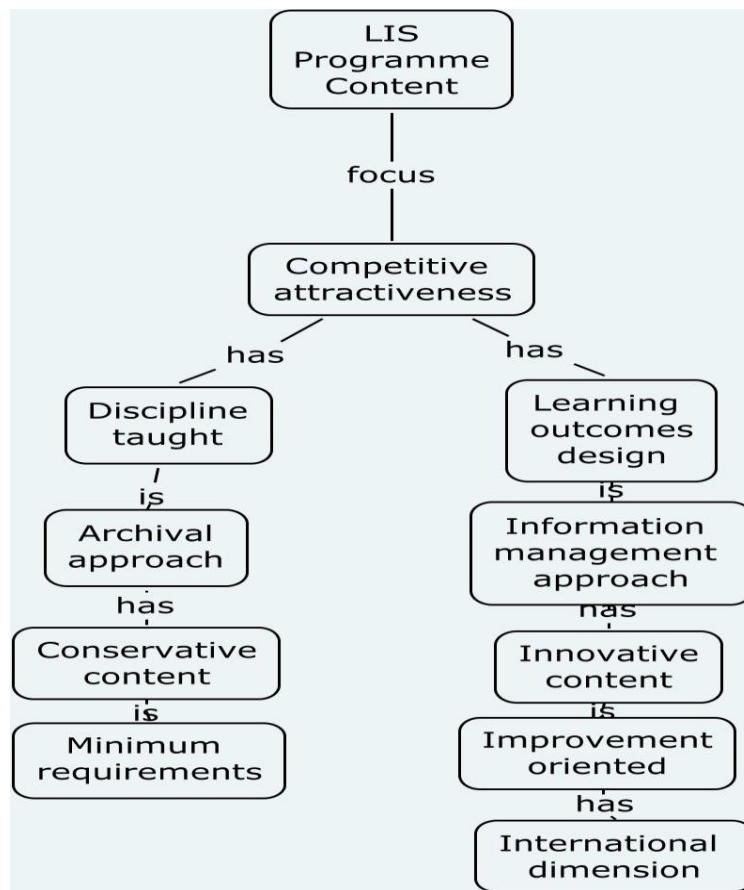
Fig. 6.1 Categories of analysis of LIS programme content in Italy

A particularly critical element, due to the fact that the design of the course was based on the English experience, was that of the appropriateness of the learning objectives to the Italian context. This aspect is of particular importance in terms of internationalisation. The following observations are taken from the MAIS documentation (Universita' degli Studi di Parma. Instituto di Biblioteconomia e Paleografia and University of Northumbria at Newcastle. School of Information Studies 2002):

Feedback is extremely positive; what they are learning is already impacting on how they view the potential of their jobs as well as improving and informing their professional practice. They feel they have made the right decision to choose the course, even though pursuing a career, giving time to family life and studying at this level is difficult! However, the situation in Italian libraries is very different from that in other Western European, American and Australian libraries, and sometimes students find this frustrating. For example, many Italian libraries are very bureaucratic and hierarchical, and do not take a user perspective, and whilst appreciating that Italian libraries are changing and need to change, the students need more opportunities to discuss the difficulties they face in reality.

155

To take this different situation into consideration, various adaptations were made: as for example stimulating students to explore the Italian context, particularly in terms of user studies (Universita' degli Studi di Parma. Instituto di Biblioteconomia e Paleografia and University of Northumbria at Newcastle. School of Information Studies 2002):

> *Students need more opportunities to explore the Italian context, particularly in terms of research and user studies, which students find very new.*

6.3 MAIS: Competitive attractiveness of the MAIS programme

But has this international content of the curriculum been appreciated by the students and, above all, by stakeholders? What changes has the MAIS introduced apropos innovation and the core?

6.3.1. Numbers of student recruitment

The data on the number of MAIS students in the three cycles examined in the case study are shown in Fig. 6.2. All the MAIS students are living in Italy, and the full range of information and library sectors is represented. A clear trend towards a drop in the number of enrolments can be discerned. After the second intake of MAIS, many other Masters were offered by other universities, starting a real competition for attracting students.

For each cycle, the recruitment data are compared with the number of students delaying course completion and the number of drop-outs. The total number of MAIS students over the three cycles was 43, with a delay rate of 14% and a drop-out rate of 14%. Even if the percentage of delay and drop-out appears to be the same, an inverse trend of drop-out should be noted over the three cycles, with the drop-outs diminishing. Another correlation to be noted is the ratio of enrolments to drop-outs: the smaller the number of enrolments, the more the students appear to be motivated to complete the course.

Number of MAIS students
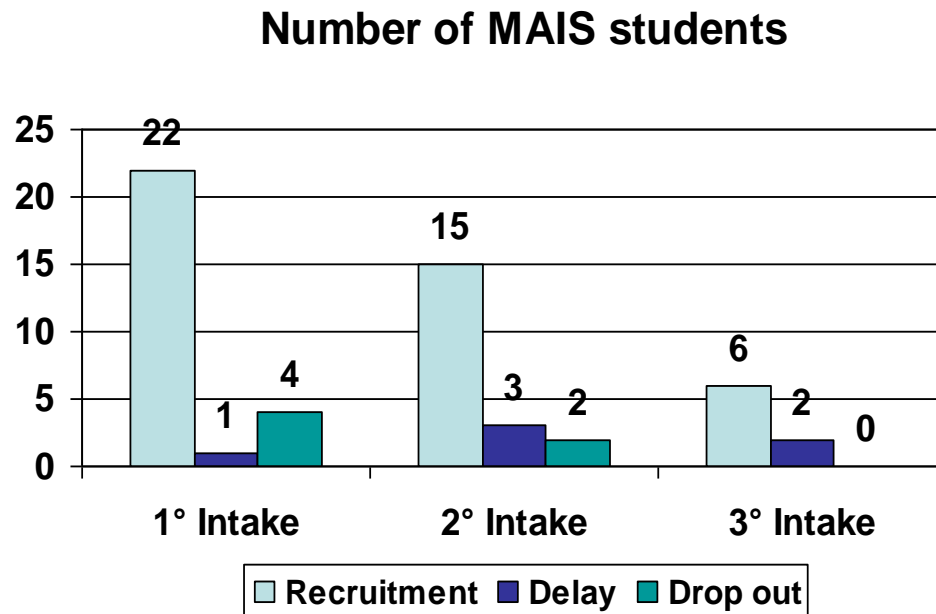
Fig. 6.2 Number of MAIS students

This second section of the chapter aims to answer the following questions: How has the MAIS curriculum content been assessed? What international indicators did the various stakeholders use?

The stakeholders interviewed were: MAIS teachers, students and student's employers. Faculty and professional staff were involved in the research, including staff teaching on the MAIS.

6.3.2 MAIS Teachers

UNN-P2 observes (UNN-P2 Transcript, 2007):

> *I think for Italian students learning with the joint programme between Parma and Northumbria the experience of 2 cultures is enhancing, this broadens approaches and content. I think the quality systems that Northumbria brought to the programme enhanced the students learning, and the Northumbria student-centered approach to learning. Students had access to materials from 2 university libraries, and their qualifications are recognised in many countries throughout the world because of the UK agreements with other countries. Staff expertise is widened, and staff professional experiences represent 2 different cultures - a benefit for students. LIS in different countries is practised differently,*

and again this is reflected in the course, and gives students the basis for comparative analysis.

In MAIS, reflective practice as a skill required by students has been underlined.

As UNN-P1 notes (UNN-P1 Transcript, 2007):

Public and regional responsibility for higher education in a global knowledge-based market remains crucial. Bringing students together from a wide range of cultural backgrounds to share information, particularly in the areas of standards in information services, and their indicators can only enhance the quality of understanding of the quality and effectiveness of LIS services. The students acquiring the International Master's will be in a unique position to further the work of library and information systems throughout the world. They will also be able to ensure that European standards of service in these areas are of the highest, which will be the guarantee of the information products they develop and provide.

And, further:

Understanding of the BP will enhance LIS students learning in Italy as it will add to the breadth and depth of the wider societies that they will be serving.

The opinion of the Parma staff about MAIS is not clear. The Instituto di Biblioteconomia e Paleografia, which had a particular autonomy before the HE reform, was converging with the bigger Department of Cultural Heritage soon after the university reform, bringing competition for resources and problem of communication amongst the staff. Except for the first intake, the Parma Professors did not want to be involved in teaching on the Masters. The reason given to the researcher was that their normal teaching workload did not allow them to teach in MAIS.

UNI-PR-P1 (UNIPR-1 Transcript, 2008) replied that she could not evaluate the Masters, as she does not know what the MAIS has taught. In general, she is appreciating the learning and teaching methods of MAIS, which are focusing on research. UNIPR-P2 (UNIPR-2 Transcript, 2008) argued that he is not competent to judge the content of MAIS, which is not related to his specialisation. UNIPR-P3 (UNIPR-3 Transcript,

2008) confirmed that he agrees about the quality of MAIS content. Regarding the impact of the MAIS for Parma, UNIPR-P2 replied that it was good for the image and visibility of the Department, but UNIPR-P1 argued that it was only positive for students, without any impact on the Department. UNIPR-P3 added that the MAIS suffered from the major changes taking place in the Department at the time, and that the isolation of the course was due to this. The isolation of the Masters from the other courses of the Department and in general from LIS programmes in Italy needs to be evidenced, as a result of its competitiveness. However the University Rector and Administrators were strongly supporting the innovative course.

6.3.3 MAIS students' expectations

To understand the competitive attractiveness of MAIS, students were asked to identify motivations and expectations about the Masters. The question investigating their motivations was:

What expectations had you from MAIS in comparison with Italian Masters?

Most of the competitive attractiveness of the MAIS can be identified in the fact that it is an international course and most of the students say they need "new stimuli, fresh ideas and inputs":

S12

"The innovation of the Master for learning and teaching methods, research methods, multiculturalism and the working group user-centered side of our profession"

S7

"The possibility of studying library and information science from "an Anglo-Saxon point of view" (I mean more as a branch of social sciences than a humanistic subject)"

The MAIS students were also hoping to fill gaps in their competences, in a lifelong learning approach:

S5

"Awareness of a methodological gap, how to reflect critically and problem-solving"

S10
"Staying up to date with LIS topics"

Many students also valued the multicultural aspect:

S16
"The chance of having work experience in the UK"

They were also interested in international recognition:

S9
"Marketable, career improvement, faster career"

S1
"The possibility of obtaining a diploma officially recognised both in Italy and in the UK"

S8
"To get a Master qualification"

6.3.4 MAIS students' employers

The employers were also questioned about their expectations, and any eventual suggestions regarding the necessary improvements:

Are the learning outcomes of the MAIS suited to the changing demands of the library system?

If you consider the learning outcomes inadequate, could you list those you feel need to be added? Could you also specify why, in your opinion, they are inadequate?

One of the problems highlighted by the employers of the MAIS students was the fact that basic education in management is lacking in Italy. As a result the MAIS learning

outcomes focused on change management appear to be too advanced. A conservative feeling towards change can be evidenced.

E1

"The Italian situation is still overly deficient in managerial skills, above all in the organisation of diversified competences, hence it would be useful to set as objectives competences linked not only to the organisation of the new services, but also more specifically to administration and staff. We should not overlook the fact that the minimum dimensions of the Italian university libraries often prevent the necessary growth and experience in this field".

Regarding the competitive attractiveness of the MAIS Programme, it can be evidenced that students were attracted by the international dimension of MAIS and its innovative content; some of them were also looking forward to a career abroad. Employers have a conservative behavior against change, wanting the continuation of traditional procedures.

6.4 MAIS: Learning and teaching quality enhancement

A variety of learning, teaching and assessment methods has been used by MAIS to enable students to fulfill the learning outcomes. These were developed in line with the principles of the Northumbria University's Learning, Teaching and Assessment Strategy, and the QAA code of practice. The emphasis of the MAIS programme was on independent study, to enable students to undertake individual research in support of their own continuing professional development (MA/MSc International Information Studies. MAIS 2001).

Online discussion boards, and study school seminars will take the form of discussions, debates, practical and problem solving exercises, individual and group work. The workshops, discussion boards and seminars are intended to develop problem solving skills, increase further confidence and expertise, link theory and practice, build analytical and critical thinking skills, and provide students with the opportunity to interact and share ideas with each other and the tutors.

The wide variety of assessment methods demand analytical, critical and creative thinking.. Assessment for the Independent Study Module 1 will be a full literature review; assessment for Independent Study Module 2 will be a

dissertation proposal. Both are required elements for the Masters dissertation, which will be largest unit of assessment.

……..

The assessments, formative and summative, are designed to reflect the learning outcomes, and are therefore varied. There are a range of assignments which involve examples such as:

- *presentations in various forms*
- *discussion and debate*
- *a range of opportunities to apply information skills*
- *working autonomously – making decisions, directing and managing their own learning*
- *group work*
- *self-assessment activities*
- *reflection*
- *participation in online communities.*

The approach to learning and teaching in Italy (see Chapter 5) seems to be very conservative and the student centered approach is not applied. What enhancements for and what critical aspects of learning and teaching can be illustrated by the MAIS? The categories of the analysis on enhancement of learning and teaching emerged during the transcription of interviews and focus group and were identified in (Fig.6.3):

- *Teacher centered versus student centered approach*: the shift from a traditional teacher centered approach of the LIS Italian programmes to a student centered approach which has been applied in MAIS with more responsibility given to students working autonomously;
- *Cognitive approach versus constructivism approach*: the passive transmission of knowledge of the cognitive approach, which characterises Italian programmes, has been changed in the pedagogical constructivist approach of MAIS;
- *Historical orientation versus research orientation*: the methodological historical approach of Italian traditional courses has been replaced by the research orientation of MAIS;
- *Summative and formative assessment*: the final assessment is an exam in the Italian LIS programmes, whilst in MAIS each module has a final assessment.

Feedback to students is the formative assessment of the learning and teaching approach of MAIS.

The learning outcomes model can include both formative and summative evaluation, depending on the purposes of the programme. The learning outcomes model represents formative evaluation to the extent that information gained from a programme's graduates is continually generated into the system for ongoing programme improvement; the model represents summative evaluation to the extent that a total appraisal of an overall programme is conducted and decisions made accordingly. The model chosen in MAIS was based on formative assessment and the feedback was given to students for each module.
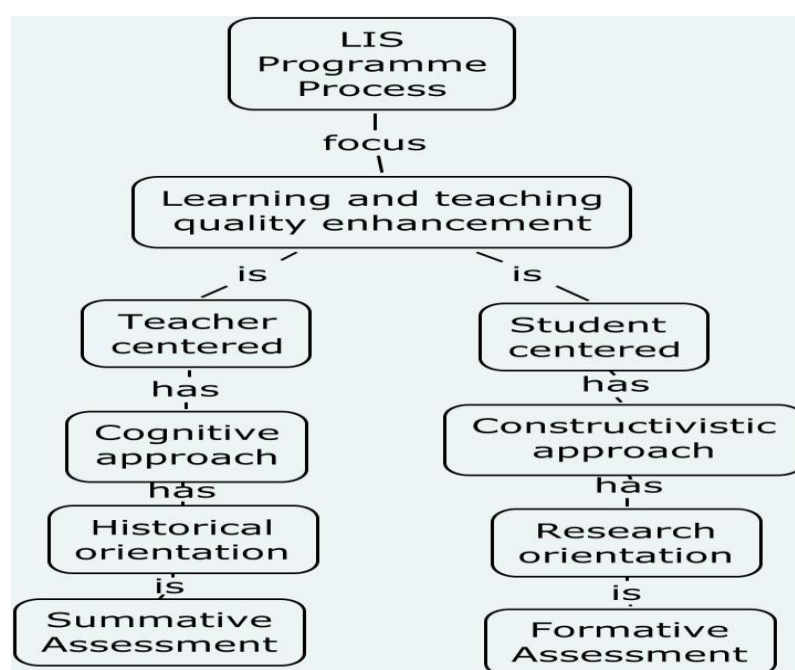
Fig.6.3 Categories of analysis of LIS programmes process in Italy

In the evaluation of the international course performed by the various stakeholders, what results in learning and teaching have been identified for the MAIS?

6.4.1 MAIS: Learning and teaching: internal assessment

There are significant data to be drawn from the MAIS annual evaluation reports of the years 2002 and 2003. These reviews were compiled from unit evaluations, comments from students at group and individual tutorials, Course Committee meetings, examiners' comments, and from information supplied by the Northumbria University Course Questionnaires as part of the ongoing monitoring of the course. For example:

To be addressed/already addressed

Students need more opportunities to explore the Italian context, particularly in terms of research and user studies, which students find very new.

The students were given 2 extra weeks to complete the Research Methods assignment, after difficulties were raised with staff by the student representative.

The administrative staff in Parma changed, making continuity difficult.

At times students felt isolated.

Parma staff have not yet attended an exam board.

External examiners have not yet visited Parma or talked to students.

Internal moderation of scripts has been time-consuming, but this is inevitable.

(MA/MSc International Information Studies. MAIS 2003)

6.4.2 MAIS: Learning and teaching: external assessment

The MAIS has been evaluated by the Quality Assurance Agency (QAA), the Italian Ministry of University and the League Table CENSIS.

6.4.2.1 QAA

QAA made a visit to Parma in 2003 and then drafted a Commentary on the Masters (Quality Assurance Agency. QAA 2003). The QAA evaluation focused on two aspects of the programme:

- the organisation of co-operation;
- the support guaranteed to the students.

As regards the first point, the QAA considered the organisational structure of the Masters, and also the written agreements that ensure the quality of the course and the recognition of the qualification. The organization of cooperation realized by the co-operating universities was considered with a focus on the University of Northumbria at Newcastle (UNN) aim of the internationalisation for attracting foreign students, through the quality of the educational offer.

Apropos the support offered to students, the QAA focused on both students and teachers. More specifically it analysed:

- Programme delivery methods,
- Students and learning environment,
- Student support,
- Student assessment,
- Staff development.

The results of the evaluation are described in the report drafted by the QAA (Quality Assurance Agency. QAA 2003) records:

The course lays emphasis on research, in terms of practitioner research, and the need for reflective practice that takes into account good practice beyond the confines of the particular work place. The course is designed so that students build up their in-depth knowledge of a particular area through the Independent Studies units, Research Methodology units, each building on the other and feeding into the final Masters Dissertation. Comments on the structure have been very positive, and all the students have commented favourably on the content and the structure.

Relating to delivery methods, QAA says (p.4):

Overall, it was clear that there was a fully integrated course team managing the joint programme effectively and that the objective of offering a fully joint programme was being achieved. Students met by the team supported this view, describing how they experienced the course as a single unified entity not separate parts delivered by the two partners.

Students support and the learning environment were judged to be good (p.5):

The audit team concluded that students were very well-supported by the teaching and administrative team of the two partners, who systematically collect student feedback and are responsive to it.

Staff development was considered good for learning and teaching enhancement in the two Universities (p. 5):

The audit team heard and saw details of a number of examples of staff development initiatives at programme level designed to develop a common understanding of approaches to teaching, standards of assessment and marking procedures, programme management and administration.

The final evaluation of QAA was positive.

6.4.2.2 Italian Ministry for University (MIUR)

The Ministry for the University (MIUR) also performed a monitoring of the Masters, which ended with the request for a final report from the co-ordinator (Ministero

dell'Università e della Ricerca. MIUR 2007). This report was expected to provide an evaluation of the mobility generated within the framework of internationalisation and the related costs. Learning and teaching were not addressed, except as regards whether or not there existed a system of self-assessment.

6.4.2.3 CENSIS League Table

To investigate the competitiveness of the MAIS in comparison to other Masters in the sector, a benchmarking has been done in an annual series ("Grandi Guide") published by the *La Repubblica* newspaper, entitled "Lavoro e Master" (Employment and Masters) (Magistà 2007). The assessment was performed by the CENSIS, an Italian Agency which evaluates the university Masters degrees related to all subjects with a matrix of quality indicators. They do not declare what instruments were used for data collection. The quality indicators selected by the CENSIS are:

- *Admission criteria and requirements*: entrance test, knowledge of foreign languages, motivational interview, minimum degree mark and curriculum vitae;
- *International teaching and experience*: at least one foreign institution among the bodies proposing the Master and the possibility of internships abroad;
- *Teaching/learning services*: computer stations, library, Internet access, customer satisfaction surveys and educational visits;
- *Facilities for the students*: accommodation, catering, payment by instalments, scholarships;
- *Placement*: employment surveys, database of student curricula, database of job offers.

These criteria correspond only partially to the *ESG Guidelines* set of minimum indicators. Applying these criteria, the MAIS evaluation shows that the MAIS is absolutely considered not competitive in comparison to the other Master degrees. The data used in this table have been extracted by the 2007 publication which CENSIS publish yearly (Magistà 2007). The MAIS was measured against other Masters in the LIS sector: that of the University of Padua "Bibliotecario nei servizi scolastici educativi e museali" (Librarian in scholastic, educational and museum services), that of the University of Siena "Studi sul libro antico e formazione di bibliotecario manager" (Studies on ancient books and training of manager librarians), and the Master in "Indicizzazione dei documenti cartacei, multimediali, elettronici" (Indexing of paper, multimedia and electronic documents) organised by the private consortium BAICR.

As regards admission requirements the MAIS is in the top bracket. However the International MAIS is evaluated inferior to the non-international BAICR Masters in terms of international experience and has been considered to have fewer services than Siena and Padua; finally MAIS ranks below Padua for lessons, although it seems that e-learning delivery of MAIS was not considered.

In 2007, MAIS was chosen by CENSIS for a survey on the customer satisfaction and placement of the MAIS students (CENSIS, 2007). The final report of this survey was sent only to the researcher as Italian co-ordinator of the Masters and is in Appendix 1. The findings of the qualitative survey seems to be in contrast with the results of the previous rating of MAIS Masters. It seems that the MAIS students satisfaction survey has not been used for the final evaluation, but it was not possible to have further explanations.

So what are the final considerations about the external assessment of MAIS?

The British approach to course evaluation concentrates on the students, focusing on MAIS approach to supporting learning. The organization of the cooperation for quality assurance and recognition of qualifications was particularly investigated.

In Italy the evaluation is not centered on the students: the MIUR evaluation is restricted to accounts data on mobility and the related costs and the opinion of the students is not taken into consideration.

The different British system of quality evaluation for MAIS does not appear to have had any impact on the Italian system.

In the interview, UNN-P2, one of the English MAIS teachers confirms:

> *The actual document of the Bologna Process could certainly stimulate development of quality at national level if national governments needed and wanted development. The Bologna Process in practice is another matter. I don't think it has in the UK as I think nationally we have a well developed quality assurance system. I don't know in Italy. There has to be a link between the courses following the Bologna Process, to the university hosting the programme, and then up to national level.*

The League Table drawn up by the CENSIS is designed to monitor support for learning and teaching, combined with placement. Nevertheless, also CENSIS evaluation is not centered on students. The customer satisfaction survey seems not used for the MAIS final evaluation, which is based on input and quantitative data that we do not know the source of. The evidence is that in the case of the MAIS, the customer satisfaction report and the data collected from students were not combined with quantitative data.

One observation that appears to arise is that, if using some of the E4 quality indicators, a partial application of the same quality indicators can lead to different evaluations of the same data. What is important is to stress that, without understanding the student centered criteria, evaluation could bring to misleading results. In substance, there is an implicit system of values that guides the use of even quantitative tools and thus even quantitative data are in effect subjective.

6.4.3 MAIS Learning and teaching: student satisfaction

Apropos the MAIS teaching aspect, the questions were:

- *How would you rate the quality of various features of the international MAIS such as: teaching staff, pedagogy and responsiveness to learning preferences, library services, study materials, feedback and assessment, other (specify)?*
- *In general do you consider what you learned valuable for your future?*
- *What difficulties did you encounter during your period of study?*

In the CENSIS survey, the MAIS students' satisfaction relating to learning and teaching rated very high: teachers and teaching (83.3%) and interest and utility of content (100%).

This result was confirmed and explained by the quality survey performed by the researcher, trying to investigate the MAIS students' satisfaction (Fig. 6.4 MAIS student satisfaction. Resources). The students were requested to rank with the score Excellent, Good and Poor the teachers, the libraries support and the learning material.

MAIS student satisfaction - Resources
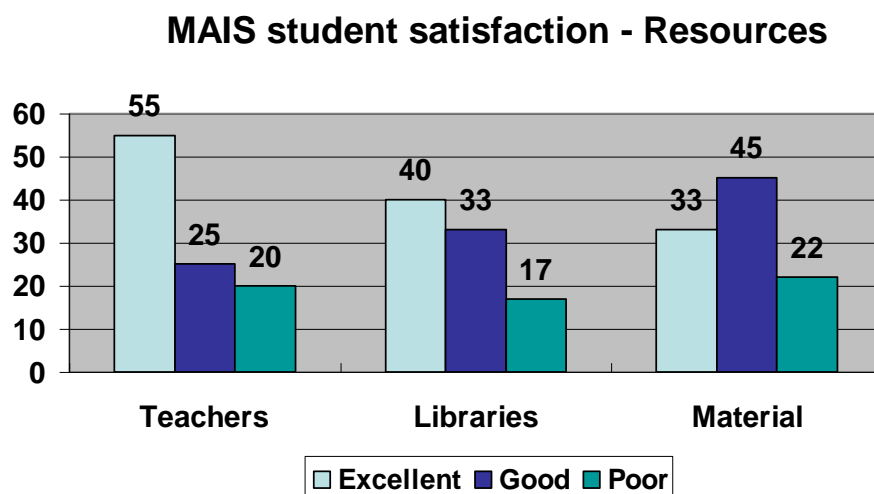
Fig. 6.4 MAIS student satisfaction. Resources

The highest satisfaction score is for teachers (55%). It should be noted that the students did not attribute this value to the teachers in terms of number, but in terms of the quality of the relations established with them and their competences in the discipline. The qualities that were appreciated were highlighted in the friendly rapport that was set up, instead of the distance between teacher and student of the conventional approach.

This was not, however, at the expense of communication of contents, but rather stimulated a greater participation in the discussion and in general an active involvement in the learning process, as evidenced by students.

S1

Excellent and they all treated us as if they had known us for years and they still treat us like that even though we have finished the course.

S2

The professors are extremely well-prepared and have great expertise in communication, knowledge transfer and involving the students.

Nevertheless, perception and individual preferences can vary. For 25% of students who attributed the teachers an average rating the physical distance of the teachers in the online course was an obstacle:

S3

169

Really good background and experience, but in many cases I felt disappointed to see that my inputs were undelivered and that my questions were unanswered

The support offered by the libraries was an element of crucial importance in the teaching approach of the MAIS, in which written assignments were to be delivered at the end of each module. The libraries available on the joint course were those of the University of Northumbria and those of the University of Parma. The students declared themselves fairly satisfied with the service at their disposal (40% considered it excellent, 33% good and 17% average), even though the less satisfactory service of the University of Parma was noted.

S2

The use of ICT in various library services, their role in developing and assessment of the library work was one of the aims achieved in the international MAIS

S4

Good for UNN Library, less good for Parma

The most divergent opinions were the students' assessments of the teaching material: the majority (45%) consider this good or excellent (33%) but 22% judged it to be average. The teaching material comprised synthesised handouts for each module, the introductions made during the lessons and other support material. It should be noted that, in the MAIS teaching approach, this does not constitute the study material as it normally does in the traditional Italian didactic approach, but is simply designed to provide an outline of the individual arguments, to aid an understanding of the main issues and the relations between them. It is in fact up to the student to go to the library and find the study resources best suited to the topic that he or she has chosen to focus on.

S5

Very good - They served as a path towards personal discoveries.

S3

Really poor and inadequate in comparison with the vast amount to be learnt; the textbooks were sometimes too simple and schematic, and some of the references were out-of-date.

Observing the indicators traditionally considered by the European universities (see Chapter 4), despite the substantially positive assessments of the students, we can nevertheless highlight the possible effects of an innovative student-centered approach. In the educational model adopted by the MAIS, the student is responsible for finding his or her own learning resources, with the support of the library and the constant and supportive, albeit virtual, presence of the teacher, with just a few summary aids, constructed to delineate the essentials as regards contents. To help non-Italian readers to understand, we would note that Italian students are generally accustomed to having vast quantities of study material, and little or no interaction with the teacher, the library being considered solely as a source of textbooks. The majority of the MAIS students understood and appreciated this different use of the course resources. Nevertheless, understanding and adapting to this new approach was difficult for some of them, and this is considered as one of the explications for the delay of some students in completing the course.

These considerations are confirmed in the students' perception of the teaching. The students were asked to indicate their opinion on the quality of the pedagogy and responsiveness to learning preferences and on the modes of feedback and assessment used for the evaluation of their assignments. The results are illustrated in Fig. 6.5

MAIS student satisfaction - Teaching
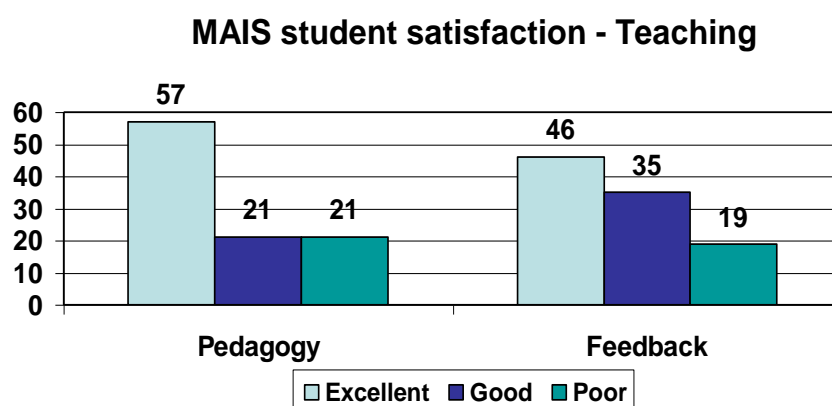
Fig. 6.5 MAIS student satisfaction. Teaching

The assessment proves to be undoubtedly positive for the teaching: 57% of students seem it to be excellent. The same was also for the assessment or feedback (considered excellent by 46%).

S2

The discussions, the evaluation of the themes treated helped me to enrich and assess my theoretical knowledge and library practice.

S4

This was good for indicating the weakness and strengths of my tasks, for learning from the feedback and not only for the mark assigned

The MAIS learning and teaching didactics, in comparison with Italian courses was really different from the traditional approach. Although most of the students appreciated the different pedagogical approach, some of them had problems arising from passive habits of learning or their personal learning styles. Thus some students found the teaching approach difficult to understand: 21 % assessed it as good or average.

S6

Not so appropriate; I was involved, but it turned out to be quite different from the type of study I was accustomed to

S3

I felt really free to undertake any path I wanted and I felt encouraged.

The analytic feedback received at the end of each module, together with the final mark, confirms the different impact of an innovative teaching diverging from the conventional approach: this was rated good by 35% and average by 19%.

S7

Depending on the teacher, some very good and some others not so punctual in feedback (on average good)

S8

Bad feedback, difficult to understand assessment

In general, it would appear that, especially for the Italian MAIS students, it was very difficult to understand and accept the greater responsibility that was attributed to them in their learning.

S9

Good with regard to methodology learned and research methods, but, for example, more in-depth knowledge of technologies is necessary in my opinion. I mean that one strength of the course was learning a methodology, while one weakness could be considered the possibility of choosing contents on an individual basis (this means that it is probable that students don't improve their practical skills and competences, something that can be clearly valuable in their workplace or, better, in the work market).

The lack of aptitude for responsible study was combined with the greater isolation of the student in distance learning and hence the difficulty of benefiting from the peer support of the other MAIS students.

S7

Relationship with the other students in online environment - missing (I would have liked a forum, or another virtual space where students could have been in contact, in order to overcome a bit the sense of isolation and share opinions while studying. Or even online group work, sometimes.)

In short, the overall judgment expressed by the MAIS students was very positive: 95% of the students who replied declared that they were satisfied with having taken part in the course.

S10

Yes, because I think that working methodically, critical thinking and the capacity to link theory and practice are important investments for my professional development

S11

Yes, once acquired, the richness of the learning experience is a permanent value

A small percentage of MAIS students, limited to 5%, was however not satisfied. This assessment calls for further elaboration in studies that focus more attentively on the implementation and the suitability of international quality models in contexts with specific characteristics, such as Italy. What the researcher can say here is that the negative judgement is not to be attributed to the course as such, but rather to the extent to which it met the students' expectations. The students involved in fact explained the reasons for their dissatisfaction:

S9

The kind of subjects covered and the diploma obtained were not useful for improving my professional grade and/or salary in my workplace. I think this happens because they are, generally speaking, not recognised as an asset in the Italian system of public administration.

S8

The work assigned is not very clear and there is not enough feedback

In the semi-structured interview of the MAIS students, we sought to collect information on all the problems that they encountered. The replies underscore common problems, which in the majority of cases are indicated as:

- inadequate knowledge of English;
- shortage of time;
- the difficulty of reconciling the study with family and work commitments.

These problems indicate the difficulties of adapting to an innovative didactic approach which demands a personal commitment of reflection and learning that is hard to reconcile with everyday activities.

S12

Beginning to study again; adaptation to new learning methods, coping with job, family and study (time management); language – writing and reading professional English for the master study

S5

The first difficulty was to adapt to British and international educational standards, moving from a passive to an active role as a student in the process of learning

S3

Many of the difficulties arose in trying to understand what was I supposed to write for my assignments. Explanations were often sketchy and the lack of previous examples or schemas made it very difficult to structure my papers.

Other difficulties arose from the tricky task of integrating the MAIS schedule with a job which takes up most of my daily time. This caused mounting delays, although I realise that it's a question of skill in organising work and operating to a routine, which was in fact my weakness.

S13

The physical distance of the teachers, new methodology to be learnt, the strict adherence new methods and techniques for drafting the papers

S6

Defining the objectives of the home work tasks, which are very different from Italian University examination papers.

S14

Working alone. Personal difficulties in organising my time and my work, no family support for my project, which was seen as an obstacle to the family routine.

The English language. I've been studying English hard for 3 years but I can't write, speak or understand English well. I didn't study English at school, I spent a lot of time

studying English, and this major effort for a very inadequate result caused me stress and frustration.

The decrease in motivation caused by the difficulty of practically applying my studies in the library where I work.

S15

1) to reconcile my period of study with my job and my family. Study time was "stolen time" to people near me, which made me feel a bit guilty, but I also felt it as valuable time.

2) notwithstanding the splendid support from teaching staff, sometimes I felt alone with my doubts, my unanswered questions. Finding the way was time-consuming, at times frustrating.

3) to get accustomed to a completely different study method and research methodology (which I still value as the best I have learned, because it has become fundamental in my daily professional activity, a kind of "facilitator" in project design and implementation, for instance).

We can combine these expressions of difficulty with the data on academic delay and also the number of drop-outs among the MAIS students, underscoring the fact that for the Italian students the greatest difficulty in the shift to a student-centered approach is the management of time, or rather the incapacity to manage time. All the students complained of this difficulty or incapacity, even those who completed the MAIS within the scheduled time. It would appear that this problem can be correlated to the capacity to decide priorities and also to critically synthesize the research to be performed. As some students realised, the capacity to make critical syntheses is anything but natural. In terms of helping students to overcome this obstacle, distance learning and the consequent physical distance of the teacher was undoubtedly a disadvantage.

S10

Time management difficulties related to work problems as part-time student, difficulty with English language and complexity of contents and methods

S5

The second difficulty was to adhere to the time schedule for the completion of assignments, very difficult if you are not used to writing reports for every module.

S4

Planning deadlines, doing synthesis

The main problem seems to be the fact that many students do not appear to have understood that it was up to them to ask the teacher for advice, instead of which they expected the teacher to stimulate them to act. Others, instead, found themselves completely good with this method.

S1

Breakdown in communications due to other commitments on my part and on the part of the teaching staff which resulted in particular delays.

S7

Not particularly, I enjoyed it greatly. For sure at the beginning I had to learn how to organise my time, and in this task the MAIS helped a lot. We had a session on time management which I found useful, and I had to learn how to prioritise

A student centered approach is unusual in Italy and a learning outcomes approach to education is difficult to apply for both University professors and students. The research has evidenced that MAIS students found difficulties in becoming autonomous learners. They had problem in self management and time management, setting priorities and synthesizing their research findings. English language as the language of the Masters together with distance learning have created further difficulties to autonomous learning.

6.5 MAIS Learning Outcomes: students' achievements
The approach to learning outcomes was influenced by the experience of the Northumbria University, and can be safely said to have been undoubtedly oriented towards the objective of transforming the students in reflective practitioners. The MAIS intended learning objectives were specified in terms of capabilities to be shown at the

successful completion of the course and classified as: Knowledge and understanding, Intellectual skills, Practical skills and transversal/Key skills (Fig. 6.6).
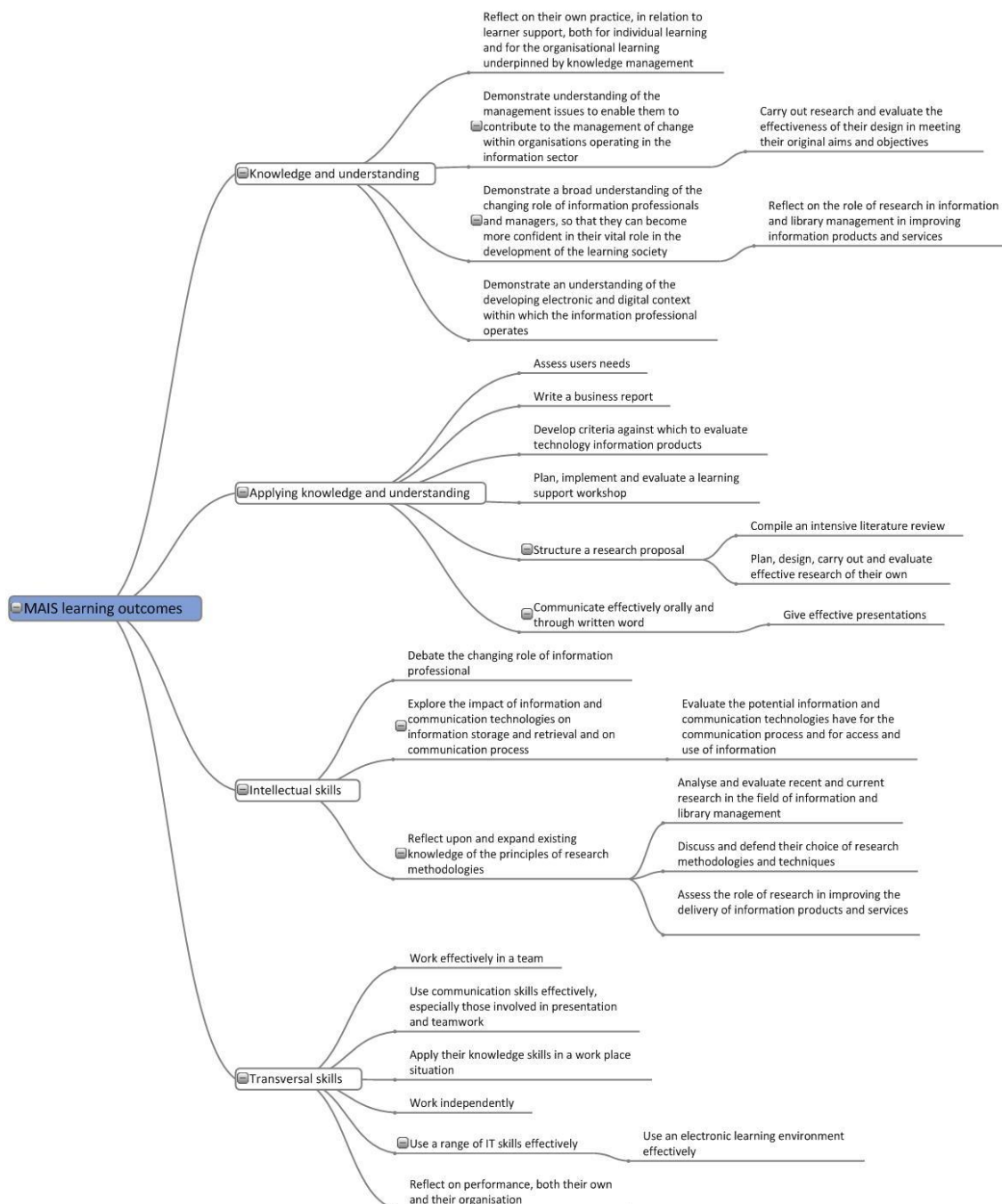
Fig. 6.6 MAIS Learning Outcomes

On successful completion students could be able to (MA/MSc International Information Studies. MAIS 2001):

a. Knowledge and understanding

- *demonstrate an understanding of the developing electronic and digital context within which the information professional operates,*

- *reflect on their own practice, in relation to learner support, both for individual learning and for the organisational learning underpinned by knowledge management,*

- *demonstrate a broad understanding of the changing role of information professionals and managers, so that they can become more confident in their vital role in the development of the learning society,*

- *demonstrate understanding of management issues to enable them to contribute to the management of change within organisations operating in the information sector,*

- *carry out research and evaluate the effectiveness of their design in meeting their original aims and objectives,*

- *reflect on the role of research in information and library management, in improving information products and services.*

b. Intellectual Skills

- *explore the impact of information and communication technologies on information storage and retrieval, and on communication processes,*

- *evaluate the potential information and communication technologies have for the communication process and for access and use of information,*

- *debate the changing role of the information professional*

- *reflect upon and expand existing knowledge of the principles of research methodologies,*

- *analyse and evaluate recent and current research in the field of Information and Library Management,*

- *discuss and defend their choice of research methodology and techniques,*

- *assess the role of research in improving the delivery of information products and services,*

c. Practical Skills

- *write a business report,*

179

- *assess user needs,*
- *develop criteria against which to evaluate technology information products,*
- *plan, implement and evaluate a learning support workshop,*
- *compile an extensive literature review,*
- *structure a research proposal,*
- *plan, design, carry out and evaluate effective research of their own,*
- *communicate effectively orally and through the written word*
- *give effective presentations.*

d. Transferable/Key Skills
- *apply their knowledge and skills in a work place situation,*
- *use communication skills effectively, especially those involved in presentation and teamwork,*
- *work independently,*
- *work effectively in a team,*
- *use a range of IT skills effectively,*
- *use an electronic learning environment effectively,*
- *reflect on performance, both their own and their organisations.*

The learning outcomes model chosen by MAIS is focused on the transformation and empowerment of students. The categories of analysis which emerged from the research were explicative of different approaches to the learning outcomes model (Fig. 6.7):

- *Tacit versus explicit learning outcomes*: this is related to the capability of writing learning outcomes which are transparent to all stakeholders;
- *Vocational training versus students empowerment*: this is related to the different understanding of the educational experience;
- *Practice orientation versus reflective practice*: the added value of MAIS has been to focus on reflective practice;
- *Learning skills, communication skills, international vision* were all competences included in the Dublin descriptors level statements and also evidenced by key informants: they are all included in MAIS learning outcomes.
- *Employability*: this was the learning outcomes which was not achieved well by MAIS.
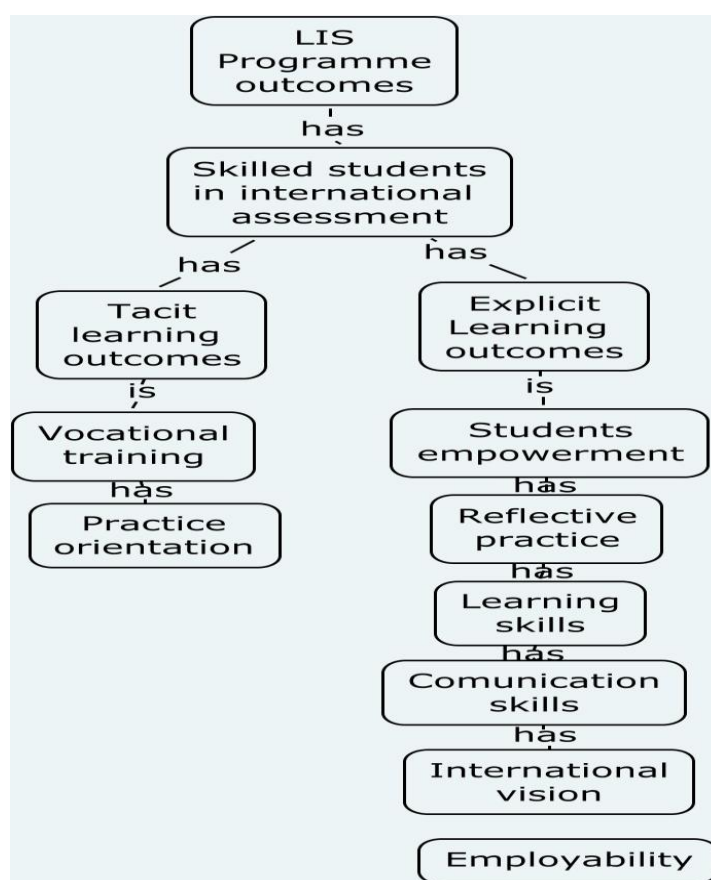
Fig. 6.7 Categories of analysis of LIS programme learning outcomes

At the University of Parma – where as in other Italian universities the reform has not substantially altered a very traditional approach to teaching – the MAIS sought to implement the change of focus indicated in the BP from the teacher to the student. The MAIS was able to exploit the greater experience of the English component in both the design of the curriculum and in the definition of the learning outcomes.

The desired learning outcomes were shared with students in the assessed assignments and the feedback has been given by teachers who marked against these learning outcomes. To assure quality, student work and feedback was internally moderated and examined by external examiners.

The desired learning outcomes targeted by the MAIS which are listed below, can be broken down into the three innovative areas brought into Italian LIS education:

- research methods,
- learning role of the libraries,

- reflective practice.

The learning outcomes referring to transferable skills, such as communication, presentation skills and group work are also considered innovative for the Italian education context. The MAIS learning outcomes model including learning, teaching and assessment method are described later in 6.4.

The questions to students were:

What did you learn from the MAIS?

To apply principles from this course to new situations.

Acknowledgement of the international and lifelong learning context of learning.

To reflect and improve (or develop) my own work and my own situation by interlinking reflection and action.

Ability to analyse professional situations, particularly in terms of underlying issues; problem solving.

Ability to empathise with others; to work beyond what is given and to devise innovative solutions to problems.

Ability to collect data and apply research methods to find replies to my own questions and participate in decision making.

6.5.1 Research methods

Research methods were indicated as the principal feature of the learning of the Master students. In general, the MAIS students have achieved the objective relating to the application of research methods (Table. 6.1).

Table 6. 1 MAIS Learning outcomes: Research methods	Student' perceptions
Ability to gather data and apply research methods in relation to finding replies to my own questions and participating in decision making	69%
To apply principles from this course to new situations	69%

6.5.2 Learning role of libraries

A profound grasp of the role of the libraries and the reason why they are important in the Knowledge Society was one of the fundamental themes of the MAIS. Despite this, it appears that this particular learning outcome was more difficult to achieve. Fewer students acquired an understanding of the learning role of libraries (Table 6.2).

A justification for this may be related to the different context of libraries in Italy where they are considered more as heritage assets, linked to the sphere of culture and museums. Conflicting values regarding the role of the library hence had an impact on the learning of the MAIS students in this sphere.

Table 6.2 MAIS Learning outcomes: Learning role of libraries	Student' perceptions
Acknowledgement of the international and lifelong learning context of learning	58%

6.5.3 Reflective practice

The students perceptions of best results achieved were for reflective expertise (Table 6.3). Reflective practice represented the core of the course. This aspect involved both the didactic methods of the MAIS and the approach to each module of the study plan.

This positive result also indicates the novelty and one of the competitive advantages of MAIS in comparison to other Master courses in Italy.

Tab 6. 3 MAIS Learning outcomes Reflective practice	Student's perceptions
To be critical (and self critical) and self-assess my practice	72%
MAIS stimulated my enthusiasm for further learning	69%
Ability to analyse professional situations, particularly in terms of underlying issues; problem solving	67%
To reflect and improve (or develop) my own work and my own situation by interlinking reflection and action	67%
To be engaged in participative problem solving and continuing professional development	61%
The course developed my confidence to investigate new ideas	58%
To control time-management techniques and priority-setting	55%

183

6.5.4 Communication skills

In this paragraph, the research tried to evidence the transformation of cultural behavior through the achievement of MAIS learning outcomes. Behavioral changes of students were evaluated, including intercultural and personal, brought from MAIS. The questions of the interviews to students were:

What personal skills have you brought from MAIS?

I learned to communicate and explore ideas confidently with other people

MAIS stimulated my enthusiasm for further learning

The course developed my confidence to investigate new ideas

To be engaged in participative problem solving and continuing professional development.

Ability to maintain positive working relationships with others; to understand intercultural issues.

Ability to discuss complex ideas; to have developed an awareness of audience.

To control time-management techniques and priority-setting.

To be critical (and self critical) and self evaluating my practice

Nevertheless, what we might call the cultural differences of the Italian MAIS students also emerged, in that they revealed difficulties in applying communication skills and collaboration skills (Table 6.4). Italian librarians are very isolated. This is partly due to the excessive fragmentation of the library system, while it also appears to be partly due to the personal characteristics of the students.

184

Table 6.4 MAIS Learning outcomes: Communication skills	Student'perceptions
Ability to empathise with others; to work beyond what is given and to devise innovative solutions to problems	50%
Ability to maintain positive working relationships with others; to understand intercultural issues	42%
Ability to discuss complex ideas; to have developed an awareness of audience	33%
I learned to communicate and explore ideas confidently with other people	33%

This problem of poor communication skills is due in particular to the isolation of the MAIS students in the workplace. Paradoxically, the competences acquired through the MAIS actually increased their isolation at work, generating suspicion and envy on the part of their colleagues. One of the key problems highlighted is the need to be able to communicate and provide evidence of the research methods applied in the Italian work situation.

6.5.5 Theory versus practice

An important issue in the debate on the university in Europe is how to fill the gap between university teaching and the professional associations (Harvey and Mason 1995): this gap brings up various perspectives that can be synthesised in the complex relation between theory and practice. How can theory be applied to reality? This issue is of particular relevance to Italian context, where it represents a barrier to the dialogue between academics and professionals. Consequently there are conceptual differences that hinder reciprocal understanding at national level. MAIS has brought a new stimulus to solve the problem, teaching research methods and reflective practice to students.

The research has demonstrated that for most of the MAIS students it is difficult to play the role of an agent of change. As regards the research versus practice issue, the Focus Group organised in Parma, brought more clarity on the types of difficulties involved.

S14 (Focus Group Transcript, 2008) had particular difficulty in applying the research methods learnt in the MAIS in the workplace. Her experience illustrated that in Italy if you attempt to clarify a problem that does not relate strictly to the work of the librarian, but also extends to other sectors and that involves research, then you come up against

barriers and in the end habit prevails. Where the problems are technical and are specific to the profession, for example in cataloguing, theory can be successfully applied, but as in the case cited above of copyright, where one has to deal with publishers and with legislation, it is very complex.

In her experience, S10 (Focus Group Transcript, 2008) has grasped the importance of not being isolated to tackle change successfully. Nevertheless, it proved very difficult for her to apply the research methodology in the library sector in which she operates, especially when it involves librarian colleagues who are not always ready for change. Therefore the application of research methods often becomes an individual event, an isolated research exercise with very little impact on the context.

The MAIS was interpreted by students as active learning, development of change and transformation. Clearly, in Italy change calls for more time, as confirmed by Sue Myburgh in the Focus Group, inasmuch as it is based on practice.

Although, on account of the limitations of the research, the evaluation of the learning outcomes has not taken into consideration the personal characteristics of the individual students interviewed, we necessarily have to conclude that this factor had a notable impact on success in the world of work. This is particularly true in what is undoubtedly the difficult context of Italy, where professionalism is not facilitated by an accepted social system for the recognition of merit. Nevertheless, for the Italian students in general there also appears to have been difficulty in knowing how to communicate and successfully take responsibility even within a hierarchical context.

There was negative impact generated by poor comprehension of the context of lifelong learning in the Knowledge Society and of the constant change deriving from it: effectively this approach is discordant with a prevailing attitude within Italian society which sees the libraries instead as elements innately linked to the conservation and stability of the cultural heritage.

Among the issues that have been brought to light are: are the outcomes of low or high level?

- low-level outcomes are related to the practical ability to perform a certain process exploiting a range of tools.
- high-level outcomes comprise the knowledge of why a procedure is implemented, and knowing how to adapt it to new tools and new requirements, associated with capacities such as critical thought and problem-solving.

In other words, are the outcomes student learning outcomes or student research outcomes?

The former type of outcome is related to literacy, to basic education, while the latter is connected with research, with higher education. The employers seem to look for this first type of outcomes. The MAIS as a second level Master degree is decidedly oriented towards the second type of outcome. From the point of view of recognition, it is linked to the levels of the European Qualification Framework as a high level of professional qualification. Hence the MAIS sought to achieve mastery of the ability to distinguish between identifying the problem and defining the objective. This, however, appears to be in contrast with the priorities and needs as perceived by the employers.

6.6 Conclusion

The MAIS addressed the education of a librarian designed to be an active agent of change, setting out to equip him or her with skills such as reflective practice and the ability to apply research methods to his or her own work context. Because learning can be seen as a form of personal growth, students were encouraged to utilise self-management practices in order to reflect on his or her work in the Italian context. For that reason, learning was also constructive in the sense that the student were in full control of his or her learning.

The MAIS programme has applied the BP learning outcomes model and the analysis has been based on a matrix (Fig.6.7) which outlines the goals and objectives for the International Masters, how each goal and objective has been met operationally, how each goal and objective has been assessed. This matrix has been expanded to include numerous indicators and results from other levels of assessment processes (i.e graduation rates, retention rates, QAA visit and others).
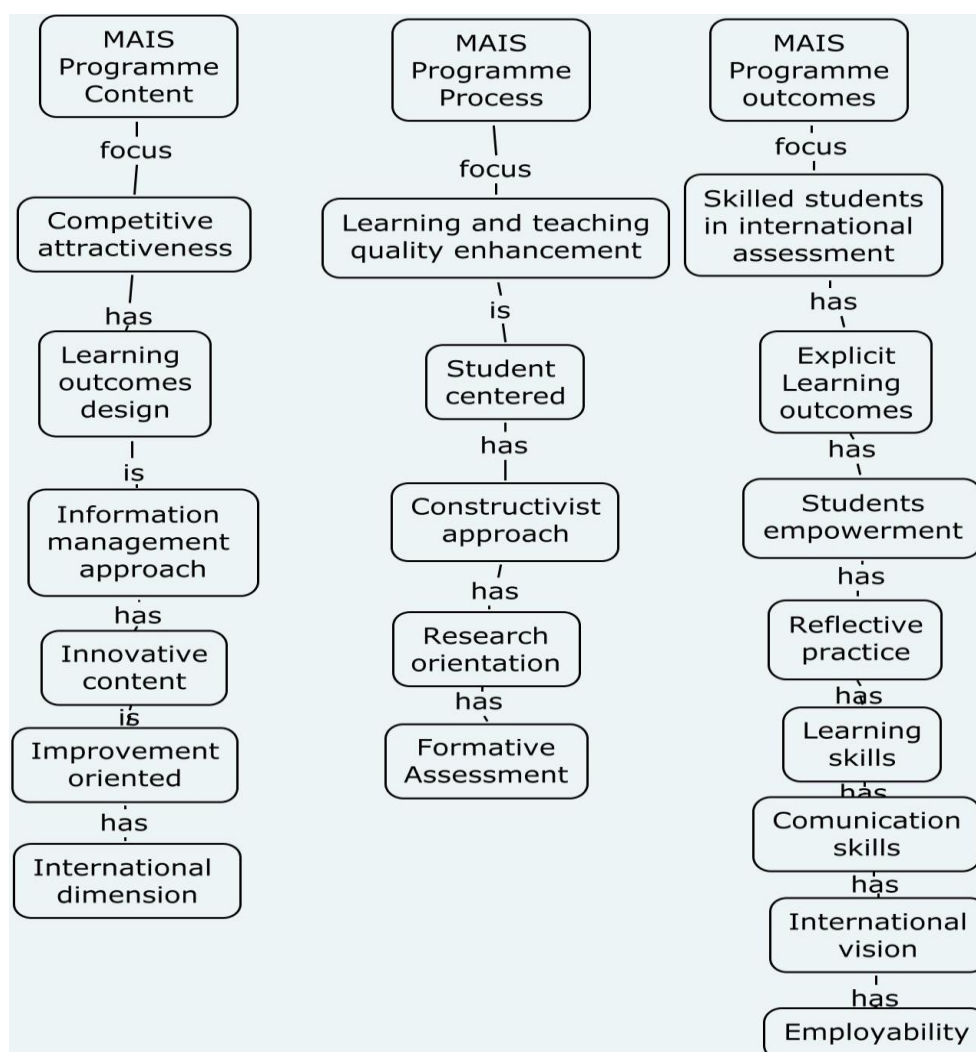
Fig. 6.8 MAIS categories of analysis

Despite the achievement of many of the desired learning outcomes, such as capability to apply reflective practice and research methodology, it would appear that the MAIS students effectively had difficulty in applying what they learned in the workplace. The major problem in Italy is in fact employability. The reflective practitioner with an international background, does not seem employable in Italy. In this sense we use the term reflective practitioner for a professional who has an approach (reflective practice), a methodology (research methods), and an in depth knowledge of the role of the libraries in society. The national context is moving towards the passive and uncritical adoption of documentary procedures and opinions that refer to more advanced international contexts. Thus, MAIS learning outcomes focused on change management applying research methods could be difficult to apply in the Italian context.

The MAIS approach was innovative, but demanded a great deal from the students, who were accustomed to a different style of teaching and learning and working. In a student-centered approach, the personal characteristics of the students acquire greater evidence in relation to the results to be achieved. The research has evidenced some personal characteristics and cultural behaviour of Italian students which were an obstacle to achieving learning outcomes as time management; communication skills, confidence in investigating new ideas.

The distance learning method had a negative impact, as did the absence of incentives as career advancement and even the obstacles encountered in applying the research methods acquired in the workplace. Nevertheless, on the whole the MAIS students appreciated the course teaching and in the interviews they showed that they were aware of the transformation generated. One of the English MAIS teachers comments:

> *The students acquiring the International Master's will be in a unique position to further the work of library and information systems throughout the world. They will also be able to ensure that European standards of service in these areas are of the highest, which will be the guarantee of information products they develop and provide-*

Taking a strictly student-centered approach, learning outcomes refer to the achievements of the student. MAIS students have achieved high level of competences which were recognised in Europe. However, the design of MAIS learning outcomes had not considered enough the Italan labout market characteristics and not facilitated the employability of students.

References

CENSIS (2007) Customer satisfaction e placement del Master Internazionale in Scienze dell'Informazione e della Comunicazione. Roma: CENSIS.

Harvey, L. & Mason, S. (1995) The Role of Professional Bodies in Higher education Quality Monitoring. Birmingham: QHE.

Magistà, A. (ed.) (2007) Lavoro e Master. 2007-2008. Milano: La Repubblica in collaborazione con CENSIS e SOMEDIA, La Repubblica. Grandi guide Career Book.

Ministero dell'Università e della Ricerca. MIUR (2007) Master Internazionale a distanza in Biblioteconomia. Relazione finale. [Online]
Not public

Quality Assurance Agency. QAA (2003) QAA audit of collaborative link with Università degli studi di Parma. Commentary. [Online]. Available at: http://www.qaa.ac.uk/revreps/oseas/northumbria_parma/northumbria_parma_textonly.htm
(Accessed last time on September 2009).

Tammaro, A. M. & Dixon, P. (2003) 'Strenghts and issues in implementing a collaborative inter-university course: the International Masters in Information studies by distance.', Education for Information, 21 (2/3), pp. 12-27.

Chapter 7. MAIS integration with Bologna Process

7.1 Introduction

The MAIS Masters sought to put into practice all the objectives of the BP connected with the recognition of qualifications and quality reform. The MAIS has pursued a formal process of validation and accreditation. It has used all the tools prescribed by the BP, such as ECTS credits, and the learning outcomes model of quality that it sought to achieve comply with the indications of the Dublin descriptors and European Qualifications Framework. Upon completion of the course, therefore, the MAIS students should have had the possibility of marketing the qualification to obtain evident benefits, such as a new job or career advancement.

In the majority of cases, however, this did not happen, as the research will demonstrate in this Chapter. Thus we have to ask ourselves: which factors complicated or impeded this result? How far is the BP orientation shared and applied in the Italian universities? And how is the BP quality orientation received and interpreted by the professional associations? Finally, to what extent is the LIS labour market truly international for the MAIS students?

This Chapter records the results obtained in the research, focusing the integration of the MAIS with the BP on the issue of the recognition of the academic qualification.

The first section "Considerations on the recognition of international courses" analyses the national factors that hinder the recognition of the international LIS courses.

The second section "International recognition and the MAIS" highlights the factors connected with the various working contexts or the personal characteristics of the students that proved to be specific obstacles to the recognition of the MAIS qualification.

In the final section "The use of information derived from international recognition" the obstacles which have been encountered by MAIS have been analysed. This Chapter should be considered in relation to the results illustrated in Chapters 4 and 5 dealing

with the outcomes of the research on accreditation and recognition implemented in Europe and in Italy.

7.2 Considerations on the recognition of international courses

For the manager of the national ERASMUS agency, IT-GV1 (IT-GV1 Transcript, 2007) the quality of university education in Italy has undoubtedly improved since the reform. The elements of improvement taken into consideration are: the reorganisation of the courses in three cycles, the full adoption of the ECTS credits and the application of the Diploma Supplement, the enabling of joint courses and quality evaluation as a structural element, with a specially appointed Agency at national level. Nevertheless, IT-GV1 notes that:

> *The quality evaluation procedure in Italy is based on minimum requirements and is purely quantitative; this diverges from the European network of the ENQA agency, and new methods are being drafted to conform to the European orientation. The new procedures must have a focus on outcomes, as well as which the evaluation centres of the universities must use their own assessment indicators."*

At least at this stage of the BP, the international joint courses cannot count on international recognition agencies, but have to follow the various national rules. The higher education reform in Italy has introduced a distinction between two types of university courses: those recognised at national level because they comply with the required validation procedure based on the Ministerial subject list, and the courses offered by the single university, within the scope of its own autonomy, on the free market of education and training. The university master degrees, which are scheduled in the reform law, belong to the second group, and as such do not follow the national validation process. In this way the reform has, paradoxically, created difficulties in the recognition even of academic qualifications awarded in Italy. The MAIS students, in particular, encountered the problem of the non-recognition of the Masters as a postgraduate academic qualification.

Also, the professional level required of librarians in Italy is generic and hence inferior to that requested, for example, in Great Britain. As a result of this situation, as we shall see, the second-level of the MAIS Masters was generally considered to be too high a qualification for the responsibilities entrusted to MAIS students.

7.2.1 MAIS Employability

The focus of the learning outcomes of the Masters was on the electronic and digital environment and the changes in libraries, and this ought to be very relevant and important for the majority of libraries at present. Despite this, it appears that these learning outcomes were not appreciated by the employers of the MAIS students. This indicator is that in which the MAIS scored the lowest rating in the assessment of the students and their employers.

In the university libraries, the employers of the MAIS students appear to approve the contents of the course, but with certain reservations. These are connected with the fact that the need is felt for basic organisational skills prior to the need to be able to address the changes generated by the new digital environment. The need for basic training in library management, which is at present lacking, emerges clearly from the replies of the employers.

E2

The educational objectives of the Master co-ordinated by yourselves appear to me to be more than satisfactory; at most, that is to put the icing on the cake, you could perhaps add something related to skills in evaluating the acquisition of the electronic resources, with the related costs/benefits, which is as you know a hot issue in our universities.

E3

In general terms, I would say yes (aside from a few gaps). In quantitative terms: 70%.

E4

The level is too high in relation to the organisational structure of the university. The problem is that of the lack of a basic training. We have to run courses for everyone, not just for a few, and so the priority is to seek to bridge the gaps. We could invest something in individual modules of the MAIS, but not the whole course, which is too demanding.

Considering the scant acknowledgement of the MAIS learning outcomes, we asked these employers what they saw as priorities in this type of education. The suggestions

for improvement of the MAIS as emerging from the feedback from the university work environment are grouped in categories below.

7.2.1.1. Adaptation to own context

The crux of the problem that emerged here was the fact that the employers felt that the MAIS students ought to have been able to adapt the skills learned to their own working context. Effectively this aspect ought to be found in both reflective practice and in the research methods, in which the MAIS students actually claimed the highest levels of achievement. Despite this, the impression of the employers appears to conflict with the students' own estimate of the skills attained. A few possible explications of this situation are listed below:

- from the point of view of the employers, this could be interpreted as fear of an international content being uncritically imposed on a very different national context;

- from the point of view of the students, it can be seen as the difficulty of becoming active agents of change in a hierarchical and structured context;

- nevertheless, from the point of view of the employers, this adaptation could be understood not as seeking to activate change, but on the contrary, as adapting to the existing situation, and it seems likely that the MAIS students too interpreted this as what was expected of them.

E3

In general, I feel that since the change has to be made in our context, there is a lack of attention to a knowledge of that context itself.

Moreover, where the staff are to be assigned to more managerial roles, the management skills prove to be inadequate.

7.2.1.2 Professional methods and tools

Apropos educational requirements the employers' focus primarily on practical skills, which are actually included in the MAIS modules at a higher level. Here two types of communication difficulty need to be stressed: the first relates to the language used by the MAIS to communicate the learning outcomes, and the second concerns a different approach to the learning outcomes on the part of the teachers and the employers. The difficulties are in effect two sides of the same coin: a univocal definition of the learning outcomes. Moreover, in the case of Italy there is also the problem of a failure to

understand the Master levels of qualification, partly due to the lack of professional positions at an intermediate level between the workers and the central service managers. The following replies demonstrate this communication gap, where the employers ask for competences included in MAIS, but at a lower level.

E4

Statistical skills are called for, which are possibly comprised in the module on research methods. Project management competences are also required since projects frequently need to be developed, where the funds are available. But the strategy is lacking.

E1

In terms of the organisation of library work, two areas that are lacking in Italy need to be developed:
- *problem solving in reorganising the library services*
- *organisational charts and staff structures in the hybrid library*

In short, it would be useful to teach the students skills related to personnel reorganisation, so as to stimulate growth among the staff, reshuffling, and above all knowing how to delegate.

One of the employers interviewed was able to grasp the methodological aspects of the Masters, and while appreciating them, considered them inappropriate to the Italian situation.

E5

The MAIS course is a type of study that provides a method. The educational objectives are influenced by the model of the English-speaking countries, that we are all expected to take inspiration from. But the fact is that our reality is different, and the need for scientific method and the need to take inspiration from research criteria is not felt. This scientific approach can sometimes cause problems for those who attempt to apply it: in the first place, it's not called for, and then it is considered too ideological, too theoretical.

In the public libraries, the MAIS approach is considered decidedly too advanced:

E6

In effect, a course such as the MAIS, focused on the need for change, is a theoretical model that is too advanced.

So what are the educational requirements that are considered necessary for the public libraries? Experimentation is preferred to a methodological approach.

E6

Participation in the life of the community, via an analysis of needs implemented through an intuitive rather than an academic approach.

And when the MAIS students are themselves employers? The situation of the working context appears to set major obstacles to those who want to implement change.

E7

I feel that it's all connected with the layout designed for the university by the Vice Chancellor, who has been at the helm for years. There's a process of reorganisation that ought to redistribute responsibilities and the respective allowances in course since 2002 (unless I'm mistaken, maybe even earlier), which seems to be never-ending. Anyway, what's already become clear is that we can say goodbye to any arrears and that, following the various economic manoeuvres, any allowance will be little more than symbolic.

Our Vice Chancellor has kept all the EPs (Top Professionals) on minimum salary while awaiting the "reorganisation", so that, with the management of around 800,000 Euro a year, 18 members of staff (many part time), 4 persons from a co-operative and around 40 student collaborators for 150 hours, with ultra-complex processes under way (first and foremost automation, but also others) my salary is around 1,850 Euro (some people say there's even the possibility that it will be reduced, since new EP positions have been created and the resources are the same, or even lower).

But is it really true that the employers are not aware of the skills acquired by the librarians working for them? The feedback from the employers can be broken down into three types of response:

- I don't know, the librarians aren't directly answerable to me;

- Yes, their professional skills have undoubtedly been enhanced;
- No, I see no evidence of improvement due to the course.

The first "don't know" reply highlights the organisational situation that prevails in library work, with a decentralisation of the management of the human resources and a central co-ordination limited to the acquisition of the collections. This response also indicates the weakness of the library system managers, who have little decision-making autonomy, having to share the organisational choices with other figures.

The second response "yes, enhancement has been noted" led directly to another question: "Why then has there not been formal recognition of this?" The answer to this second question brought to light two types of problems:

- first problem is related to the organisational context, which blocks the manager who would like to reward and valorise the employee;
- second problem, which nevertheless calls up the need for further reflection, is that there appears to be a problem of communication between managers and employees.

Undoubtedly, even the acknowledgement of esteem can encourage the employee, aside from any formal assignment or increase in salary. The table below compares the comments of the MAIS students and their employees:

Table 7.1 Compared comments of MAIS students and their employers

Comments of some of the MAIS students	Comments from their employers
Colleagues and management don't really understand or pretend not to understand, but my job has actually improved. This is personally very satisfying to me, because I feel I make a better contribution.	..I observed greater confidence in tackling even the more complex problems, and a greater readiness to address the challenges that I continually face her with.
I have not had any recognition; either in economic terms or those of career advancement...This is almost like a form of mobbing, of rejection.	*..she undoubtedly has natural gifts of great intelligence and targeted skills that have been enhanced by the MAIS studies...*

The third type of reply "no evidence of improvement" could indicate a series of underlying problems, such as:

- the objective difficulty of correlating the achievement of learning outcomes to participation in the MAIS, which was discerned in the replies of many of the employers;
- the tendency, unfortunately very widespread in Italy, to consider university education as useless;
- feeling of envy for university education on the part of employers who do not themselves have any specialist academic qualification.

7.3 International recognition and the MAIS

The MAIS course has a dual value, since it is both an Italian and an international qualification. As a joint course run by the University of Parma and the University of Northumbria, it is recognised in both countries. Moreover the MAIS has been accredited by CILIP, the English professional association, which has a co-operation agreement with the other countries that are accredited by professional agencies for an automatic recognition of the qualification. The value of the qualification, and its recognition, is therefore very important at international level. Although the initial phase of the agreement between the partners was laborious, seeking to implement the best practices for the achievement of the Bologna objectives, the problems of non-recognition were not completely resolved. The problems encountered for the recognition of the qualification obtained at the end of the MAIS are restricted to the Italian students, and do not affect the students going to work abroad (10% of the 3 intakes), who had no difficulty obtaining recognition of the qualification awarded.

The value of the MAIS has instead not had its due recognition in Italy. Below we describe the problems encountered in Italy in relation to the individual employment scenarios in which the MAIS students found themselves working.

7.3.1 Work environment scenarios

The difficulties encountered by the Italian students were not unforeseen even by the organisers of the course. To illustrate the obstacle, the researcher has selected three students, with different work environment scenarios. They were selected for an in depth interview, which was trying to understand the difficulties they have encountered.

7.3.1.1 Case 1 New professional

S16 was one of the youngest and most motivated students on the MAIS. After having attempted without success to find a job in a library for four years, she eventually found a job in another sector. The MAIS was not evaluated for the purposes of a new job. The reason for the non-recognition of the MAIS was connected with the limitations posed by existing legislation, which does not demand postgraduate training for entering the profession, but even more to the lack of transparency of the selection criteria decided by the Competition Boards for passing the examination needed to enter into a work place.

To the question: Why did you make this decision of changing work sector? Was due to the low level of qualification demanded of a librarian in Italy?

S10 replied:

YES, ABSOLUTELY! DEPRESSING, DEMOTIVATING, THIS WAS MY EXPERIENCE:

-Internship at a Public Library and then cataloguing remunerated from a private Fondation (paid directly by private budget). Me and two friends of mine… all three graduates with final thesis in library science, and me with our Master too… so what do they say in the library???
Well, yes you are needed but the City Council doesn't hold job competitions… Result:
new people kept arriving from the registry, from the cemetery office... people with no skills put on the information desk and … trainees with no qualification set to catalogue sixteenth-century books...
And us?? Sent home..........

– A University Library (under the umbrella of the Ministry of University) same   story...
Suffice it to say that there are people working there that don't know what a catalogue is, that talk about "old books, that should be thrown away", referring to incunabula… that don't know how to use a PC!!! But there too, all the competitions are internal....

– Library of the Faculty of Literature and Library of the Faculty of Economics...I worked there as cataloguer, on the information desk, and as a trainer of cataloguers ...always temporary contracts ...It was a depressing environment, to the extent that I couldn't find it in me to enter the competition...Most of the staff just try to do as little as possible, the information desk doesn't exist, etc...Really depressing.... I did try to change things, but.... Suffice it to say that after 1 month my colleagues forced me to take my coffee break like the rest (I hadn't been doing this, first because I don't drink coffee and second because I liked working and didn't feel the need for a break...) because someone had said that I was the only one doing any work in there. Then, I did try to introduce new ideas, but I was told that the objective was to do as little as possible, not to create problems....

- University teaching was wonderful, but...the first year I had a contract and money, the second only money, the third and fourth nothing...

AND THEN, THE TRUTH IS THAT I TOO CHANGED.... I wanted to live more serenely, to work but also to have free time... I think it's normal ....

Trying to understand the choice of other job sector, the researcher asked: Do you have better career prospects in other sectors?

Well not exactly career, but in other sectors (cultural foundation, maritime agency, newspaper editorial office) you usually get a salary for your work, you have hours, leave, paid holidays etc....

In the university none of this exists!! In the library yes, if you manage to get in, but in the library they recruit people with middle-school or at most secondary-school leaving certificates... and, more important, people who know nothing and have no ideas, so that they don't make trouble ...

TO SUMMARISE ...I'd like to work in a library and even more in a university but... only if they were to offer human working conditions!!

That is:

working hours and wages

recognition of qualifications

space for ideas and innovation

Do you see what I'm saying?? They should be desperate to have competent

people, instead of which ...they say you're overqualified (= we have to pay

you, you have ideas, you would rock the boat ...)

7.3.1.2 Case 2: Changing a job

The case of S17 is particularly telling. S17 has changed jobs various times, seeking to attain a better work situation thanks to the skills acquired through the Master. She has moved from public bodies to private organisations and recently back to public institutions again. She demonstrates that the professional system is very rigid, and it's hard to pass from one job to another and from the public to the private sector. Each time you have to start your career from scratch, without the chance of having the skills acquired recognised.

First, she worked in a software house selling an LMS. This gave her the chance to hold courses in the use of the software for libraries, so that she became familiar with the situation of Italian libraries. Although officially her assignment was limited to technical training in how to use the software, in practice she also always had to train in the library-related content too, in response to the knowledge gaps revealed by the librarians taking part in the courses. During these courses, the librarians recognised her professional competences, and continued to collaborate with her for the application of the software in their activities. However, the software house did not acknowledge this role as teacher or accept her suggestions on how to improve the organisation of the tutorials and customer relations, relegating her to a low status role. For this reason, soon after finishing the Master, she decided to look for another job.

She joined an Italian University Consortium, supporting the activities of the Consortium for library automation. While this role was perfectly adapted to her competences, as system librarian she had very limited responsibility, having to answer to two decisional levels above her in the hierarchy. Unfortunately, these decision-makers were unable to recognise her advanced competences. Subsequently the Consortium announced a vacancy at a higher level for exactly the job she had actually been doing, albeit on a temporary basis. The situation came to the crunch when she demanded the position, but the administration decided against her. Another person was selected for the job, who

had no academic qualifications, such as a Master, and with less experience. In addition, she had no support from anyone in the institution, including the trade unions.

After this, she started to look for a new job, applying for various positions in university libraries, even at beginner level, and also participating in the competitions for teaching posts in schools. This was a very distressing situation, and she found herself competing against much younger people just starting work, with less knowledge than she had, and no experience.

She then got a temporary job in a University, at an unqualified rather than professional level. The library Director assigned her this low-level position without considering her competences. Recently she has found a job at another University, at the same low level but not temporary, to which she is now moving. Her situation will not change very much, except that this is a permanent and hence more secure position.

This case brings several issues to the fore. The candidate was able to move from one job to another, but only by starting again at the bottom of the career ladder, and without any recognition of the Masters. In none of the positions she filled were her capacities exploited by the employers, who simply wanted her to stay in her place. Even though S17 has chosen to leave the private sector to work in the public sector that offers greater job security, she nevertheless claims that the private sector is much better than the public.

What appears strange is that while many libraries are outsourcing their services, the relations between public and private continue to be distant. The disadvantages that can be highlighted are that the public institutions consider that the private firms are focused on profit, while the private firms are not stimulated to invest in libraries, in view of the economic uncertainty of the sector.

7.3.1.3 Case 3: Career progression

Despite the situation described, a minority of the MAIS students did actually achieve career advancement, while remaining in the jobs they had on completion of the MAIS, as a result of recognition of the qualification obtained. This was evidenced by the CENSIS customer satisfaction survey, which indicated that 26% of the students have had progression in career. This was the case in fortunate situations, such as that of the

Lombardy Regional Authority, or also in the situations described above, as a result both of the professional competences acquired and the personal characteristics of the individuals involved. S16 has obtained recognition of the MAIS qualification for career advancement.

S16

At the time of the internal competition –which I then won – my MAIS was assessed as postgraduate training under the heading "cultural and professional qualifications". The competition rules scheduled a maximum of 4 points for such qualifications, in practice the same as a first degree. In my opinion the value assigned to the Master for assessment purposes, in line with the rules for vertical advancement in force since 2006 (I know that it has since been amended, but not whether the amendments have been definitively approved) is fairly appropriate. What's not right, instead, is the weight attributed to the heading "cultural and professional qualifications" in which academic qualifications and publications are included: the maximum score that can be achieved is 11 points. The weight of other categories unrelated to the acquisition of certified professional competences is much higher: for example length of service is attributed 4 points (the same as having obtained the MAIS!) and a generic certification of quality (in practice attributed to all employees) no less than 9 points.

The arrangement seems to me to be inspired by the usual levelling-out concept that fails to valorise the professional competences and the capacities acquired, which instead ought to have a decisive weight in the attribution of co-ordination roles: nevertheless in my experience I have to say that the difference of the 11 points (MAIS + degree + publications) in the end had a decisive impact in the composition of the ranking. I believe that the Master was a decisive factor in the competition: without the Master I would not even have had any publications to my name, nor would I have had the chance to talk at seminars or to hold training courses (all elements that I was able to include in the application and which yielded a number of points). Undoubtedly my written test would also have been less brilliant. In effect, it is very easy to notch up "basic" points, through length of service, certificates of merit etc. , it's sufficient to have worked and not made any serious errors. Hence in this section, almost all the candidates end up in more or less the same position: in

the end it's the professional contents that make the difference, obviously as long as the competitions are not manipulated...

This experience leads us to reflect on the importance of personal characteristics in success, even in situations that are objectively difficult.

The first consequence of the difficulty of finding a suitable job is the tendency to remain where one is, or – as in the case of some of the best and most motivated of the MAIS students – to move out of the library sector altogether.

S10

At present I am developing overall multitasking, new work methods and reflective learning. In the future I would like to change my workplace so as to be able to apply my new abilities and skills

S7

It did not have a direct impact, but it helped me to choose a different working environment, and a different professional role. When I started the MAIS I was a librarian working mainly in public libraries, now I work as information manager in a private company.

In terms of career advancement too, the MAIS did not prove generally useful. Following the *ESG Guidelines* of the BP, employability was included among the learning outcomes of the course. More specifically, this outcome was indicated as a new job, or as an improvement or promotion in the previous work situation of the MAIS student. The question to students was:

What was the impact of MAIS in your workplace?

Career improvement

Recruitment in new workplace

Most of the MAIS students did not attain any promotion:

S15

Colleagues and management don't really understand or pretend not to understand, but my job has actually improved. This is personally very satisfying to me, because I feel I make a better contribution.

S18

I have not had any recognition, either in economic terms or those of career advancement. Nor have I had any increase in responsibilities from the University Library System, which I would like to have had, even without extra salary. This is almost like a form of mobbing, of rejection.

S19

Leaving aside the stimulus and the personal satisfaction, unfortunately the impact on my career has been nil. I would note that elsewhere (e.g. Brazil) when you obtain a postgraduate qualification there is an automatic increase in salary. In the Italian universities, or at least the one I work in, nothing at all happens.

Some of the MAIS students have experienced career advancement, albeit not linked to the completion of the Master:

S4

No, since the Master is rated very low in the evaluation of my career, and even if I am in second place in the ranking of the librarians, this makes no difference since all the people on the list have achieved the same level and position.

S12

I have actually had a career advancement, which possibly did not depend on my attendance at the Master; anyhow, the Master helped me relate more empathetically to colleagues, to see things from different viewpoints, share ideas and projects

One of the consequences of this low-level professional placement is the under-utilisation of the MAIS students, who are not entrusted with the greater responsibilities that they would be capable of addressing with the skills acquired.

S4

What I learned is difficult to apply, as the level generally requested here is much lower than that which I have achieved with the Master

S18

It is possible to apply the principles only partially, in the restricted area of your competence. Our context has a different organisation, with different levels of responsibility, and obstacles to communicating between them.

The MAIS students that have communication problems and isolate themselves are undoubtedly penalised:

S4

I am reflective and able to analyse the impact of different solutions. But this is something that the Library administration is not interested in.

In the discussion with some of the students during a follow up interview, it was evidenced that the capability of adapting to complex context should have been done better in MAIS and more time should have been dedicated to the reflective practitioner, even in the most difficult working situations.

S9

So, so (In my opinion it depends mainly on the "atmosphere" of the workplace). No (but I think that this is largely due to personal reasons and the fact that the training on this competency was too short… these things are a natural gift or… simply take time and a lot of practice!)

Above all, the professional sphere should not be restricted to the library ambit. One of the questions posed by the research was: Can we say that the profession is international?

The evidence appears to demonstrate that in Italy the profession is not international. As a result of this situation, only the MAIS students who chose to work abroad benefited from the due recognition of the qualification obtained. Those students choosing to look for a job abroad or continuing education in European LIS schools had full recognition of the MAIS Masters credits.

S8

The MAIS qualification can be useful for an international application

S14

I realised that I had no career prospects in the library where I worked. Even my manager could not help me, but could only compliment me and send me to conferences as a consolation prize. I decided to take part in the competition for the European Commission, and here during the selection for a post I found that one member of the selection board had also done the master at Northumbria.

Nevertheless, many of the MAIS students have been able to demonstrate the professionalism attained by taking an active part in the national and international debate.

What can we say is the true added value of an international course such as the MAIS? Undoubtedly an opening-up to the international professional scene, which the MAIS students are qualified to enter as recognised valued professionals. For some students, the MAIS stimulated participation in national conferences and the publication of articles in Italian journals. For all the MAIS students the Master opened up the national boundaries with the possibility of making fruitful contacts with professionals in other countries. Many MAIS students have launched important international collaborations:

S5

No direct impact, but greater visibility as a professional outside the workplace and collaborations for other projects in education, training and publishing

S18

Yes, I was able to communicate even with experts at international level, such as Paul Kantor, Carol Gordon, Rod Stodd

7.4 Conclusion

The case of the MAIS has shown that a quality, accredited course is not generally recognized in the Italian labour market. The research has highlighted the fact that the focus of the BP in Italy is limited to the structure of the courses, and the successes achieved so far have been largely restricted to administrative aspects, but have left

unchanged – if not actually made worse – the quality of university education and the recognition of the academic qualifications.

The application of the BP in Italy has failed to involve important stakeholders, such as employers and the professional associations. Nevertheless, all the stakeholders engaged in training and in the profession have to be involved (see Chapter 5).

This raises questions about the major emphasis that the Ministry for the University gives to the employability of the qualification. The labour market in Italy is changing, thanks to the enhanced autonomy of the institutions and the Regional Authorities in recruitment and the criteria for career advancement. We also have to observe that the situation is better in the private than in the public sector, which is currently dominated by a lack of transparency in the criteria for recruitment and promotion. However, what the two working ambits share, at least in the experience of the MAIS students, is the non-recognition of the advanced competences acquired through the Masters. This anomaly renders the potential relationship between the university and the world of work controversial.

The problem in Italy appears to be that the world of work demands a professional level that is lower than the academic. Nevertheless, it seems that these qualities are not understood by the employers, who often do not have these skills or a LIS academic background themselves. Finally, apropos recognition of the role of the professional associations appears to be weak. There is instead a major trend, driven by professional associations, towards certifying the professionalism acquired in daily practice as opposed to the recognition of academic qualifications. The professional associations are contributing in this way to lowering the level of the professionals.

Undoubtedly MAIS stimulated students to an opening-up to the international professional scene. For some students, the MAIS stimulated participation in national conferences and the publication of articles in Italian journals. What sort of profession can we map out for the Italian librarian? A profession based solely on everyday practice (vocational)? Or an academic profession (the reflective practitioner)? Or even no profession at all?

References

Abdullahi, I. and L. Kajberg (2004). "A study of international issues in library and information science education: survey of LIS schools in Europe, the USA and Canada." New Library World 105: 345-356.

Abdullahi, I., L. Kajberg, et al. (2007). "Internationalisation of LIS education in Europe and North America." New Library World 108(1/2): 7-24.

Adam, S. (2004). Using learning outcomes. A consideration of the nature, role, application and implications for European education of employing 'learning outcomes' at the local, national and international levels. Edinburgh, UK-Bologna Seminar: 30.

ALIA. (2003). "Library and information sector: core knowledge, skills and attributes." from http://www.alia.org.au/policies/.

Association of College and Research Libraries (1992). "Education for professional academic librarianship." C&RL News October 1992: 590-591.

Audunson, R., R. Nordlie, et al. (2003). "The complete librarian – an outdated species? LIS between profession and discipline." New Library World 104(1189): 195-202.

Baldacchini, L. (2004). Preparare i professionisti dell'informazione. Conclusioni. To prepare the new Information Professionals, Parma, Casalini.

Balino, F. (2003). Preparare i nuovi professionisti dell'informazione: come? To prepare the new information professionals, Parma, Casalini.

Berger, F. (2001). "Europa ante portas: riflessioni sull'offerta formativa delle università italiane con la'vvio del sistema 3+2." Bollettino AIB 41(4): 481-492.

Berlin Communique (2003). Realising the European Higher Education Area. Conference of Ministers responsible for Higher Education. Berlin: p. 1-9.

Bloom, B. (1964). The taxonomy of educational objectives. London, Longman.

Boaz, M. (1986). "International education: an imperative need." Journal of education for library and information science 3(Winter): 165-170.

Bologna Declaration (1999). Joint Declaration of the European Ministers of Education. Ministers of the European Ministers of Education. Bologna.

Bologna Process. (2007). "Official Website 2007-2009. From London to Benelux. Italy." from http://www.ond.vlaanderen.be/hogeronderwijs/bologna/links/Italy.htm.

Bologna Process. (2007-2009). "Bologna work programme." from http://www.ond.vlaanderen.be/hogeronderwijs/bologna/ActionLines/QA.htm.

Boretti, E. (2005). Biblioteche pubbliche: una nuova domanda di formazione per nuovi profili professionali. Professione bibliotecario. Come cambiano le strategie di formazione. C. Federici, M. L. Trapletti and C. Gamba. Milano, Bibliografica.

Brine, A. and J. Feather (2003). "Building a skills portfolio for the information professionals." New Library World 104(1194/1195): 455-463.

Campbell, C. and M. C. Van der Wende (2000). International initiatives and trends in quality assurance for European Higher Education. Helsinki, ENQA.

CENSIS (2007). Customer satisfaction e placement del Master Internazionale in Scienze dell'Informazione e della Comunicazione. Roma, CENSIS.

CERTIdoc Consortium (2003). General rules. European system of certification of information professionals. Paris, CERTIdoc Consortium: 17.

CERTIdoc Consortium (2004). Accreditation of assessors and constitution of juries. European system of certification of information professionals. Paris, Certidoc Consortium: 7.

CERTIdoc Consortium (2004). Euroguide LIS: competencies and aptitudes for European information professionals. 2nd entirely revised edition. Produced with the support of the European Commission, as part of the Leonardo da Vinci program. Paris, ADBS.

CERTIdoc Consortium (2004). Evaluation guide. European system of certification of information professionals. Paris, CERTIdoc Consortium: 7.

Charmaz, K. (1995). Grounded theory. Rethinking methods in psychology. J. A. Smith, R. Harre and L. V. Langenhove. London, Sage: 29-49.

CHEA (2003). Statement of mutual responsabilities for student learning outcomes: accreditation, institutions and programs. US, Institute for Research and Study Accreditation and Quality Assurance. Council of Higher Education.

CILIP (1992). The framework for continuing professional development. London, CILIP: 38.

Colarusso, P. (2008). Riconoscimento della professione e ruolo AIB. Transcript of interview.

Costa, G. (2001). "La formazione a distanza come metodo di aggiornamento continuo nella professione bibliotecaria: un'analisi comparativa delle offerte didattiche in Italia e nel mondo anglo.americano

http://www.spbo.unibo.it/bibliotime/num-iv-2/costa.htm." Bibliotime 4(2).

Council of Europe (2002). Recognition issues in the Bologna Process. International seminar, Lisboa, Fundação Calouste Gulbenkian, 11 – 12 April 2002. Lisbon, Councl of Europe.

Creswell, J. (1998). Qualitative inquiry and research design: choosing among five traditions. Thousand Oaks, Sage.

Cronin, B. (1982). The education of Library-Information professionals: a conflict of objectives? London, Aslib.

Dalton, P. and K. Levinson (2000). An investigation of LIS qualifications throughout the world. 66th IFLA Council and General Conference, Jerusalem, 13-18 August.

Dervin (1983). Information as a user construct: the relevance of perceived information needs in synthesis and interpretation. Knowledge structure and use: implications for synthesis and interpretation. S. A. Ward and J. Reed. Pittsburgh, Temple University Press: 153-183.

Dey, J. (1993). Qualitative data analysis. a user friendly guide for social scientists. London, Routledge.

Diozzi, F. (2006). "Certidoc Italia: la via della certificazione." Biblioteche oggi: 24-30.

EBLIDA and EUCLID (2007). Librarian@2010. Educating for the future. Joint EBLIDA and EUCLID Conference on education, Lisbon, September 2007.

ENIC-NARIC net. (2008). "Gateway to recognition of academic and professional qualifications." from http://www.enic-naric.net/.

ENQA (2002). Benchmarking in the improvement of Higher Education. Helsinki, ENQA.

ENQA, ESIB, et al. (2005). Standards and Guidelines for Quality Assurance in the European Higher Education Area. E4 report, ENQA.

European Commission (1998). Council recommendation European co-operation in quality assurance in higher education. Brussels, Council.

European Commission (2005). EU directive 36/2005 (so-called qualifications).

European Commission (2005). Towards a European Qualifications Framework for lifelong learning. Bruxelles, European Commission.

European Commission. (2007). "The Bologna Process: towards the European Higher Education   Area."   from http://ec.europa.eu/education/policies/educ/bologna/bologna_en.html.

European Commission. Irish Presidency Conference (2004). Towards 2010: common themes and approach across Higher Education and Vocational Education and Training in Europe. Background research paper. Dublin, Irish Presidence Conference: p. 116.

European Foundation for Quality Management (1992). Total Quality Management. The European Model for Self-Appraisal. Guidelines for Identifying and Addressing Total Quality Issues, EFQM.

European Masters new Evaluation Methodology (EMNEM) (2006). Guidelines for quality enahncement in European Joint Master Programmes. Brussels, EUA.

European University Association (2004). Developing Joint Masters Programmes for Europe: results of the EUA Joint Master Programme. Brussels, EUA.

Fang, G. R., P. Nauta, et al. (1987). "Guidelines to equivalence and reciprocity of professional qualifications." IFLA journal 13(2): 133-140.

Fang, J. R. and P. Nauta (1987). "Guidelines to equivalence and reciprocity of professional qualifications." IFLA journal 13(2).

Federici, C., C. Gamba, et al., Eds. (2005). Professione bibliotecario: Come cambiano le strategie di formazione. Milano, Bibliografica.

Federici, C., G. Gamba, et al. (2005). Professione bibliotecario: Come cambiano le strategie di formazione, Milano, Bibliografica.

Finocchietti, G. (2007). QA in Italian HE education. Transcript of interview.

Fischer, B. (2007). Inspiring our professional growth by researching our professional practice. Librarian@2010. Educating for the future, Lisbon.

Fisher, B. (2003). "Skills for the future information professional; the role of

individuals, educators, professional bodies." Impact. The Journal of the CDG 6(6): 66-69.

Flick, U. (2002). An introduction to qualitative research. (2nd ed.). London, Sage.

Galluzzi, A. (2005). "A proposito di biblioteconomia e scienze sociali." Bollettino AIB: 227-234.

Glaser, B. G. and A. L. Strauss (1967). The discovery of grounded theory. New York, Aldine.

Gola, M. (2000). Accreditamento e valutazione nel sistema universitario. Convegno: Il cambiamento nell'università italiana: opportunità, rischi, prospettive, Siena, 14 ottobre.

Gorman, G. E. and P. Clayton (2005). Qualitative research for the information professionals: a practical handbook. London, Facet.

Gorman, M. (2004). "Whither library education?" New Library World 105(1204/1205): 376-380.

Grilli, M. (June 6th, 2008). "Concorsi per bibliotecari." Bibliotecari Italiani <AIB-CUR@list.cineca.it>, from http://list.cineca.it/archives/aib-cur.html.

Harvey, L., Ed. (1993). Quality assessment in Higher Education: collected papers of the QHE Project. Birmingham, QHE.

Harvey, L. (1995). "Beyond TQM." Quality in Higher Education 1(2): 123-146.

Harvey, L. (2001). The British experience in assessing competence. Assessing Student Competence in Accredited Disciplines: pioneering approaches to assessment in higher education. C. A. Palumbo and T. W. E. and Banta. Sterling, Virginia, Stylus: 217–43.

Harvey, L. (2002). "The End of Quality?" Quality in Higher Education 8(1): 5-22.

Harvey, L. (2002). Quality evaluation: some international trends. Norwegian Higher Education Conference, Oslo, 22–23 January, 2002.

Harvey, L. (2003). Accreditation as a power: views of academics, Rome, CRUI.

Harvey, L. and D. Green (1993). "Defining quality." Assessment and evaluation in Higher Education 18(1): 1-16.

Harvey, L. and S. Mason (1995). The Role of Professional Bodies in Higher education Quality Monitoring. Birmingham, QHE.

Herget, J. (2003). Excellence in learning environments. Implementing a quality management system for enabling and institutionalising continuous advancement. Euclid and Alise joint meeting, Potsdam.

Huckle, M. (2002). "Driving Change in the Profession: Subject Benchmarking in UK Library and Information Management." Libri 52(4 December): 209-213.

IFLA. Education and Training Section (2007). World Guide to Library and Information Science Education. Munchen, SAUR.

IFLA. Education and Training Section and A. M. Tammaro (2005). Report on quality assurance models in LIS programs, IFLA.

IFLA. Section Education and Training (1995). World Guide to Library and Information Science Education. Munchen, SAUR.

IFLA. Section Education and Training (2000). Guidelines for Library Information Educational Programs, IFLA.

Ingrosso, R. (2003). Formazione di base e formazione continua in Italia: percezione dei bisogni formativi dei bibliotecari dell'Università. Preparare i professionisti dell'informazione, Parma, Casalini; Università di Parma.

ISO. (2000). "Management standards." from http://www.iso.org/iso/iso_catalogue/management_standards.htm.

Italia. Government Presidency (2008). Legge finanziaria dello Stato.

Johnson, I. M. (2000). "The role of associations of information and library education in teaching and research." Education for Information 18(3/4): 201-20.

Johnson, I. M. (2005). "In the middle of difficulty lies opportunity "-using a case study to identify Critical Success Factors contributing to the initiation of international collaborative projects." Education for Information 23(1/2 March): 9-42.

Johnson, I. M. (2006). LIS quality indicators. Transcript of interview.

Kajberg, L. (2002). "Cross-country partnerships in European library and information science: education at the crossroads." Library Review 51: 164-170.

Kajberg, L. (2003). "Cross-country partnerships in international library and information science education." New Library World 104: 218-226.

Kajberg, L. (2003). "A Survey of Internationalisation Activities in European Library and Information Science Schools." New Review of Information and Library Research 9: 25-60.

Kajberg, L. and L. Lorring, Eds. (2005). European Curriculum reflections on Library and Information Science Education. Copenhagen, Royal School of Library and Information Science.

Khoo, C., S. Majid, et al. (2003). "Developing an accreditation system for LIS professional education programmes in Southeast Asia: issues and perspectives." Malaysian Journal of Library and Information Science 8(2 December): 131-149.

Knight, J. (1997). Internationalisation of higher education: a conceptual framework. Internationalisation of Higher Education in Asia Pacific Countries. J. Knight and H. de Wit. Amsterdam, European Association for International Education.

Knight, J. (2003). Internationalization of Higher Education. Practices and Priorities: 2003 IAU Survey Report. Paris, IAU.

Knight, J. and H. De Wit, Eds. (1999). Quality and internationalisation in higher education. Paris, OECD IMHE.

Konrad, J. (1997). "Assessment and verification of NVQ: policy and practice." Journal of vocational education and training 52(2): 228-242.

Kuhn, T. S., Ed. (1970). The structure of scientific revolutions. Chicago, UNiversity of Chicago Press.

Lampercht, J. L. (1992). ISO 9000, preparing for registration. Milwaukee, ASQC.

Lazar, D. (1998). Selected issues in the Philosophy of Social Science. Researching Society and Culture. C. Seale. London, Sage: 8-22.

Levasseur, D. (1996). "Les normes ISO 9000 d'assurance qualite et la gestion des documents

The ISO 9000 standards for quality assurance and the management of documents." Argus 25(2): 13-21.

Lincoln, Y. and E. G. Guba (1985). Naturalistic inquiry. Beverly Hills, Sage.

Lux, C. (2008). Equivalency and recognition of qualifications in LIS. Transcript of interview.

MA/MSc International Information Studies. MAIS (2001). Programme detailed specification.

MA/MSc International Information Studies. MAIS (2003). Unit review summary Module LI753.

Maffei, L. (2005). Il percorso AIDA per la certificazione. Certificazione degli specialisti dell'informazione: opinioni ed esperienze dall'Europa, Roma, 13 maggio 2005, AIDA.

Maffioli, F., and Augusti, G. (2003). "Tuning Engineering Education into the European Higher Education Orchestra." European Journal of Engineering Education 28.: 251-273.

Magistà, A., Ed. (2007). Lavoro e Master. 2007-2008. La Repubblica. Grandi guide Career Book. Milano, La Repubblica in collaborazione con CENSIS e SOMEDIA.

Mann, C. and F. Stewart (2000). Internet communication and qualitative research: a handbook for researching online. London, Sage.

Marshall, J. (1997). "Librarianship as a profession in Italy." Journal of Librarianship and information science 29(1): 29-37.

Maykut, B. and R. Morehouse (1994). Beginning qualitative research: a philosophical and practical guide. London, Farmer Press.

Melia, K. M. (1997). Producing plausible stories: interviewing student nurses. Context and method in qualitative research. G. Miller and R. Dingwall. London, Sage: 26-36.

Mellon, C. A. (1990). Naturalistic inquiry for Library Science: methods and applications for research, evaluation and teaching. London, Greenwood.

Merriam, S. (1988). Case study research in education: a qualitative approach. San Francisco, Jossey Bass.

Miccoli, S. (2005). "Questioni di epistemologia biblioteconomica." Bollettino AIB(4).

Ministero dell'Università e della Ricerca. MIUR. (2000). "Numerazione e denominazione delle Calissi delle Lauree." from http://www.miur.it/0002Univer/0021Offert/0093Classi/index_cf2.htm.

Ministero dell'Università e della Ricerca. MIUR (2007). Master Internazionale a distanza in Biblioteconomia. Relazione finale.

Myburg, S. (2005). New Information Professionals. London, Chandos.

Myburg, S. (2007). LIS education quality in international courses. Transcript of interview.

Norris, N. (1991). "The trouble with competence." Cambridge Journal of Education 21(3): 331-341.

OECD (1999). Quality and internationalisation in Higher Education. Paris, OECD.

OECD (2003). OECD/Norway forum on Trade in educational services: managing the internationalisation of post-secundary education. Trondheim, OECD. Center for Educational Research and Innovation (CERI).

OECD (2004). Internationalization and Trade of Higher Education - Challenges and Opportunities. Paris, Organization for Economic Co-operation and Development.

Petrucciani, A. (2001). "La laurea in biblioteconomia: finalità e prospettive dei nuovi ordinamenti universitari." Bollettino AIB 41(2): 145-155.

Petrucciani, A. (2003). "Professione bibliotecario: formazione, occupazione, prospettive." Economia della cultura 3: 401-406.

Petrucciani, A. (2004). Formazione, occupazione e professione. Rapporto sulle biblioteche italiane 2001-2003. V. Ponzani: 110-119.

Petrucciani, A. and V. Ponzani (2003). "Dibattito sulla formazione: incontro con Alberto Petrucciani." AIB notizie(3): 8-11.

Petrucciani, A. and S. Turbanti (2001). "I corsi universitari dopo la riforma: per un'analiosi dei contenuti delle offerte didattiche." Bollettino AIB 41(4): 493-500.

Pickard, A. (2007). Research methods in information. London, Facet.

Popham, W. J. (1978). Criterion referenced measurement. Englewood Cliffs, NJ, Prentice Hall.

Pors, N. (1992). "The education of librarians and the labour market." New Library World 93(4).

Pors, N. (2002). LIS education quality. Transcript of interview.

Powel, R. A., H. M. Single, et al. (1996). "Focus group in mental health research: enhancing the validity of user and provider questionnaire." International Journal of Social Psychology 42(3): 193-206.

Quality Assurance Agency. QAA (2003). QAA audit of collaborative link with Università degli studi di Parma. Commentary.

Qvtorp, L. (2007). Keynote address. Cooperation between academia and practice. Librarian@2010. Educating for the future, Lisbon.

Ragin, C. (1992). What is a case? C. Ragin and H. S. Becker. Cambridge, Cambridge University Press: 1-18.

Ramsden, P. and E. Martin (1995). "Recognition of good university teaching. Policies from an Australian studies." Studies in Higher Education 21(3): 200-315.

Regione Lombardia, Istituto regionale lombardo di formazione per la pubblica amministrazione, et al. (2003). Le professionalità operanti nel settore dei servizi culturali: le biblioteche lombarde

Documentazione disponibile a:

<http://wai.lombardiacultura.it/lib/2017/Satef.zip>.

Rittberger, M. and M. Schmid (2003). Certification of Information professionals in Europe: CERTIDoc project: Inquiry. Berlin, Deutsche Gesellschaft fur Informationswissenschaft und praxis (DGI): 63.

Roxas, S. A. (1972). Library education in Italy: an historical survey, 1870-1969. Metuchen, N.J., Scarecrow Press.

Salarelli, A. (2008). Biblioteche ed identità. Milano, Bibliografica.

Saracevic, T. (1994). "Closing of library schools in North America: what role accreditation?" Libri 44(3): 190-200.

Schmeck, R. (1988). Learning strategies and learning styles. Perspectives on individual differences. New York, Springer.

SEFI. (2002). Bologna Spirit in Two Tier Engineering Education Curricula Development. SEFI CDWG Conference in collaboration with Activity 1 of Thematic Network E4, Vilnius Gediminas University, 17-19 May.

Solimine, G. (1988). "L'identità del bibliotecario: un tema da discutere; Teoria e prassi nei corsi di formazione professionale; Un'esperienza originale; Spie in biblioteca." Biblioteche oggi 6(4): 109-111.

Solimine, G. (2008). LIS in Italy. Transcript of interview.

Special Libraries Association (2004). Competencies for Special Librarians of the 21st Century, SLA.

Spinello, A. (2005). Ruoli e competenze del Systems librarian, Library Manager e System manager. Primi risultati di un'indagine in Italia. IT profiles and curricula for libraries, Parma, 13-14 October, University of Parma.

Stake, R. E. (1994). Case studies. Handbook of qualitative research. M. K. Denzin and Y. Lincoln. Thousand Oaks, Sage: 236-247.

Stake, R. E. (1995). The art of case study research. Thousand Oaks, Sage.

Stake, R. E. (2003). Case studies. Strategies of qualitative inquiry. M. K. Denzin and Y. Lincoln. Thousand Oaks, Sage: 134-.

Stockholm Conclusions (2002). Seminar on Joint Degrees within the framework of the Bologna Process. Stockholm, 31 May 2002.

Strauss, A. L. (1987). Qualitative data analysis for social scientists. Cambridge, Cambridge University Press.

Tammaro, A. M. (2001). Towards internationalisation of LIS schools: an introduction. Towards internationalisation of LIS schools, Parma, 18 marzo 2001, Casalini Digital.

Tammaro, A. M. (2003). L'insegnamento universitario delle discipline dell'informazione dopo la riforma della didattica. VII Convegno Nazionale AIDA, Roma, 2-3 ottobre 2003.

Tammaro, A. M. (2005). Formazione continua e Master universitari: nuove opportunità per i bibliotecari e per i professionisti dell'informazione. Professione bibliotecario: come cambiano le strategie di formazione. C. Federici, M. L. Trapletti and C. Gamba. Milano, Bibliografica.

Tammaro, A. M. (2005). "Recognition and quality assurance in LIS: new approaches for lifelong learning in Europe." Performance measurement and metrics 6(2): 67-79.

Tammaro, A. M. (2005). Report on quality assurance models in LIS programs, IFLA. Education and Training Section.

Tammaro, A. M., Ed. (2005). To prepare the information professionals. Proceedings of the Conference, Parma, 24-25 November 2003. Fiesole, Casalini.

Tammaro, A. M. (2006). "Findings of the survey of quality assurance models in LIS programs." IFLA SET Bulletin January.

Tammaro, A. M. and P. Dixon (2003). "Strenghts and issues in implementing a collaborative inter-university course: the International Masters in Information studies by distance." Education for Information 21(2/3): 12-27.

Tammaro, A. M. and T. Weech (2008). Feasibility of International Guidelines for Equivalency and Reciprocity of Qualifications for LIS Professionals. Final report. The Hague, IFLA.

Tauch, C. and A. Rauhvargers (2002). Survey on Master degree and joint degree in Europe, European Universities Association.

Tuning, Ed. (2003). Tuning Educational Structures in Europe, Final Report Phase 1, University of Deusto,

University of Groningen.

Tuning. (2004). "Tuning Educational Structure in Europe; closing conference document. Tuning Project 2." from http://tuning.unideusto.org/tuningeu/index.php?option=com_frontpage&Itemid=1.

UNESCO (1984). International symposium on the harmonisation of education and training programmes in information science, librarianship and archival studies. Final report, Paris 8-12 October.

UNESCO (2002). First Global forum on quality assurance, accreditation and the recognition of qualifications. Paris, UNESCO.

UNESCO (2004). Second Global forum on international quality assurance, accreditation and recognition of quality assurance: widening access to quality higher education. Paris, UNESCO.

UNESCO and O. CERI (2004). Guidelines Quality Provision in Cross-border Higher Education. Paris, UNESCO Headquarters, OECD CERI.

UNESCO and OECD (2005). UNESCO/Council of Europe Code of Good Practice in the Provision of Transnational Education. Paris, UNESCO.

Universita' degli Studi di Parma. Instituto di Biblioteconomia e Paleografia and University of Northumbria at Newcastle. School of Information Studies (2002). MA/MSc International Information Studies/Master internazionale in biblioteconomia e scienze dell'informazione (MAIIS). Annual Review July 2002.

Universita' degli Studi di Parma. Instituto di Biblioteconomia e Paleografia and University of Northumbria at Newcastle. School of Information Studies (2002). Notes from the meeting with Programme Management Committee held on Wednesday December 11th 2002, Universita' degli Studi di Parma.

University of Northumbria at Newcastle. School of Information Studies and Universita' degli Studi di Parma. Instituto di Biblioteconomia e Paleografia (2001). Operations Manual.

Van Damme, D. (2001). "Quality issues in the internationalisation of Higher education." Higher Education quarterly 41: 415-441.

Van Damme, D. (2002). Quality assurance in an international environment: national and international interests and tensions. Background paper for the CHEA international Seminar. San Francisco, CHEA: 16.

Van der Wende, M. C. and D. Westerheijden (2001). "International aspects of Quality Assurance with a special focus on European Higher Education." Quality in Higher Education 7(3).

Virkus, S. (2007). Collaboration in LIS education in Europe:challenges and opportunities. 73rd IFLA General Conference and Council, Durban.

Virkus, S., Hartkey, R. J. (2003). "Approaches to quality assurance and accreditation of LIS programmes: Experiences from Estonia and United Kingdom." Education for Information 21(1 March): 31-48.

Vivarelli, M. (2007). "Interpretare la biblioteca pubblica: alcune osservazioni metodologiche." Bollettino AIB(1/2): 143-150.

Vodosek, P. (2002). Internationalisation of LIS education. Human Beings and Information

Specialist: Skills, Qualifications, Positioning, Proceedings of the 10th International

Bobcatsss Symposium on Library and Information Science, Portoroz¡, 28-30 January.

Watcher, B. (2008). Internationalisation and the European Higher Education Area, ACA. Academic Cooperation Association.

Weston, P. (2008). LIS in Italy. Transcript of interview.

Winterton, J. and F. Delamare (2004). Typologies for knowledge, skills and competences, CEDEFOP.

Wolf, A. (1995). Competence based assessment, Open UNiversity Press.

Wozniczka-Paruzel, B. (2002). Experiences of LIS studies accreditation in the context of quality assurance systems in Poland. Euclid, Tessaloniki.

WTO (1998). Education services. Background Note by the Secretariat.

Yin, R. (1989). Case study research, design and method. Newbury Park, Sage.

Yin, R. (2005). Applications of case study research. Thousand Oaks, Sage.

Chapter 8. Conclusions

8.1 What is the quality of an international curriculum?

The researcher has embraced the concept of education quality as transformation. This approach recognizes quality of education in empowering students with the knowledge and capabilities of reflecting and becoming agent of change in their workplace. This approach to quality is student centered and learning outcomes based.

To find out what could be the possible impact in Italy of an international curriculum, with an advanced application of the BP learning outcomes model, the research project has considered the case study of the International Masters in Information Studies (MAIS) which is a joint international course between the Universities of Northumbria and Parma. An international course has value added: MAIS programme has a student-centered approach and an international dimension. The analysis of findings has considered MAIS competitive attractiveness in the context of LIS education in Italy:

- MAIS curriculum content;
- MAIS learning and teaching;
- MAIS learning outcomes;
- MAIS integration with the BP.

MAIS is an accredited programme: it has been accredited by the QAA and by the CILIP in UK, but it was not accredited in Italy, where there was only the validation of the Masters course. It has been based on the library paradigm for the inclusive society (following the "information management approach"), is innovative in curriculum content, learning and teaching and is designed to achieve defined learning outcomes. How have these qualities of MAIS been evaluated by different stakeholders in Italy? Quality is a subjective value and different stakeholders have evaluated MAIS differently. Except for the students perceptions, the stakeholders evaluation has not considered the MAIS approach to the learning outcomes model. As a results of the different values of the stakeholders, MAIS students have rarely obtained the recognition of their qualification. This result confirms Harvey opinion that the present focus of quality assurance is on accountability and input measurements (Harvey 1995).

MAIS has contributed to an effective transformation of the student learning experience, but students have met obstacles to put in practice the knowledge and capabilities they have achieved. The complexities of the education process must be borne in mind in applying the learning outcomes model, trying to solve many of the ambiguities still present in the interpretation of the BP learning outcomes model. Education has a range of direct and indirect effects on individuals and society at large that could be measured. The influences on learning outcomes are potentially vast and include many factors outside the education system. The specification of this contextual framework, i.e. determining the *domains* of the fieldwork of evaluation, involves deciding which types or categories of outcomes to measure, as well as which categories of influences on outcomes the quality indicators framework should cover. Some of these may also be factors on which the intervention of LIS programme has neither direct nor reasonable influence.

For example, in the Italian context, some factors were outside the MAIS learning and teaching process but have had an impact on outcomes, such as work environment hierarchical organization and constraints, low qualifications requirements, professional association strategy, etc. Also, MAIS student personal characteristics had an impact on active participation and responsibility in the learning process and must not be underestimated.

The major problem in Italy seems to be the outcomes related to "employability". The reflective practitioner with an international background, does not seem to be employable as employers want people with a low level qualification. The risk is that the traditional weaknesses of university education in LIS remain after BP, aggravated by the imposition of a structure of three levels adapted to a profession that is more articulated elsewhere in Europe than it is in Italy.

8.2 Lessons learned

The drawbacks in reaching the BP's objectives in LIS education in Italy, which have been evidenced in the research of the MAIS case study, can be grouped into the four level of the learning outcomes approach, indicated by Adam (2004): international, national, local, programme level.

8.2.1 Whither international quality assurance of LIS education?

The BP has put the quality enhancement of the European Higher Education Area as its main aim. Trying to adapt to European differences, the BP approach for quality developments focuses on the learning outcomes which model should guide the internationalisation of quality reform. To achieve the objectives of the BP, the LIS community needs to agree on a conceptual quality model and adopt the BP common tools. For the definition of curriculum in Europe, the EUCLID project *European Curriculum Reflections* started the debate which has been continued by the researcher, investigating the opinions of many key informants. From these discussions, a LIS learning outcomes quality model has been descibed in Fig. 4.1. (Chapter 4) and seems to have the following characteristics:

- the content of the programme could be related to a new activist role in Society, with careful design of learning outcomes considering the core knowledge, the innovation and the adaptation to the local context;

- learning and teaching should be linked to research: the research done by teachers, the research done by students, the learning of research methods by students;

- learning outcomes should involve the transformation of students and they should achieve: an international view, capability for critical thinking, self-management, professional overview and so forth, as well as familiarity with the body of knowledge of the discipline and an understanding of the social role of the profession;

- employability is the most discussed objective: it is the aim of successful students, but related to local constraints, often in contrast with internationalisation. Is there a possible gap between higher education and society?

However, there are many obstacles to achieving the BP objectives for LIS education. The main problem evidenced by the research is that the internationalisation of quality in LIS education lends itself to various interpretations and values (see Chapter 4), with different library paradigms applied by LIS institutions. The need to adapt to these different contexts has been the reason why the first efforts in the past to create a LIS common curriculum were abandoned.

The absence of a dialogue amongst the stakeholders in LIS education is exacerbated by the different purposes each stakeholder has for evaluation. The Governments which are leading the quality assurance process apply quantitative and generic indicators, not specifically indicated for the LIS sector. It has to be evidenced that the evaluation of quality is not generally student centered and outcomes based.

Innovation is another issue for building zones of mutual trust in the Bologna Area. While many LIS stakeholders focus on the core of the curriculum, or the conservative elements in a curriculum, the BP stress on the need for relevance of curricula and their continuous updating, considering innovation and adaptation to different circumstances as more important than the core. Change is now part of the profession.

8.2.2 National level

Could the BP learning outcomes approach stimulate the quality enhancement of LIS education in Italy?

The research has highlighted the fact that the focus of the BP in Italy has been concentrated on the three level structure of the courses, and the successes achieved so far have been largely restricted to quantitative aspects, and have left unchanged – if not actually made worse – the quality of university training and the recognition of the academic qualifications.

In Italy there is no accreditation of LIS programmes, but only a validation, based on a Ministerial list of disciplines. This list is based on the discipline taught and not on the learning outcomes model of quality based on a student-centered approach. Ministerial agencies for quality control are driving the programmes evaluation but they follow the aim of employability persisting in using quantitative measures for input and not qualitative ones. The absence of accreditation of LIS courses and the lack of application of all the elements of the learning outcomes model must therefore be considered as an obstacle to be removed in order to improve the BP procedure of internationalisation.

The quality reform should have adopted all the tools and principles of BP approach to quality and recognition, and not be limited to some of these elements. The application of the BP in Italy has failed to involve important stakeholders, such as employers and the professional associations (see Chapter 5).

Knowledge does not have geographical borders but the functions attributed to libraries as the research has shown, are different. The LIS labour market in Italy, for a series of reasons, seeks unqualified professionals. This seems to happen more in the public than in the private sector. The tendency towards an increase in the number of positions in the private sector could be considered positive from this point of view. Besides the labour market is static, and not only it is difficult to find a first job but also to gain recognition for previously acquired competences and progressive knowledge in internal mobility.

What is the role of national and international Library Associations for LIS quality? What sort of profession can we map out for the Italian librarian? A profession based solely on everyday practice (vocational)? Or even no profession at all? An important issue in the debate on the university in Italy is how to fill the gap between university teaching and the professional associations: this gap comprises up various perspectives that can be synthesised into a complex relationship between theory and practice with an understanding of the reflective practitioner approach.

The Italian professional associations follow the objective of gaining major visibility for the profession but considers certification an alternative to the recognition of the specific academic qualification and members do not understand the academic profile of the profession. Until now, the professional associations have not been involved in the BP and internationalisation of the profession is at its beginning.

The national context is moving towards the passive and uncritical adoption of library procedures and opinions that refer to more advanced international contexts. However, a learning outcomes quality model can be difficult to apply in the Italian context.

8.2.3 University level

Could the BP learning outcomes approach stimulate the quality enhancement of LIS education in Italy? The BP learning outcomes model is a challenge for LIS education in Italy as it stimulates a new qualitative evaluation of learning. The present application of the higher education reform in LIS seems superficial and conservative, not related to the international requirements of quality in learning and teaching and imposing obstacles to the recognition of qualifications throughout Europe (see Chapter 5).

IT-P4 (IT-P4 Transcript 2008) claimed that we need to have a professional model of reference, in a career split into the three levels of the course structure. For IT-P2 (IT-P2 Transcript 2008) and IT-P1 (IT-P1 Transcript 2008), the aggregation with colleagues from other countries could contribute to strengthen professional identity, with the added advantage of being able to show what is taught in Europe and compare it with what is taught in Italy (see Chapter 5). Here the role of EUCLID is important, but this association of European teachers is not very well known in Italy, as evidenced in the interviews with Italian teachers.

The academic LIS community in Italy seems to be divided, with some teachers trying to import an international dimension into the curriculum, but lacking a quality model or a closer relationship with European LIS teachers association.

An other issue is related to the changing role of universities. Two approaches to quality of higher education co-exist, the first being more economic driven, tied to the rules of the open market and the second a cooperative approach, which is based on exchange and advantages which derive from collaboration. Harmonizing both approaches is particularly complex. The debate in progress on the transformation of the universities highlights two approaches, which appear in Italy to be in potential conflict:

- a teaching/learning approach oriented to professional training (vocational): this is consistent with the general perspective of the BP regarding the employability of the academic qualification in the labour market;
- a teaching/learning approach oriented to the transformation of the students, measured in terms of the knowledge, skills and aptitudes acquired upon completion of the course (Harvey 2002). In this case the focus is on learning outcomes such as critical spirit, reflective practice etc.

The quality of learning is one of the components of this difficult equilibrium: centres of excellence which have the best infrastructures and teachers at their disposal are pursued or on the other hand minimum requisites are established to encourage everyone to try to reach them.

Should LIS schools have different specialisations and attract students owing to their quality? However, the standardization of the Italian Ministerial list of subjects leads to uniformity and conservation of the traditional approach. The LIS educational offering, through the mandatory list of subjects, is mainly linked to recruitment of university professors, and is aimed exclusively at a certain type of conservation library, but does not take into consideration the different exigencies of the different user needs in different kind of libraries.

8.2.4 Programme level

Could the LIS education quality be measured with a set of European quality indicators? Could a learning outcomes model in LIS, illustrating what is taught in Europe, stimulate innovation in content design and learning strategies in Italy? The research has investigated the MAIS programme. The values and criteria of the MAIS, which is an international curriculum adopting a learning outcomes approach, were superficially comprised, without actually modifying the traditional approach to LIS education in Italy. MAIS remained an isolated experience, without any impact on Parma LIS courses and Department staff development.

The case of the MAIS has shown that an international quality accredited course is not generally recognised (see Chapter 7). Moreover a negative impact is generated by poor comprehension of the role of libraries in the context of lifelong learning in the Knowledge Society and of the constant change deriving from it: effectively this approach is discordant with a prevailing attitude within Italian society which sees the libraries instead as elements innately linked to the conservation and stability of the cultural heritage, in an "archival paradigm".

What are LIS schools students' expectations and perceptions of quality? The main problem which has been evidenced by the difficulties found by MAIS students is that of knowing how to adapt theories and concepts elaborated at an international level to single situations and objectively complex contexts like libraries in Italy. Some barriers to meeting of the BP quality objectives set for the LIS sector in Italy seem to be cultural ones and belonging to the individual level.

Is the LIS quality relevant to what employers expect or need? The problem in Italy appears to be that the world of work demands a professional level that is lower than the academic. Nevertheless, it seems that these qualities are not understood by the employers, who often do not have either these skills or a LIS academic background. The labour market in Italy is changing, thanks to the enhanced autonomy of the institutions and the Regional Authorities in recruitment and the criteria for career advancement. We also have to aknowledge that the situation is better in the private than in the public sector, which is currently dominated by a lack of transparency in the criteria for recruitment and promotion. However, what the two working ambits share, at least in the experience of the MAIS students, is the non-recognition of the advanced competences acquired through the Master. This anomaly renders the potential relationship between the university and the world of work controversial.

8.3 Conclusions

European criteria and indicators of the quality of LIS schools could act as a device to promote dialogue between stakeholders. However, we should recognise the fact that European countries have very different traditions in the field of LIS education. Some countries have well established LIS university programmes, while others have only recently established LIS programmes at a university level. Labour markets also differ considerably from one region to another, and the LIS programmes need to relate to the local/regional labour market. What impact has the BP had on LIS schools in Italy?

Historical problems concerning education in Italy, such as the gap between professionals and teachers, the conservative approach of LIS programmes, the absence of accreditation, a traditional approach to teaching are still unchanged in the context of the BP. Indeed, we could even say that the recognition of the courses and the quality of education has become a more arduous procedure than prior to the BP reform, with the difficulty of reciprocal recognition among LIS courses even in Italy.

BP has succeeded in increasing the transparency of LIS courses, by means of the quantification of credits with ECTS, however the professional recognition and the quality of education must still be based on the quantification of study years and on the system of the NARIC centres, which are not related to this sector. The labour market in Italy does not recognise the postgraduate qualifications obtained in the new structure of

courses. There are still no indicators of the quality of contents, on learning outcomes, on more qualitative aspects of LIS education and training.

Effectively, new questions emerged in the course of the research:

8.3.1 Can coherence between a domestic/national system and an international curriculum framework actually strengthen national quality schemes, rather than weaken them?

It looks as if we can say that the impact of the BP on the contents of the curriculum in Italian LIS schools has been restricted to an application of formal criteria, such as the structure of the courses and an indication of generic learning outcomes. Nevertheless, in Italy the teachers, the professional associations and the students are aware that the new curricula do not correspond to the contents of the European curricula, for a series of reasons relating both to the context of university education in Faculties or Departments of Cultural Heritage Conservation, and to the individual teachers, who in effect have much greater autonomy than their northern colleagues in deciding the contents of the courses.

8.3.2 Is a learning outcomes model conducive to a transformation in the quality of student learning?

Regarding quality, the research has evidenced that homogeneity exists in LIS education in Europe. However, the learning outcomes focus, stressed by the BP, is less popular than input measures. The final result of the two IFLA surveys indicate that Guidelines for quality of LIS education are needed for review and discussion by the LIS professional community. This is particularly true in what is undoubtedly the difficult context of Italy, where professionalism is not facilitated by an accepted social system for the recognition of merit.

Although, on account of the limitations of the research, the evaluation of the learning outcomes could not take into consideration the personal characteristics of the individual students interviewed, we necessarily have to conclude that this factor had a notable impact on success in the world of work of MAIS students. Nevertheless, for the Italian students in general there also appears to have been difficulty in knowing how to communicate and successfully taking responsibility even in a hierarchical context.

8.3.3 Do we consider the accredited LIS programme to be competitive with other LIS programmes in the country?

Competitiveness is seen as the marketability of the qualification and as content innovation. The procedure for course validation in Italy does not ensure the competitiveness of the contents. In view of a general incapacity to evaluate the effective quality of the course contents, in the appraisal of the MIUR (Ministry for the University and Research) and CENSIS (Social Study and Research Institute) the competitiveness of the MAIS course has been seen as the employability of the qualification. This demonstrates that, even using a series of international indicators, if the scope of the assessment is not clear then it is insufficient to assess the courses with a certain objectivity and transparency.

One question could be put: Does quality assurance makes a difference? The discussion is particularly important for two reasons:

- first, it prompts us to consider the need for more impact research and indirectly perhaps the need for a more research-informed approach to quality evaluation;
- second, it is worth reflecting on the case while the improvement of quality has been the secondary feature of BP.

However, opening up towards Europe could mean not only comparing situations but also aggregating. It is important to find affinities and above all stimulate innovation and copy good practices. To tell the truth, the BP's objectives to improve professional recognition and the quality of university preparation seem to have been only in part reached in Italy

The researcher believes to be in the right in stating that there has been a legislative change, including but not limited to higher education reform, which has not gone hand in hand with a corresponding cultural one. For example, this is shown by the application of the reform of university courses and by the regulating of competitions for a job.

In the case of the HE reform of courses, the Ministerial list of subjects has placed limits on the didactic autonomy of universities, perhaps even more restrictive than they were before the reform. However, the real autonomy which teachers have for the contents of courses is more considerable than what it may seem to an external observer and consequently also the capacity for renewal from the bottom of the system. The individual responsibility of teachers for change is not however expressed or perceived and a resigned attitude prevails.

In the case of public competitions, administrative decentralization and a major decisional autonomy resulted in Bandi's plan for a job competition having specific characteristics. It would therefore be possible to have as criteria the functionalities necessary to the service. However, the courage to make a choice is lacking and the exterior form of the public competition and the collegial commission which shares the responsibility of selection are maintained.

The same lack of responsibility, but substantial isolation from the context and considerable and real decisional autonomy, is evidenced by the answers given by the MAIS students, even those who have obtained the best results. A hierarchical approach taken by management leads most students interviewed to retain that what is expected of them is a lack of initiative and also to propose or propose themselves for a determined strategy. Therefore a hierarchical organization prevails in which responsibility is centralized whereas the legislative outline, coherent with the European model, is that of decentralization and distributed and shared responsibility. However we must add that the legislative outline is imperfect, since decentralization is only partial and still tied to a recurrent attempt to centralize.

In such a situation, although considering its limits, the opportunities offered by the BP seem fundamental to an improvement of the overall quality of LIS training in Italy focusing on a learning outcomes model. However, the obstacles met by MAIS indicate some critical points, in which it is important to intervene:

- lack of application of the learning outcomes model of quality for LIS programmes evaluation,
- the weak role of the professional association and the lack of communication amongst stakeholders,
- need for staff development,
- need for recognition of postgraduate qualifications and levels of responsibility,
- transformation of the hierarchical approach to decision taking with a reflective approach.

Paradoxically, taking up a defensive position has resulted in the lack of change, alongside more traditional hierarchical approaches, as for example in the case of the

conservative content of the LIS curriculum in Italy, but the international curriculum content is later passively accepted. In conclusion, regarding the crisis in the LIS education in Italy, it has been worsened by the undiscerning reception of directions and trends of the BP which belong to a different socio-cultural system and are not sufficiently debated.

Chapter 9. Recommendations

Some obstacles, which the MAIS case study has evidenced, are due to some drawbacks and inefficiencies of BP impact in Italy, to be noted. In particular, if the BP is to have an impact on LIS education in Italy it will be necessary to:

9.1 First recommendation: Encourage or improve dialogue among all the stakeholders for quality of educational reform and recognition of qualifications

What is a librarian? What is a library? As there are different concepts and paradigm of librarian role and library functionalities, the dialogue has not been possible until now. The BP learning outcomes quality model can be an instrument and stimulus for improving the dialogue between stakeholders, however so far there have been no initiatives for LIS at a national level. A learning outcomes approach could be based on subject benchmarking, where all stakeholders collaborate to the realisation of this. The EUCLID European project results have to be disseminated throughout in Italy and EUCLID could develop a subject benchmarking for LIS programmes.

The Ministerial list of subjects can be barriers to achieve the BP objectives and this should be recognised. The LIS programmes should be accredited, following a periodic quality assurance process which is not limited to the validation of conformity to the Ministerial grid. A key role should be played by the professional association, which does not however seem aware of its responsibilities. Who can then start the dialogue?

In Italy the BP has been driven by university administrators, and limited to generic and quantitative indicators. According to Harvey, the present focus of quality assurance on accountability and input measurements is the reason why quality evaluation has contributed little to any effective transformation of the student learning experience (Harvey 1995).

9.2 Second recommendation: Further study the problems of employability and the working context

It is necessary to individuate the LIS professional profile, adapted to different levels of competences and suited to change and adaptation to the innovation of the digital context with a reflective practice. The profile is not only that of the librarian. Possible work ambits will vary considerably. An international labour market is open to professionals wishing to move from the home country.

The impact of the prevailing orientation of the BP towards the labour market has its risky side for the LIS community: it can drive a change towards the lowering of the qualifications level. The approach based on quantitative indicators, as ECTS and the courses structure are having this effect. However, the three tier structure of the courses, which is based on most advanced countries in Europe, does not correspond to the request of the labour market level in other countries, as for example in Italy. This situation offers challenges to the LIS profession in less advanced countries.

The BP looks for an answer to the crisis of the University, certainly a crisis due to growing cuts of budget, tied to the changes taking place in all European universities. The changing role of the university is due to the impact of the transition from a model in which the Government guarantees the average quality of education, to a competitive model, in which the concept of a free market is applied to training and therefore the aim is excellence.

Above all it is important to establish whether :

- Is LIS an academic or a vocational discipline?

What sort of profession can we map out for the librarian? Among the issues that have been brought to light, there is the question: the outcomes to be achieved for better employability are of low or high level? How can we resolve these issues? By using the strategy of the "protected species"? This has been the answer given by our American colleagues, by using specialization. (Van House and Sutton 1996). A second answer, which is being put into practice in Europe and the rest of the world is that of a research approach, broadening the LIS sector to the more general area of knowledge creation, management and dissemination. (Audunson 2005).

9.3 Third recommendation: Internationalise the profession

An international professional association could be leading the proposal for the adoption of a quality model focused on learning outcomes which students should meet in order to become competent professionals. Moreover, internationalisation could be aimed at collaborations with countries with traditions similar to Italy, even sharing areas of competence with different universities and exchanging experiences. To this end, it would be useful to take part in European projects. At present, the planning for participation in the various European projects is very onerous for the individual teacher and is in no way compensated by the results; this activity takes time from other educational and research activities, with consequent penalisation at a personal level (Weston 2008).

At a European level it is certainly important to reach an agreement on LIS criteria and quality indicators, which can be employed in building and strengthening the profession and LIS education. Cooperation among LIS schools will be important in order to obtain "mutual trust", participating actively in the cultural and professional debate, which has been active for years through international associations and conferences. Cooperation should be extended to the national professional associations which should be able to agree on the principles, criteria and procedures of quality assurance.

A great deal has still to be done to resolve or at least discuss the confusion surrounding the basic concepts of the LIS discipline in Europe. This is necessary to gain the academic recognition of the discipline and define its specific identity. The promotion of an agreed robust LIS identity adaptable to different situations throughout different historical periods, must underpin as the core of the programme. This core needs always to be able to adapt to different contexts. The identity of the profession in Europe is to be sought for in continual change: using the best technologies on hand to efficiently achieve an active role in society. We must also understand and, if necessary, contrast competition with other professions, which the advent of the digital age has brought about together with the far-reaching transformation of work procedures and organization.

In conclusion, we can state that a quality model for LIS education is needed, for improving the academic status of the discipline and enhancing the quality of education.

At a European level, it is necessary to define the quality of LIS education: can it be focused on the BP learning outcomes adapted to different contexts? The necessary mutual trust between LIS schools can develop from quality assurance systems based on the learning outcomes orientation, which is appropriately compatible and credible, so that they can be validated. The identification of appropriate learning outcomes and competences would also facilitate the ability of employers and LIS academic institutions to establish international reciprocity and equivalency of qualification guidelines in the global world of library and information professionals. In relation to this, EUCLID can play an important role, as it has already begun to do.

Bibliography

Abbott, A. (1988) The System of Professions. Chicago: University of Chicago Press.

Abdullahi, I. & Kajberg, L. (2004) 'A study of international issues in library and information science education: survey of LIS schools in Europe, the USA and Canada.', New Library World, 105, pp. 345-356.

Abdullahi, I., Kajberg, L. & Virkus, S. (2007) 'Internationalisation of LIS education in Europe and North America', New Library World, 108 (1/2), pp. 7-24.

Adam, S. (2004) Using learning outcomes. A consideration of the nature, role, application and implications for European education of employing 'learning outcomes' at the local, national and international levels. Edinburgh: UK-Bologna Seminar [Online].
Available at: http://www.bologna-bergen2005.no/EN/Bol_sem/Seminars/040701-02Edinburgh/040620LEARNING_OUTCOMES-Adams.pdf
(Accessed last time on September 2009).

Adam, S. (2007) An introduction to learning outcomes. A consideration of the nature, function and position of learning outcomes in the creation of the European Higher Education Area. Bologna Process [Online].
Available at: http://www.bologna.msmt.cz/files/Adam_IH_LP.pdf
(Accessed last time on September 2009).

Adam, S. (2008) Learning Outcomes: current developments in Europe. Update on the issues and applications of learning outcomes associated with the Bologna Process. Bologna Process [Online]. Available at: http://www.europeunit.ac.uk/resources/Learning%20outcomes%20current%20developments%20in%20Europe_Stephen%20Adam.pdf
(Accessed last time on September 2009).

Adler, N. J. (1997) International Dimensions of Organizational Behavior (3 ed.). Cincinnati, Ohio: South-Western College Publishing.

Agosti, M. (2005) DELOS IT Education Activities and the University of Padova experiences: IT profiles and curricula in libraries. Parma, 13-14 October: University of Parma.

AIB CUR [Online]. Available at: http://www.aib.it/aib/aibcur/aibcur.htm3
(Accessed last time on September 2009).
AIB Albo professionale italiano dei bibliotecari. [Online]. Available at: http://www.aib.it/aib/cen/albohome.htm.
(Accessed last time on September 2009)

AIB (2003) Difendiamo la professione del bibliotecario a garanzia della libertà di accesso all'informazione: un appello dell'AIB, AIB Notizie, 15 (3), p. 2.

ALIA (2003) Library and information sector: core knowledge, skills and attributes. [Online]. Available at: http://www.alia.org.au/policies/.
(Accessed last time on September 2009).

ALISE (2000) Educating Library and Information Science Professionals for a New Century: The KALIPER Report, Executive Summary. Reston, VA: ALISE.

Alviti, A. & Errigo, A. (eds.) (2003) Modelli ed esperienze di integrazione in Italia. Milano: Franco Angeli; ISFOL, (Strumenti e ricerche, 123).

American Association of Law Libraries (1988) AALL Guidelines for Graduate Programs in Law Librarianship. AALL [Online].
Available at: http://www.aallnet.org/about/graduate_guidelines.asp (Accessed last time on September 2009).

American Association of School Librarians (2006) Position Statement on Preparation of School Library Media Specialists. AASL [Online].
Available   at:
<http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatementprep aration.htm>

(Accessed last time on September 2009).

American Library Association & Council Office for Accreditation (1993) Standards for Accreditation of Master's Programs in Library & Information Studies. Chicago: ALA.

American Library Association & Council Office for Accreditation (1995) Outcomes Assessment for Library and Information Studies Resource Manual. Chicago: ALA.

American Library Association & Council Office for Accreditation (2002) Accreditation Process Policies and Procedures. Chicago.

American Productivity and Quality Center (1993) The benchmarking management guide. Portland, OR: Productivity Press.

Amstuz, D. & Wilson, D. (1997) 'University faculty and information literacy: who teaches the students?', Research strategies, 15, pp. 18-25.

Anguelova, K. (2005) Libraries and digital academic knowledge in Bulgaria. Need for digital competence development in LIS education: IT profiles and curricula in libraries. Parma, 13-14 October: University of Parma.

Ashcroft, L. (2002) Developing competencies, critical analysis and personal transferable skills in future information professionals: Euclid. Thessaloniki.

Ashcroft, L. (2005) The migration to electronic resources and changes in professional library skills. In "To prepare information professionals". Fiesole: Casalini, pp. 115-134.

Ashcroft, L. (2005) A skill refocus for digital libraries?: Digital Library Education. Firenze, Villa Morghen, 24-25 March: University of Parma.

ASIST (2001) ASIST Educational Guidelines. ASIST Board November [Online].
Available at: http://www.asis.org/Board/educational_guidelines.html
(Accessed last time on September 2009).

Association for Library and Information Science Education Library and Information Science Education Statistical Report. Raleigh, N.C: ALISE.

Association of College and Research Libraries (1992) 'Education for professional academic librarianship.', C&RL News, October 1992, pp. 590-591.

Audunson, R. (2005) The social challenges of digitization. Consequences for the role of Librarianship and for LIS-education: IT profiles and curricula for libraries. Parma, 13-14 October: University of Parma.

Audunson, R., Brunelli, M. & Goulding, A. (2005) 'The Library in the multi-cultural information society', in Kajberg, L. & Lorring, L. (eds.) European curriculum reflections on Library and Information Science education. Copenhagen: Royal School of Library and Information Science.

Audunson, R., Nordlie, R. & Spangen, I. C. (2003) 'The complete librarian – an outdated species? LIS between profession and discipline', New Library World, 104 (1189), pp. 195-202.

Baker, R. L. (2002) 'Evaluating quality and effectiveness: regional accreditation principles and practices', Journal of Academic Librarianship, 28 (1/2), pp. 3-7.

Baldacchini, L. (2005) Preparare i professionisti dell'informazione. Conclusioni: To prepare the new Information Professionals. Parma: Casalini, pp. 200-210.

Balino, F. (2005) 'Preparare i nuovi professionisti dell'informazione: Come? ', To prepare the new information professionals. Parma 2003. Fiesole: Casalini, pp.120-135.

Bangert, S. R. & Gratch, B. (1995) 'Accreditation: opportunities for library leadership', College and research libraries news, 56 (10), pp. 697-699.

Barron, D. L. (1993) 'Perceptions of faculty and administrative staff in ALA accredited programs towards part time and distance students in LIS education', Journal of education for library and information science, 34 (3), pp. 187-199.

Basili, C. (2001) 'La società dell'informazione. Information literacy: un concetto solo statunitense?', AIDAInformazioni, 19 (2).

Bates, M. (1999) 'The invisible substrate of information science', Journal of the American Society for Information Science, 50 (12), pp. 1043-1050.

Battisti, M. (ed.) (2005) Un métier, des métiers : convergences et spécificités des métiers des archives, des bibliothèques et de la documentation. Paris, 28-29 janvier 2005: Journées interprofessionnelles AAF, ABF, ADBS, ADBU.

Bawden, D. & alii (2005) 'Information Seeking and Information Retrieval', in European Curriculum Reflections on Library and Information Science Education. Copenhagen: Royal School of Library and Information Science, pp. 84-100.

Bawden, D., Vilar, P. & Zabukovec, V. (2004) Competencies and capabilities for the digital library. [Online].
Available   at: http://www.online-information.co.uk/2004proceedings/thursam/bawden_vilar_zabukovec.pdf.
(Accessed last time on September 2009).

Becket, D. & Hager, P. (2002) Life, work and learning. Routledge.

Berger, F. (2001) 'Europa ante portas: riflessioni sull'offerta formativa delle università italiane con la'vvio del sistema 3+2', Bollettino AIB, 41 (4), pp. 481-492.

Berlin Communique (2003) Realising the European Higher Education Area. Berlin: [Online]. Available at: www.bologna-berlin2003.de/pdf/Communique1.pdf.
(Accessed last time on September 2009).

Biagi, G. (1903) 'Una proposta americana per un catalogo co-operativo', Rivista delle Biblioteche e degli Archivi, 13 (Aprile), pp. 49-53.

Biagi, G. (1904) 'The Library: its past and future', Library Journal, 29 (12), pp. 8-16.

Biagi, G. (1904) 'A note on Italian library affairs', Library Journal, 30, pp. 57-60.

Biagi, G. (1905) Le biblioteche nel passato e nell' avvenire: Discorso letto al Congresso internaz. delle arti e scienze in Saint Louis, il 22 sett. 1904. Prato: Passerini.

Biagi, G. (1905) 'Le biblioteche nel passato e nell'avvenire', Rivista delle Biblioteche e degli Archivi, 16 (1-2), pp. 1-11.

Biagi, G. (1906) 'Per una legge sulle biblioteche', Nuova antologia di lettere, scienze ed arti, 210 (838), p. 20716.

Biggs, J. (1996) 'Enhancing teaching through constructive alignment', Higher Education quarterly, 32, pp. 347-364.

Biggs, J. (1997) Teaching across and within cultures: the issues for international students: Learning and teaching in Higher Education: Advancing international perspectives.

Biggs, J. (1999) Teaching for Quality Learning at University. SRHE and the Open University Press.

Bjornavold, J. (2000) Making learning visible. Thessaloniki: CEDEFOP.

Bloom, B. (1964) The taxonomy of educational objectives,. London: Longman.

Boaz, M. (1986) 'International education: an imperative need', Journal of education for library and information science, 3 (Winter), pp. 165-170.

Boekhorst, A. K., Owen, J. S. M. (2003) 'Bologna, the Netherlands and information science. ,' Education for Information, 21 (1), pp. 17-19.

Bologna Declaration (1999) Joint Declaration of the European Ministers of Education. Bologna: [Online]. Available at: www.bologna-berlin2003.de/pdf/bologna_declaration.pdf.
(Accessed last time on September 2009).

Bologna Process (2007) Official Website 2007-2009. From London to Benelux. Italy. [Online]. Available at: http://www.ond.vlaanderen.be/hogeronderwijs/bologna/links/Italy.htm.
(Accessed last time on September 2009).

Bologna Process (2007-2009) Bologna work programme. [Online]. Available at: http://www.ond.vlaanderen.be/hogeronderwijs/bologna/ActionLines/QA.htm.
(Accessed last time on September 2009).

Bologna Process (2008) Italy. National Report 2007-2009 [Online].
Available at: http://www.ond.vlaanderen.be/hogeronderwijs/bologna/links/National-reports-2009/National_Report_Italy_2009.pdf.
(Accessed last time on September 2009).

Bottani, N. & Tuijnman, A. (1994) 'International Education Indicators: Framework, Development and Interpretation', in Making Education Count - Developing and Using International Indicators. Paris: OECD.

Boyle, P. & Bowden, J. (1997) 'Educational quality assurance in the universities: an enhanced model', Assessment and evaluation in Higher Education, 22 (2), pp. 111-121.

Brach, R., et al. (2002) Credit points - internationalization of library and information science studies in Europe: 10th International Bobcatsss Symposium on Library and Information Science "Human Beings and Information Specialist: Skills, Qualifications, Positioning". Portoroz¡, 28-30 January, 2002.

Bramley, G. (1981) Apprentice to graduate: a history of library education in the United Kingdom. London: Bingley.

Bridges, D. (1993) 'Transferable skills: a philosophical perspective', Studies in Higher Education, 18 (1), pp. 43-51.

Brine, A. & Feather, J. (2002) Supporting skills development - LTSN-ICS: 68th IFLA Council and General Conference. Glasgow, 18-20 August: IFLA.

Brine, A. & Feather, J. (2003) 'Building a skills portfolio for the information professionals', New Library World, 104 (1194/1195), pp. 455-463.

Brophy, P. (2001) The library in the Twenty-first Century. New Services for the Information Age. London: Library Association.

Brophy, P., Craven, J. & Fisher, S. (1998) The Development of UK Academic Library Services in the context of Lifelong Learning. Final Report. [Online].
Available at: http://www.ukoln.ac.uk/services/elib/papers/supporting/pdf/ukals.pdf. Bath: JISC.
(Accessed last time on September 2009).

Broughton, V. & alii (2005) 'Knowledge organization', in Kajberg, L. & Lorring, L. (eds.) European curriculum reflections on Library and Information Science education. Copenhagen: Royal School of Library and Information Science. [Online]. Available at: http://biblis.db.dk/uhtbin/cgisirsi.exe/mTRPLP8v7i/DBI/168820005/2/1000
(Accessed last time on September 2009).

Brown, A. L. & Campione, J. C. (1994) 'Guided discovery in a community of learners', in McGill, K. (ed.) Classroom lessons: integrating cognitive theory and classroom practice. Cambridge, MA: MIT Press, pp. 229-270.

Brown, J. S. & Duguid, P. (2003) The Social Life of Information. Boston, MA, : Harvard Business School Press.

Brown, T. (ed.) (2000) Lifelong Learning: Making it work. Canberra: Adult Learning Australia.

Brunelli, M. (2005) 'La biblioteca Learning Resource Center al servizio del Lifelong Learning', EDAforum, 4.

Brunelli, M. (2006) 'Buone prassi di EDA nelle biblioteche pubbliche italiane', LLL Focus on Lifelong Lifewide Learning, 2 (5).

Bruyn, T. d. (2005) Competence based Dutch reform of Higher Education: Digital Library Education. Firenze, Villa Morghen, 24-25 March: University of Parma.

Buckland, M. (1991) Information and information systems. New York: Greenwood Press.

Buckland, M. (1999) 'The landscape of information science: the American Society for Information Science at 62', Journal of the American Society for Information Science, 50 (11), pp. 970-974.

Buckland, M. & Gathegi, N. J. (1991) 'International aspects of LIS research', in McClure, C. R. & Hernon, P. (eds.) Library and Information Science Research. Norwood, NJ: Ables Pb., p. 63.

Budd, J. M. (2001) Knowledge and knowing in library and information science. A philosophical framework. New York, NY: Scarecrow Press.

Budin, A. & Budin, G. (2005) Knowledge experts. Knowledge management and e-learning skills for digital librarians: Digital Library Education. Firenze, Villa Morghen, 24-25 March: University of Parma.

Bundy, A. (2004) Australian and New Zealand Information Literacy Framework. Principles, Standards and Practice. 2 ed. Adelaide: Australian and New Zealand Institute for Information Literacy (ANZIIL).

Byrne, A. (2007) The politics of promoting freedom of information and expression in international librarianship: IFLA FAIFE project. Lanham, Toronto, Plymouth: Scarecrow Press.

Calvani, A. (2000) Elementi di didattica. Problemi e strategie. Roma: Carocci.

Campbell, C. & Van der Wende, M. C. (2000) International initiatives and trends in quality assurance for European Higher Education. Helsinki: ENQA.

Carroll, F. L. & Harvey, J. F. (2001) International librarianship: cooperation and collaboration. Lanham, Maryland; London: Scarecrow Press.

Casarosa, V. (2005) Digital Library research directions: IT Profiles and Curricula for Libraries. Parma, 13-14 October: University of Parma.

Castells, M. G., H.; Freire, P.; Willis, P.; Macedo, D. (1999) Critical education in the new Information age. London: Rowman and Littlefield.

Cave, M., Hanney, S. & Kogan, M. (1991) The Use of Performance Indicators in Higher Education: A Critical Analysis of Developing Practice. 2 edn. London: Jessica Kingsley Publishers.

CENSIS (2007) Customer satisfaction e placement del Master Internazionale in Scienze dell'Informazione e della Comunicazione. Roma: CENSIS.

CERTIdoc Consortium (2003) General rules. European system of certification of information professionals. Paris: CERTIdoc Consortium.

CERTIdoc Consortium (2004) Accreditation of assessors and constitution of juries. European system of certification of information professionals. Paris: Certidoc Consortium.

CERTIdoc Consortium (2004) Euroguide LIS: competencies and aptitudes for European information professionals. 2nd entirely revised edition. Produced with the support of the European Commission, as part of the Leonardo da Vinci program. Paris: ADBS.

CERTIdoc Consortium (2004) Evaluation guide. European system of certification of information professionals. Paris: CERTIdoc Consortium.

Chan, K. (2001) 'Difficulties and Dilemma of Constructing a Model for Teaching Evaluation in Higher Education', OECD, Higher Education Management, 13 (1), pp. 93-109.

Chandler, G. (ed.) (1982) International and national library and information services: a review of some recent developments 1970-1980. Oxford, New York, Toronto, Sydney, Paris, Frankfurt: Pergamon Press.

Charmaz, K. (1995) 'Grounded theory', in Smith, J. A., Harre, R. & Langenhove, L. V. (eds.) Rethinking methods in psychology. London: Sage, pp. 29-49.

CILIP (1992) The framework for continuing professional development. London: CILIP [Online]. Available at: http://www.cilip.org.uk/NR/rdonlyres/1F1F8304-C94F-49EE-B70B-0211588556CB/0/framework1.doc
(Accessed last time on September 2009).

Cleary, P., Whittaker, R., Gallacher, J., Merril, B., Jokinene, L. & Carrette, M. (2002) Social inclusion through APEL - comparative report. Centre for social and educational research; European Commission.

Coffield, F. (ed.) (2000) Differing vision of a learning society. Policy press.

Colardyn, D. & Bjornavold, J. (2004) 'Validation of formal, non formal and informal learning: policy and practices in EU member states', European Journal of Education, 39 (1).

Coleman, A. (2002) 'Interdisciplinarity. The Road Ahead for Education in Digital Libraries', D-Lib Magazine, 8 (7/8).

Collings, D. (1977) 'Comparative librarianship', in Kent & Lancour (eds.) Encyclopedia of Library and Information Scince. New York: Dekker, pp. 492-500.

Collins, M. (1991) Adult education as vocation: a critical role for the adult educator. London; New York: Routledge.

Conferenza unificata Stato Regioni (2000) Accordo tra Governo, regioni, province, comuni e comunità montane per riorganizzare e potenziare l'educazione permanente degli adulti. Repertorio Atti n. 223 del 2 marzo 2000. [Online].
Available at: http://srvapl.istruzione.it/dg_postsecondaria/allegati/acc020300.pdf.
(Accessed last time on September 2009).

Cook, M. (ed.) (1986) Guidelines in curriculum development in information technology for librarians, documentalists, archivists. Paris: Unesco.

Cook, M. (1987) Training in technology and its management: Harmonisation of education and training programmes for library Information and archival personnel: proceedings of an international colloquium. London, August 9-15: Saur.

Corbetta, P. (2003) Social research, theory, methods and techniques. London: Sage.

Corrall, S. (2005) Developing models of professional competence to enhance employability in the networked world. IFLA 71 WLIC Continuing Professional Development and Preparing for the New Roles of Librarians: A Voyage of Discovery. Oslo. [Online]. Available at:
www.ifla.org/IV/ifla71/papers/cpdwl-Corrall.pdf:
(Accessed last time on September 2009).

Cotton, J. (1995) The theory of assessment an introduction. London Philadelphia: Kogan Page.

Council of Europe (2002) Recognition issues in the Bologna Process. International seminar, Lisboa, Fundação Calouste Gulbenkian, 11 – 12 April 2002. Lisbon: Councl of Europe.

Courrier, Y. (1990) Harmonizing education and training programmes in the area of Library and Information science and Archives administration (draft unpublished): Second International Seminar on Librarian Education. Barcelona 20-22 December 1990.

Creswell, J. (1998) Qualitative inquiry and research design: choosing among five traditions. Thousand Oaks: Sage.

Cronin, B. (1982) The education of Library-Information professionals: a conflict of objectives? London: Aslib.

Cronin, B. (1983) The Transition Years: new initiatives in the education of professional information workers. London: ASLIB, Aslib occasional publications No. 29.

Cronin, B. (1998) 'Information professionals in the digital age', International Information & Library Review, 30 (1), pp. 37-50.

Cronin, B. (2000) 'Accreditation: retool or kill it', Library Journal, 125 (11), p. 54.

Cronin, B. (2005) 'An I-dentity crisis? The Information Schools Movement.', International Journal of Information Management, 25, pp. 363-365.

Cronin, B., Stiffler, M. & Day, D. (1993) 'The Emergent market for information professionals: Educational opportunities and implications.', Library Trends, 42 (2), pp. 257-276.

CRUI (2005) La formazione del personale nel sistema universitario. Roma: CRUI.

Crumbley, L., Byron, K. H. & Stanley, H. K. (2001) 'Students' perceptions of the evaluation of college teaching', Quality Assurance in Education, 9 (4), pp. 197-207.

Cveljo, K. (1997) Internationalizing Library and Information Science Degree Programs : Benefits and Challenges for Special Librarians. Special Libraries Association [Online]. Available at: http://www.sla.org/content/SLA/professional/businesscase/octeng/cveljo.cfm?style=text #footnote%201
(Accessed last time on September 2009).

Dahl, T. (2005) Digital Library Education: synthesis of the first session: Digital LIbrary Education. Firenze, Villa Morghen, 24-25 March: University of Parma.

Dalton, P. & Levinson, K. (2000) An investigation of LIS qualifications throughout the world: 66th IFLA Council and General Conference. Jerusalem, 13-18 August.

Dane, C. (1954) 'The benefits of comparative librarianship', Australian Library Journal, 3.

Danton, P. J. (1973) The dimensions of comparative librarianship. Chicago: American Library Association.

Davinson, D. (1976) 'Trends in library education – Europe', Advances in Librarianship, 6, pp. 217-252.

Davis, D. J. (1987) 'The history of library scool internationalization', in Harvey, J. F. & Carroll, F. L. (eds.) Internationalizing Library and Information Science Education. New York, Westport, London: Greenwood press, pp. 17-27.

Davis, D. J. (2005) 'Evolution of international librarianship: impact of the development of the profession', in Berkshire Encyclopedia of World History. Great Barrington, MA: Berkshire Publishing Group.

De Gregori, G. & Buttò, S. (1999) Per una storia dei bibliotecari italiani del XX secolo. Dizionario bio-bibliografico 1900-1990. Roma: Associazione italiana biblioteche.

De la Pena McKook, K. & al. (1998) Global reach, local touch. Chicago: American Libraries Association.

Dewey, J. (1933) How we think. New York: D. C. Heath.

Dewey, J. (1993) How we think: A restatement of the relation of reflective thinking to the educative process. Boston: Houghton Mifflin Company.

Dey, J. (1993) Qualitative data analysis. a user friendly guide for social scientists. London: Routledge.

Diozzi, F. (2006) 'Certidoc Italia: la via della certificazione', Biblioteche oggi, pp. 24-30.

Dixon, P. (2000) 'Il bibliotecario che riflette', Biblioteche oggi, 18 (8), pp. 16-20.

Dixon, P. (2005) Digital Library Education: reflection.: Digital Library Education. Firenze, Villa Morghen, 24-25 March: University of Parma.

Dixon, P. (2005) IT competences and curricular issues: a university perspective: IT profiles and curricular in libraries. Parma, 13-14 October: University of Parma.

Dixon, P., Pickard, A. & Robson, H. (2002) 'Developing a criteria based quality framework for measuring value', Performance measurement and metrics, 3 (1), pp. 5-9.

Dochy, F. & Segres, M. (1999) 'The use of self, peer and co-assessment in higher education: a review', Studies in Higher Education, 24 (3), pp. 331-350.

Dreyfus, H. L. & Dreyfus, S. E. (1986) Mind over machine. The power of human intuition and expertise in the era of the computer. New York: Free press.

Drucker, P. Need to Know: Integrating e-Learning with High Velocity Value Chains, A Delphi Paper, 12.04.2000. [Online]
Available at:

http://www.delphigroup.com/research/whitepaper_descriptions.htm#elearn%20WP.
(Accessed last time on September 2009).

EBLIDA (2001) The Role of Libraries in Lifelong Learning
[Online]
Available at:
www.eblida.org/position/LLL_Statement_June01.htm.
(Accessed last time on September 2009).

EBLIDA & EUCLID (2007) Librarian@2010. Educating for the future: Joint EBLIDA
and EUCLID Conference on education. Lisbon, September 2007.

ECIA (2003) Euroguide LIS: the guide to competencies for European professionals in
Library and Information services. [Online].
Available at: www.certidoc.net
(Accessed last time on September 2009).

Edwards, N. (2003) 'Quality matters: giving student's better information and advice',
Library + Information Update, 2 (2), pp. 50-52.

El Sahn, M. (2000) L'enseignement supérieur de 3ème cycle en France dans le domaine
des sciences de l'information et de la communication : rapport de recherche
bibliographique. Villeurbanne: ENSSIB.

Elliott, J. (1991) Action research for educational change. Milton Keynes: Open
University Press.

Elliott, J. (ed.) (1993) Reconstructing teacher education. London: Washington DC:
Falmer Press.

ENIC-NARIC net (2008) Gateway to recognition of academic and professional
qualifications. [Online].
Available at: http://www.enic-naric.net/.
(Accessed last time on September 2009).

ENQA (2002) Benchmarking in the improvement of Higher Education. Helsinki: ENQA.

ENQA, ESIB, EUA & EURASHE (2005) Standards and Guidelines for Quality Assurance in the European Higher Education Area. E4 report. ENQA [Online].
Available at: http://www.bologna-bergen2005.no/
(Accessed last time on September 2009).

Enser, P. (2002) 'The role of professional body accreditation in library and information science education in the UK', Libri, 52 (4), pp. 214-219.

Eraut, M. (1994) Developing professional knowledge and competence. Falmer Press.

Estivill, A. R. (2004) Tendencias en la formacion de profesionales bibliotecarios: el proceso de convergencia europea, una oportunidad de redefinir las orientaciones profesionales y los contenidos de la titulacion. Barcelona.

EUCLID (ed.) (2008) Providing Access to Information for Everyone. 16th BOBCATSSS 2008 Symposium, Proceedings Bad Honnef, : BOCK + HERCHEN.

European Commission (1985) Council decision on the comparability of vocational training qualifications between the Member states of the European Community. Brussels: Council.

European Commission (1995) Green Paper on Innovation. Luxembourg: Office of Official Publications of the European Communities [Online].
Available at: http://ec.europa.eu/comm/off/green/index_en.htm
(Accessed last time on September 2009).

European Commission (1995) Teaching and learning: towards the learning society. White paper on education and training. Brussels: Office for the Official publications of the European Commission.

European Commission (1997) Comunicazione al Parlamento Europeo, al Comitato economico e sociale, al Comitato delle regioni. Per un'Europa della Conoscenza. Brussels.

European Commission (1998) Council recommendation European co-operation in quality assurance in higher education. Brussels: Council.

European Commission (2000) A memorandum on lifelong learning. Brussels: EC [Online]. Available at: http://www.bologna-berlin2003.de/pdf/MemorandumEng.pdf (Accessed last time on September 2009).

European Commission (2001) Making a European Area of lifelong learning a reality. Brussels: EC [Online].
Available at: http://ec.europa.eu/education/policies/lll/life/index_en.html
(Accessed last time on September 2009).

European Commission (2002) Copenhagen declaration of the Ministers with responsability for VET and of the Commission Brussels: [Online].
Available at: http://europe.eu.int/comm/education/copenhagen/index_en.html
(Accessed last time on September 2009).

European Commission (2002) Council resolution on lifelong learning. Brussels: Council.

European Commission (2002) Quality indicators of lifelong learning. Brussels.

European Commission (2004) Developing Common Reference Levels to underpin a European Qualifications Framework. Brussels: Directorate General for Education and Culture.

European Commission (2004) A European Qualification Framework underpinned by a set of common reference levels. Background paper for the meeting ACVT 25-26 November 2004, point 6 (sectoral qualification) and 7(Common reference levels to

underpin a European Qualifications Framework). Brussels: Directorate General Education and Culture.

European Commission (2004) Fundamentals of a quality assurance framework CQAF for VET in Europe. Brussels: Directorate General Education and Culture.

European Commission (2004) Progress towards the common objectives in education and training. Indicators and benchmarks. Brussels.

European Commission. (2005) EU directive 36/2005 (so-called qualifications).

European Commission (2005) Towards a European Qualifications Framework for lifelong learning. Bruxelles: European Commission.

European Commission (2006) It is never too late to learn. Bruxelles: European Commission [Online].
Available at: http://eur-lex.europa.eu/LexUriServ/site/en/com/2006/com2006_0614en01.pdf (Accessed last time on September 2009).

European Commission (2007) The Bologna Process: towards the European Higher Education Area. [Online].
Available at: http://ec.europa.eu/education/policies/educ/bologna/bologna_en.html. (Accessed last time on September 2009).

European Commission & European Union Council (2003) Joint interim report on the implementation of the detailed work programme on the follow up of the objectives of education and training systems in Europe. Brussels: European Commission.

European Commission. Irish Presidency Conference (2004) Towards 2010: common themes and approach across Higher Education and Vocational Education and Training in Europe. Background research paper. Dublin: Irish Presidence Conference.

European Council (2001) 'Council Resolution of 13 July 2001 on E-learning', Official Journal of the European Communities, 204 (2), pp. 3-5.

European Foundation for Quality Management (1992) Total Quality Management. The European Model for Self-Appraisal. Guidelines for Identifying and Addressing Total Quality Issues. EFQM [Online].
Available at: http://www.efqm.org/Default.aspx?tabid=35
(Accessed last time on September 2009).

European Masters new Evaluation Methodology (EMNEM) (2006) Guidelines for quality enahncement in European Joint Master Programmes. Brussels: EUA.

European Union Council (2001) Report from Education Council to the European Council on the concrete future objectives of education and training system. Brussels: Council of the European Union [Online].
Available at: http://ec.europa.eu/education/policies/2010/doc/rep_fut_obj_en.pdf
(Accessed last time on September 2009).

European Union Council (2004) Draft conclusions of the Council and of the representatives of the Governments of the Member States meeting within the Council on Common European Principles for the identification and validation of non-formal and informal learning. Brussels.

European Union Council (2004) Proposal for a decision of the European Parliament and of the Council on a single framework for the transparency of qualifications and competences /EUROPASS). Bruxelles.

European University Association (2004) Developing Joint Masters Programmes for Europe: results of the EUA Joint Master Programme. Brussels: EUA.

European University Association (2005) Developing Joint Masters Programmes for Europe: results of the EUA Joint Masters Project 2002-2004. Brussels: EUA.

Eurybase (2006) The education system in Italy. Bruxelles: European Commission.

EURYDICE. (2004) Focus on the structure of Higher Education 2003-2004. National trends in the Bologna Process. [Online].
Available at: www.eurydice.org
(Accessed last time on September 2009).

Evans, G. (1991) 'Library education accreditation: its importance to the Canadian library community', Canadian Library Journal, 48 (2), pp. 103-107.

Eve, J., De Groot, M. & Schmidt, A.M. (2007) 'Supporting lifelong learning in public libraries across Europe', Library Review, 56 (5), pp. 393-406.

Fang, G. R., Nauta, P. & Fischer, E. (1987) 'Guidelines to equivalence and reciprocity of professional qualifications', IFLA journal, 13 (2), pp. 133-140.

Farber, E. (1999) 'Faculty-librarian cooperation: a personal retrospective', Reference service review, 27 (3), pp. 229-234.

Faure, E. (1972) Learning to be: the world of education today and tomorrow. Paris: Unesco.

Feather, J. (2003) 'Whatever happened to the library schools?', Library + Information Update, 2, pp. 40-42.

Federici, C., Gamba, C. & Trapletti, M. L. (eds.) (2005) Professione bibliotecario: Come cambiano le strategie di formazione. Milano: Bibliografica.

Fischer, B. (2007) Inspiring our professional growth by researching our professional practice: Librarian@2010. Educating for the future. Lisbon.

Fisher, B. (2003) 'Skills for the future information professional; the role of individuals, educators, professional bodies', Impact. The Journal of the CDG, 6 (6), pp. 66-69.

Flick, U. (2002) An introduction to qualitative research. (2nd ed.). London: Sage.

Floridi, L. (2002) 'On defining library and information science as applied philosophy of information', Social epistemology, 16 (1), pp. 37-49.

Floridi, L. (2004) 'LIS as applied philosophy of information: a reappraisal', Library Trends, 52 (3), pp. 658-665.

Foskett, D. J. (1979) Introduction to comparative librarianship. Bangalore: Ranganathan Endowement for Library Science.

Fourie, I. & van Niekerk, D. (1999) 'Using portfolio assessment in a module in research information skills', Education for Information, 17 (4), pp. 333-352.

Fourie, I. & van Niekerk, D. (2001) 'Follow up to the use of portfolio assessment for a module in research information skills: an anlysis of its value', Education for Information, 19 (2), pp. 107-126.

Fraser, S. E. & Brickman, W. W. (1968) A history of international and comparative education. Glenview: Scott, Foresman.

Frauenfelder, E. & Santoianni, F. (eds.) (2002) Mind, Learning and Knowledge in Educational Contexts. Cambridge: Cambridge Scholars Press.

Freed, J. E., Klugman, M. R. & Fife, J. D. (1997) A culture for academic excellence. Wasghinton: G. Washington University.

Frey, B., Webreck Alman, S., Barron, D. & Steffens, A. (2004) 'Student satisfaction with the online MLIS Programme at the University of Pittsburgh', Journal of education for library and information science, 45 (2 Spring), pp. 82-97.

Galluzzi, A. (2005) 'A proposito di biblioteconomia e scienze sociali', Bollettino AIB, pp. 227-234.

Garrod, P. (1990) 'Skills for new Information Professionals (SKIP): an evaluation of the key findings', Program. Electronic library and information systems, 32, pp. 241-163.

Giani, U. (ed.) (2004) Reti dinamiche di apprendimento a distanza. Napoli: Liguori.

Glaser, B. G. & Strauss, A. L. (1967) The discovery of grounded theory. New York: Aldine.

Gleize, A. (2005) 'Quelles compétences pour les bibliothécaires ? Diversité des fonctions et référentiels', Documentaliste, 42 (1 / février), pp. 22-25.

Gola, M. (2000) Accreditamento e valutazione nel sistema universitario: Convegno: Il cambiamento nell'università italiana: opportunità, rischi, prospettive. Siena, 14 ottobre.

Goldwin, M. J. (1991) 'ALISE explores the elements for educational excellence', Wilson Library Bullettin, 65 (7), pp. 51-52.

Gómez Hernández, J. A. & Pasadas Ureña, C. (2003) 'Information literacy developments in Spain', Library Review, 52 (7), p. 1.

Gorman, G. E. & Clayton, P. (2005) Qualitative research for the information professionals: a practical handbook. 2 edn. London: Facet.

Gorman, G. E. & Corbitt, B. J. (2002) 'Core competencies in information management education', New Library World, 103 (1182/1183), pp. 436-445.

Gorman, M. (2004) The future of library information education: ALA Conference. New York.

Gorman, M. (2004) 'Whither library education?', New Library World, 105 (1204/1205), pp. 376-380.

Gorman, M. (2005) 'La formazione del bibliotecario del futuro', in Federici, C., Gamba, C. & Trapletti, M. L. (eds.) Professione bibliotecario. Come cambiano le strategie di formazione. Milano: Bibliografica.

Goulding, A. (1995) Student Skills for the New European LIS Market Proceedings arranged by the Royal School of Librarianship and BAILER . The 1st British-Nordic Conference on Library and Information Studies. 22 - 24 May 1995 Copenhagen: The Royal School of Librarianship.

Goulding, A., Bromham, B., Cramer, D. & Hannabuss, S. (1999) Likely to Succeed: attitudes and aptitudes for an effective information profession in the 21st century. London: Library and Information Commission.

Goulding, A., Bromham, B., Hannabuss, S. & Cramer, D. (1999) 'Supply and demand: The workforce needs of library and information services and personal qualities of new professionals.', Journal of Librarianship and information science, 31 (4), pp. 212-223.

Gratch-Lindauer, B. (2002) 'Comparing the regional accreditation standards: outcomes assessment and other trends', Journal of Academic Librarianship, 28 (1/2), pp. 14-25.

Green, J. & Stone, J. (1977) Curriculum evaluation: theory and practice. New York: Springer.

Grilli, M. (June 6th, 2008) Concorsi per bibliotecari. [Online].
Available at: http://list.cineca.it/archives/aib-cur.html.
(Accessed last time on September 2009).

Guba, E. C. (ed.) (1992) The alternative paradigm. London: Sage.

Hall, G. & Loucks, S. (1979) Implementing innovations in schools. A concerns-based approach. Austin, Texas : Research and Development Center for Teacher Education, University of Texas.

Harbo, O. (1996) Recent trends in library and information science education in Europe: 62nd IFLA Council and General Conference, The Challenge of Change: Libraries and Economic Development. Beijing.

Harbo, O. (1997) 'EUCLID European Association for Library and Information Education and Research', in Feather, J. a. S., P. (Eds) (ed.) International Encyclopedia of Information and Library Science. London and New York, NY: Routledge, pp. 138-139.

Harman, G. (1998) 'The management of quality assurance: a review of international practice', Higher Education quarterly, 52 (4), pp. 345-364.

Harrison, K. C. (1989) International librarianship. Methuchen, N.J. and London: Scarecrow Press.

Harvey, J. (1973) 'Toward a definition of international and comparative library science', International Library Review, (5), pp. 289-319.

Harvey, J. & Laverne Carroll, F. (eds.) (1987) Internationalising Library and Information Science Education: a handbook of policies and procedures in administration and curriculum. New York: Greenwood press.

Harvey, L. (ed.) (1993) Quality assessment in Higher Education: collected papers of the QHE Project. Birmingham: QHE.

Harvey, L. (1995) 'Beyond TQM', Quality in Higher Education, 1 (2), pp. 123-146.

Harvey, L. (1999) Evaluating the evaluators.: Fifth Biennial Conference of the International Network of Quality Assurance Agencies in Higher Education. Santiago, Chile.

Harvey, L. (2001) 'The British experience in assessing competence', in Palumbo, C. A. & and Banta, T. W. E. (eds.) Assessing Student Competence in Accredited Disciplines:

pioneering approaches to assessment in higher education. Sterling, Virginia: Stylus, pp. 217–243.

Harvey, L. (2002) 'The End of Quality?', Quality in Higher Education, 8 (1), pp. 5-22.

Harvey, L. (2002) Quality evaluation: some international trends: Norwegian Higher Education Conference. Oslo, 22–23 January, 2002.

Harvey, L. (2003) Accreditation as a power: views of academics. Rome: CRUI.

Harvey, L. & Green, D. (1993) 'Defining quality', Assessment and evaluation in Higher Education, 18 (1), pp. 1-16.

Harvey, L. & Knight, J. (1996) Transforming Higher Education. Buckingham: Open University Press and Society for Research into Higher Education.

Harvey, L. & Mason, S. (1995) The Role of Professional Bodies in Higher education Quality Monitoring. Birmingham: QHE.

Hauenstein, D. A. (1997) A conceptual framework for educational objectives. Lanham, Maryland: University Press of America.

Havard-Williams, P. (1972) International librarianship. International librarianship: surveys of recent developments in developing countries and advanced librarianship: Pre-Session Seminar for Developing sponsored by Unesco. Liverpool City Libraries, August 24 - September 1, 1971: Library Association.

Haycock, K. (2001) Continuing professional education: towards evidence based practice: Delivering lifelong continuing professional education across space and time. Fourth World conference on Continuing professional education for the Library and Information Science professionals. Munchen: Saur.

Herget, J. (2003) Excellence in learning environments. Implementing a quality management system for enabling and institutionalising continuous advancement: Euclid and Alise joint meeting. Potsdam.

Hofstede, G. (1986) 'Cultural Differences in Teaching and Learning', International Journal of Intercultural Relations, 10, pp. 301-320.

Hofstede, G. (1994) Cultures and Organisations: Software of the Mind. London: Harper-Collins Business.

Hooper-Greenhill, E., et al. (2003) Measuring the Outcomes and Impact of Learning in Museums Archives and Libraries: The Learning Impact Research Project. Leicester: Report for Resource from Research Centre for Museums and Galleries, Department of Museum Studies, University of Leicester.

Houser, L. (1988) 'A conceptual analysis of information science', Library and Information Science Research, 10 (January), pp. 3-34.

Huckle, M. (2002) 'Driving Change in the Profession: Subject Benchmarking in UK Library and Information Management', Libri, 52 (4 December), pp. 209-213.

Hull, B. (2001) 'Can librarians help to overcome the social barriers to access?', New Library World, 103 (1169).

IFLA. Education and Training Section (2007) World Guide to Library and Information Science Education. Munchen: SAUR.

IFLA. Section Education and Training (2000) Guidelines for Library Information Educational Programs. IFLA [Online].
Available at: http://www.ifla.org/VII/s23/bulletin/guidelines.htm
(Accessed last time on September 2009).

Ingrosso, R. (2005) Formazione di base e formazione continua in Italia: percezione dei bisogni formativi dei bibliotecari dell'Università: Preparare i professionisti dell'informazione. Fiesole: Casalini, pp.136-142.

Ingwersen, P. (1994) 'The human approach to Information Science and Management: the framework and prospects underlying the new Danish MSC Programme', Journal of Information Science, 20 (3), pp. 197-208.

INQAAHE (2005) Guidelines of Good Practice Wellington, New Zealand. [Online].
Available at: http://www.inqaahe.org/.
(Accessed last time on September 2009).

Internationalisation Quality Review Process. IQRP (1999) Guidelines for the Internationalisation Quality Review Process (IQRP) for Institutions of Higher Education. Paris: OECD, Academic Co-operation Association (ACA). Programme on Institutional Management of Higher Education (IMHE).

Irwin, R. (2002) 'Characterizing the core', Journal of education for library and information science, 43 (2), pp. 175-181.

Italia. Government Presidency (2008) Legge finanziaria dello Stato. [Online].
Available at: Italia.gov.it
(Accessed last time on September 2009).

Jackson, M. M. (ed.) (1981) International handbook of contemporary developments in librarianship. Westport, Connecticut: Greenwod press.

Jakson, N. (2001) 'Benchmarking in UK HE: an overview', Quality Assurance in Education, 9 (4), pp. 218-235.

James, R. (2003) 'Suggestions relative to the selection of strategic system-level indicators to review the development of higher education', in Yonezawa, A. & Kaiser, F. (eds.) System-level and Strategic Indicators for Monitoring Higher Education in the Twenty-First Century. Bucharest: UNESCO CEPES.

Jeanneret, Y. & Ollivier, B., eds. (2004) Les sciences de l'information et de la communication. Savoirs et pouvoirsermès. Hermes.

Jensen, J. W., Stensaker, B. & Grogood, J. (2002) 'Student satisfaction: towards an empirical deconstruction of the concept', Quality in Higher Education, 8 (8), p. 83.

Johnson, I. M. (2000) 'The role of associations of information and library education in teaching and research', Education for Information, 18 (3/4), pp. 201-220.

Johnson, I. M. (2005) 'In the middle of difficulty lies opportunity ''-using a case study to identify Critical Success Factors contributing to the initiation of international collaborative projects', Education for Information, 23 (1/2 March), pp. 9-42.

Johnson, I. M., Correa Fall, A., Neil, R. & Terry, M. (1987) Harmonisation of education and training programmes for library Information and archival personnel: proceedings of an international colloquium. London, August 9-15: Munchen, SAUR.

Juznic, P. & Badovinac, B. (2005) 'Toward library and information science education in the European Union: A comparative analysis of library and information science programmes of study for new members and other applicant countries to the European Union', New Library World, 106 (1210/1211), pp. 173-186.

Kajberg, L. (2002) 'Cross-country partnerships in European library and information science: education at the crossroads', Library Review, 51, pp. 164-170.

Kajberg, L. (2003) 'A Survey of Internationalisation Activities in European Library and Information Science Schools', New Review of Information and Library Research, 9, pp. 25-60.

Kajberg, L. & Lorring, L. (eds.) (2005) European Curriculum reflections on Library and Information Science Education. Copenhagen: Royal School of Library and Information Science. [Online]. Available at: http://biblis.db.dk/uhtbin/cgisirsi.exe/mTRPLP8v7i/DBI/168820005/2/1000

(Accessed last time on September 2009).

Kells, H. R. (1992) Performance Indicators for Higher Education: A Critical Review with Policy Recommendations. World Bank.

Kells, H. R. (ed.) (1993) The Development of Performance Indicators for Higher Education: A Compendium for Eleven Countries. 2d ed. . 134 pp. Paris: Organization for Economic Cooperation and Development., ED 331 355.

Kemp, D. A. (1976) The nature of knowledge: an introduction for librarians. London: Clive Bingley.

Khoo, C., Majid, S. & Sattar Chaudry, A. (2003) 'Developing an accreditation system for LIS professional education programmes in Southeast Asia: issues and perspectives', Malaysian Journal of Library and Information Science, 8 (2 December), pp. 131-149.

Knight, J. (1997) 'Internationalisation of higher education: a conceptual framework', in Knight, J. & de Wit, H. (eds.) Internationalisation of Higher Education in Asia Pacific Countries. Amsterdam: European Association for International Education.

Knight, J. (2003) Internationalization of Higher Education. Practices and Priorities: 2003 IAU Survey Report. Paris: IAU.

Knight, J. (2003) Updating the Definition of Internationalization. Boston, MA: Centre for International Higher Education (CIHS).

Knight, J. & De Wit, H. (1995) 'Strategies for internationalisation of higher education: historical and conceptual perspectives', in De Wit, H. (ed.) Strategies for internationalisation of higher education: a comparative study of Australia, Canada, Europe and the United States of America. Amsterdam: European Association for Interntional Education.

Knight, J. & De Wit, H. (eds.) (1999) Quality and internationalisation in higher education. Paris: OECD IMHE.

Knox, A. B. (2001) Strengthening the quality of continuing professional education: Delivering lifelong continuing professional education across space and time. Fourth World conference on Continuing professional education for the Library and Information Science professionals. Munchen: SAUR.

Koenig, M. E. D. (1991) 'The transfer of library skills to non library contexts.', Advances in Librarianship, 15, pp. 1-27.

Kolb, D. (1985) Learning Style inventory. Boston, MA: McBer and Company.

Konrad, J. (1997) 'Assessment and verification of NVQ: policy and practice', Journal of vocational education and training, 52 (2), pp. 228-242.

Krauss-Leichert, U. (2003) 'The case of Germany: a report on the status of international degrees and credit point systems.', New Library World, 104, pp. 300-306.

Krzys, R. & Litton, G. (1982) World librarianship: a comparative study. New York: Marcel Dekker.

Kuhn, T. S. (1970) The structure of scientific revolutions. Chicago: Chicago University Press.

Lahiri, R. (1996) 'The student's input in LIS course: a case study', Annals of Library Science and Documentation, 43 (4), pp. 153-164.

Lakshmi, R. S. R. V. (1999) 'The integrated LIS education programmes: conflict between objectives, expectations vs. reality', Annals of Library Science and Documentation, 46 (3), pp. 101-111.

Lancaster, F. W. (1994) 'The curriculum of information science in developed and developing countries.', Libri, 44 (3), pp. 201-205.

Large, A. (2000) 'LIS education and training issues in the late 20 century: a view from the pages of education for information', Education for Information, 18 (1), pp. 1-5.

Larsen Borup, J. (2005) 'A Survey of Library & Information Science Schools in Europe', in Kajberg, L. & Lorring, L. (eds.) European Curriculum Reflections on Library and Information Science Education. Copenhagen: The Royal School of Library and Information Science, pp. 241-249. [Online]. Available at: http://biblis.db.dk/uhtbin/cgisirsi.exe/mTRPLP8v7i/DBI/168820005/2/1000 (Accessed last time on September 2009).

Layder, D. (1993) New strategies in social research. London: Polity Press.

Layzell Ward, P. (2001) Fit to practice? the need for the certification of professional knowledge and competences: Delivering lifelong continuing professional education across space and time. Fourth World conference on Continuing professional education for the Library and Information Science professionals. Munchen: Saur.

Leask, B. (2001) 'Bridging the gap: internazionalising University curricula', Journal of Studies in International Education, pp. 100-114.

Levasseur, D. (1996) 'Les normes ISO 9000 d'assurance qualite et la gestion des documents
The ISO 9000 standards for quality assurance and the management of documents', Argus, 25 (2), pp. 13-21.

Lincoln, Y. & Guba, E. G. (1985) Naturalistic inquiry. Beverly Hills: Sage.

Liu, Y. Q. (2004) 'Is the education on digital libraries adequate?', New Library World, 105 (1196/1197), pp. 60-68.

Lor, P. (2008) 'Critical reflections on international librarianship. Adapted from a guest lecture given to the School of Information Studies, University of Wisconsin-Milwaukee, Milwaukee, 1 July, 2005', Mousaion, 25 (1), pp. 1-15.

Lorring, L. (2004) Behind the curriculum of library and information studies: models for didactical curriculum reflections: IFLA General Conference and Council. Buenos Aires.

Loughridge, B. (1990) 'Employment and career surveys: Some reflections on their value and relevance.', Journal of Librarianship, 22 (2), pp. 71-90.

Maffei, L. (2005) Il percorso AIDA per la certificazione: Certificazione degli specialisti dell'informazione: opinioni ed esperienze dall'Europa. Roma, 13 maggio 2005: AIDA.

Maffioli, F., and Augusti, G. (2003) 'Tuning Engineering Education into the European Higher Education Orchestra.', European Journal of Engineering Education, 28., pp. 251-273.

Magistà, A. (ed.) (2007) Lavoro e Master. 2007-2008. Milano: La Repubblica in collaborazione con CENSIS e SOMEDIA, La Repubblica. Grandi guide Career Book.

Mann, C. & Stewart, F. (2000) Internet communication and qualitative research: a handbook for researching online. London: Sage.

Manžuch, Z., Vatanen, I. & Aparac-Jelusic, T. (2005) 'Digitization of Cultural Heritage', in Kajberg, L. & Lørring, L. (eds.) European Curriculum Reflections on Library and Information Science Education. Copenhagen: Royal School of Library and Information Science., pp. 35-59. [Online]. Available at: http://biblis.db.dk/uhtbin/cgisirsi.exe/mTRPLP8v7i/DBI/168820005/2/1000 (Accessed last time on September 2009).

Marcella, R. & Baxter, G. (1998) 'A career progression survey of graduates of the postgraduate diploma/MSc in information analysis.', Education for Information, 16 (2), pp. 107-130.

Marco, G. A. (1994) 'The demise of the American core curriculum', Libri, 44 (September), pp. 176-179.

Marion, L., Kennan, M. A., Willard, P. & Wilson, C. S. (2005) A tale of two markets: employer expectations of information professionals in Australia and the United States of America: 71th IFLA General Conference and Council. Oslo.

Markey, K. (2004) 'Current Educational Trends in the Information and Library Science Curriculum.', Journal of education for library and information science, 45 (Fall 2004), pp. 317-339.

Marshall, J. (1997) 'Librarianship as a profession in Italy', Journal of Librarianship and information science, 29 (1), pp. 29-37.

Martin, S. K. (2002) 'A new vision for library and information studies accreditation', Portal: Libraries and the Academy, 2 (3), pp. 481-483.

Maykut, B. & Morehouse, R. (1994) Beginning qualitative research: a philosophical and practical guide. London: Farmer Press.

McClure, C. & Hernon, P. (eds.) (1991) Library and Information Science research: perspectives and strategies for improvement. Norwood: Ablex.

McClure, C. & Hert, C. (1991) Specialisation in Library and Information Science Education: issues, scenarios and the need for action. ED 352-032. Washington: ERIC.

McDowell, A. (2002) 'Trust and information: the role of trust in the social epistemolgy of information science', Social epistemology, 16, pp. 51-63.

McKeachie, W. (1990) 'Research on college teaching: the historical background', Journal of educational psichology, 82 (2), pp. 189-200.

McKee, B. (2007) 'Breakout Session Two: the LIS research infrastructure', Library and Information Research, 31 (97), pp. 26-.

Medical Library Association (1992) Platform for Change: The Educational Policy Statement of the Medical Library Association. MLA [Online].

Available at: http://www.mlanet.org/education/platform/index.html.

(Accessed last time on September 2009).

Mellon, C. A. (1990) Naturalistic inquiry for Library Science: methods and applications for research, evaluation and teaching. London: Greenwood.

Melorio, F. (2005) Digital Library Manager: a continuing education model: Digital Library Education. Firenze, Villa Morghen, 24-25 March: University of Parma.

Menges, R. J. & A..E., A. (2001) 'Teaching in Higher Education', in Richardson, V. (ed.) Handbook of Research on Teaching, Fourth Edition,. American Educational Research Association, pp. 1122-1156.

Merriam, S. (1988) Case study research in education: a qualitative approach. San Francisco: Jossey Bass.

Mestenhauser, J. (1997) 'On moving cemeteries and changing curricula: review article " A reflection on M. C. van der Wende's Book Internationalising the curriculum in Dutch Higher Education: an international comparative perspective', EAIE newsletter, (June).

Meyriat, J. (2003) The CERTIdoc project. Towards a European recognition of the professionals' competencies. Berlin: IFLA [Online].

Available at: http://www.certidoc.net/fr1/ifla2003gb.pdf

(Accessed last time on September 2009).

Meyriat, J. (2004) 'L'Euroréférentiel nouveau est arrivé !', Documentaliste, 41 (2 / février), pp. 124-125.

Miccoli, S. (2005) 'Questioni di epistemologia biblioteconomica', Bollettino AIB, (4).

Minichiello, V., Aroni, R., Timewell, E. & Alexander, L. (1995 (reprint. 2000)) In depth interviewing: principles, techniques, anaysis. Sidney: Longman.

Ministère de l'Education nationale de l'enseignement supérieur et de la recherche (2005) Bibliofil', le référentiel de la filière bibliothèques. p. 38. [Online].
Available   at: <ftp://trf.education.gouv.fr/pub/edutel/personnel/administratif_technique/bib/bibliofil.pdf>.
(Accessed last time on September 2009).

Moore, N. (1986) The Library and Information Workforce: A Study of Supply and Demand. London: : British Library, [BLR&D Report: 5900].

Moore, N. (1996) 'Creators, communicators and consolidators: The new information professional', Managing Information, 3 (6), pp. 24-25.

Munthe, W. (1936) American librarianship from a European angle. Chicago: American Library Association.

Music Library Association Core Competencies and Music Librarians. [Online].
Available at: www.musiclibraryassoc.org/pdf/Core_Competencies.pdf
(Accessed last time on September 2009).

Myburgh, S. (2005) New Information Professionals. London: Chandos.

National Council for Accreditation of Teacher Education Accredited Institutions and Nationally Recognized Programs. Washington, D.C.: NCATE [Online].
Available at: www.ncate.org/recognized_programs/m_institutions-programs.htm
(Accessed last time on September 2009).

National council for the accreditation of teacher education (1990) 'Initial programs for the school library media specialist: NCATE approval curriculum guidelines', Emergency Librarian, 17 (3), pp. 19-21, 23-25,28-30.

Norris, D., Mason, J. & Lefrere, P. (2003) Transforming e-Knowledge: A Revolution in the Sharing of Knowledge. The Society for College & University Planning.

Norris, N. (1991) 'The trouble with competence', Cambridge Journal of Education, 21 (3), pp. 331-341.

North Carolina State University Internet Resources for Higher Education Outcomes Assessment. [Online].
Available at: http://www2.acs.ncsu.edu/UPA/ assmt/resource.htm)
(Accessed last time on September 2009).

Nuttall, D. (1994) 'Choosing Indicators', in Making Education count - Developing and Using International Indicators. Paris: OECD.

Ocholla, D. N. (2001) 'Curriculum response to a chancing national and international information environment: theoretical and methodological paradigms on review and revision', Education for Information, 19 (2), pp. 143-167.

OECD (1996) Lifelong learning for all. Paris: OECD Education Committee.

OECD (1999) Quality and internationalisation in Higher Education. Paris: OECD.

OECD (2001) Education at a Glance - OECD Indicators. Paris: OECD.

OECD (2003) OECD/Norway forum on Trade in educational services: managing the internationalisation of post-secundary education. Trondheim: OECD. Center for Educational Research and Innovation (CERI).

OECD (2004) Internationalization and Trade of Higher Education - Challenges and Opportunities. . Paris: Organization for Economic Co-operation and Development.

Palomba, C. A. B., Trudy W. (ed.) (2001) Assessing Student Competence in Accredited Disciplines: Pioneering Approaches to Assessment in Higher Education. Stylus.

Parasuraman, A., Zeithaml, V. & Berry, L. L. (1985) 'A conceptual model of service quality and its implications for future research', Journal of Marketing, 48, pp. 41-50.

Paris, E. & Granjon, F. (2004) Les sciences de l'information et de la communication au risque de la modernisation des universités. 14e congrès de la Société Française des Sciences de l'Information et de la Communication. Istanbul, 2004 [Online]. Available at: <http://www.assises-univ-recherche.ouvaton.org/article.php3?id_article=51> (Accessed last time on September 2009).

Parker, J. S. 'International librarianship – a reconnaissance.', Journal of Librarianship, 6 (4), pp. 219-232.

Parker, S. (2005) Convergence of education for Libraries, Archives and Museums. In "To prepare the information professionals". Fiesole: Casalini, pp. 30-45.

Paulson, F. L., Paulson, P. R. & Meyer, C. A. (1991) 'What makes a portfolio a portfolio?', Educational leadership, 48 (5), pp. 50-63.

Petrucciani, A. (2001) 'La laurea in biblioteconomia: Finalità e prospettive dei nuovi ordinamenti universitari. ', Bollettino AIB, 41 (2), pp. 145-155.

Petrucciani, A. (2002) Nascita e affermazione della professione bibliotecaria in Italia (1861-1969). Roma: Associazione Italiana Biblioteche, Quaderni della Biblioteca nazionale centrale di Roma; 9.

Petrucciani, A. (2003) 'Professione bibliotecario: Formazione, occupazione, prospettive.', Economia della cultura, 3, pp. 401-406.

Petrucciani, A. (2004) 'Formazione, occupazione e professione', in Ponzani, V. (ed.) Rapporto sulle biblioteche italiane 2001-2003. pp. 110-119.

Petrucciani, A. (2006) 'Formazione, occupazione e professione', in Ponzani, V. (ed.) Rapporto sulle biblioteche italiane 2004-2005.

Petrucciani, A. & Ponzani, V. (2003) 'Dibattito sulla formazione: incontro con Alberto Petrucciani', AIB notizie, (3), pp. 8-11.

Petrucciani, A. & Turbanti, S. (2001) 'I corsi universitari dopo la riforma: per un'analiosi dei contenuti delle offerte didattiche', Bollettino AIB, 41 (4), pp. 493-500.

Pickard, A. (2007) Research methods in information. London: Facet.

Pickard, A. & Dixon, P. (2000) The use of constructivist inquiry in measuring the value and impact of electronic information resources: 3rd Northumbria International Conference on Performance Measurement in Libraries and Information Services. Longhirst, 27-31 August 1999: University of Northumbria, Newcastle.

Poggiali, I. (2005) 'Biblioteche ed apprendimento continuo degli adulti in Italia', Input, 11 (89/90), pp. 13-15.

Pomerantz, J., Sanghee, O., Yang, S., Fox, E. A. & Wildemuth, B. M. (2006) 'The Core. Digital Library Education in Library and Information Science Programs', D-Lib Magazine, 12 (11).

Pomerantz, J., Wildemuth, B. M., Yang, S. & Fox, E. A. (2006) Curriculum Development for Digital Libraries: 6th ACM/IEEE-CS Joint Conference on Digital Libraries. Chapel Hill, NC.: ACM/IEEE-CS.

Ponzani, V. (2004) 'Professione', in Ponzani, V. (ed.) Rapporto sulle biblioteche italiane 2004. Roma: AIB, pp. 101-137.

Popham, W. J. (1978) Criterion referenced measurement. Englewood Cliffs, NJ: Prentice Hall.

Popper, K. R. (1959) The logic of scientific discovery. New York: Basic Books.

Popper, K. R. (1979) Objective knowledge: an evolutionary approach. Oxford: Oxford University Press.

Pors, N. (1990) 'Employment patterns, the labour market, and student's preferences', Libri, 40 (2), pp. 112-125.

Pors, N. (1992) 'The education of librarians and the labour market', New Library World, 93 (4).

Pors, N. (2001) 'Measuring students performance and perceptions: empirical studies in different dimensions of quality assurance at a library school', New Library World, 102 (1170/71), pp. 429-435.

Pors, N. & Johannsen, C. G. (2003) 'Job satisfaction and motivational strategy among library directors', New Library World, 103 (1177), pp. 199-208.

Pors, N. & Schreiber, T. (1996) Librarian Training in Information and Communication Technologies: A Study of Needs and Deliverables, (EU Prolib/Train 10278). Copenhagen: Danmarks Biblioteksskole.

Prevot-Hubert, M. (2004) 'Les professionnels de l'information en France : de la formation initiale à la formation continue jusqu'à la certification professionnelle', Documentaliste, 41 (n° 3 / juin), pp. 182-186.

Price, J. W. & Price, M. S. (eds.) (1985) International librarianship today and tomorrow: a Festschrift for William J Welsh. New York, München: Saur.

Primoz, J. & Branka, B. (2005) 'Toward library and information science education in the European Union: A comparative analysis of library and information science programmes of study for new members and other applicant countries to the European Union. .', New Library World, 106, pp. 173-186.

Progetto CREMISI (2000) Le nuove professioni in biblioteca. Roma: Ministero per i Beni e le Attività Culturali; AIB; Amitie; Union Comunicazione.

Prøitz, T. S., Stensaker, B. & Harvey, L. (2004) 'Accreditation, standards and diversity: an analysis of EQUIS accreditation reports', Assessment & Evaluation in Higher Education, 29 (6), pp. 735-750.

Quality Assurance Agency. QAA (2003) QAA audit of collaborative link with Università degli studi di Parma. Commentary. [Online].
Available   at:
http://www.qaa.ac.uk/revreps/oseas/northumbria_parma/northumbria_parma_textonly.h
tm (Accessed last time on September 2009).

Qvtorp, L. (2007) Keynote address. Cooperation between academia and practice: Librarian@2010. Educating for the future. Lisbon.

Rader, H. B. (1997) 'Educating students for the information age: the role of the librarian', Reference service review, 25 (2), pp. 47-52.

Ragin, C. (1992) 'What is a case?', in Ragin, C. & Becker, H. S. (eds.) Cambridge: Cambridge University Press, pp. 1-18.

Ramsden, P. (1992) Learning to Teach in Higher Education. London: Routledge.

Ramsden, P. & Martin, E. (1995) 'Recognition of good university teaching. Policies from an Australian studies', Studies in Higher Education, 21 (3), pp. 200-315.

Rauzier, J.-M. (2004) 'Editorial - Un métier, des métiers', Documentaliste, 41 (n° 4-5 octobre), p. 233.

Regione Lombardia, Istituto regionale lombardo di formazione per la pubblica amministrazione & Satef (2003) Le professionalità operanti nel settore dei servizi culturali: le biblioteche lombarde
Available at: <http://wai.lombardiacultura.it/lib/2017/Satef.zip>.
(Accessed last time on September 2009).

Revelli, C. (1995) 'Compiti e caratteristiche del bibliotecario. 2', Biblioteche oggi, (2), pp. 46-.

Revelli, C. (1996) 'Recensione a: Giuseppe Vitiello, Le biblioteche europee nella prospettiva comparata ', Biblioteche oggi, 10, p. 56.

Revelli, C. (1998) 'Un mestiere in evoluzione', Biblioteche oggi, (5), pp. 40-.

Revelli, C. (2000) 'I compiti della biblioteca e i doveri del bibliotecario, 1', Biblioteche oggi, (9), pp. 42-.

Revelli, C. (2001) 'Una svolta nella formazione professionale?', Biblioteche oggi, (6), pp. 36-.

Revelli, C. (2003) 'Quali siano i compiti del bibliotecario', Biblioteche oggi, (5), pp. 58-.

Rittberger, M. & Schmid, M. (2003) Certification of Information professionals in Europe: CERTIDoc project: Inquiry. Berlin: Deutsche Gesellschaft fur Informationswissenschaft und praxis (DGI).

Roggema-van Heusden, M. (2004) 'The challenge of developing a competence-oriented curriculum: an integrative framework', Library Review, 53 (2), pp. 98-103.

Rowlands, I. & Bawden, D. (1999) 'Digital libraries: a conceptual framework.', Libri, 49 (4), pp. 192-202.

Roxas, S. A. (1972) Library education in Italy : an historical survey, 1870-1969. Metuchen, N.J.: Scarecrow Press.

Roxas, S. A. (1976) 'Librarians—Italian Style', Library Review, 25 (8), pp. 302-306.

Russel, B. (1912) The problems of philosophy. New York: Holt.

Sajjad ur Rehman (2003) 'Information studies curriculum based on competency definition', Journal of education for library and information science, 44 (3-4 Summer/Fail), pp. 276-295.

Salarelli, A. (2008) Biblioteche ed identità. Milano: Bibliografica.

Saracevic, T. (1994) 'Closing of library schools in North America: what role accreditation?', Libri, 44 (3), pp. 190-200.

Saracevic, T. (1999) 'Information science', Journal of the American Society for Information Science, 50 (12), pp. 1051-1063.

Schleihagen, B. (2004) Why Cooperate Internationally? The importance and different forms of international cooperation among libraries. . [Online].
Available at: http://www.goethe.de/wis/bib/koo/int/en209241.htm
(Accessed last time on September 2009)

Schmeck, R. (1988) Learning strategies and learning styles. Perspectives on individual differences. New York: Springer.

Scolari, A. (2004) 'L'albo professionale italiano dei bibliotecari in cifre', AIB Notizie, 16(4), pp. III-V.

SEFI (2002) Bologna Spirit in Two Tier Engineering Education Curricula Development: SEFI CDWG Conference in collaboration with Activity 1 of Thematic Network E4. Vilnius Gediminas University, 17-19 May.

Senge, P. (1990) The fifth discipline: the art and practice of the learning organization. New York: Doubleday.

Serrai, A. (1981) In difesa della biblioteconomia. Indagine sull'identità, le competenze e le aspirazioni di una disciplina in cerca di palingenesi. Firenze: Giunta Regionale Toscana ; La Nuova Italia.

Serrai, A. (1982) La biblioteconomia come scienza e le discipline che la compongono: Seminario sulla didattica della biblioteconomia. Roma: AIB.

Serrai, A. (1983) Biblioteconomia e professione bibliotecaria: XXIX Congresso AIB. Ruolo e formazione del bibliotecario. Firenze: AIB.

Serrai, A. (1987) 'Anche la "Crassa Minerva" è anzitutto "Minerva" (lettera aperta ai Colleghi della Scuola Speciale per Archivisti e Bibliotecari dell'Università di Roma "La Sapienza")', Il Bibliotecario, 4 (13), p. 127.

Serrai, A. (1993) 'Il corredo scientifico del bibliotecario', Nuovi annali della Scuola Speciale per Archivisti e Bibliotecari, 7, pp. 19-27.

Seymour, D. T. (1991) Total quality management in higher education: a critical assessment. Methuen, Ma: Goal/QPC.

Shera, J. H. (1961) 'Social epistemology, general semantics and libraries', Wilson Library Bullettin, 35 (3), pp. 767-770.

Shera, J. H. (1965) Libraries and the organisation of knowledge. London: Crosby Lockwood.

Shera, J. H. (1965) 'The library as an agency of social communication', Journal of Documentation, 21 (4), pp. 241-243.

Shera, J. H. (1968) 'An epistemological foundation for library science', in Montgomery, E. B. (ed.) The fondations to access to knowledge. Syracuse: Syracuse University Press.

Shera, J. H. (1970) Sociological foundations of librarianship. New York: Asia Publishing House.

Shera, J. H. & Cleveland, D. B. (1985) 'History and foundations of information science', Annual Review of Information Science and Technology, 12, pp. 249-275.

Shores, L. (1966) ' Why comparative librarianship', Wilson Library Bullettin, 41 (2), pp. 200-206.

Sims, S. J. (1992) Student Outcomes Assessment: A Historical Review and Guide to Program Development. Greenwood Press, (Contributions to the Study of Education Series, no. 52).

Simsova, S. & MacKee, M. C. (1970) A handbook of comparative librarianship. London: Clive Bongley.

Society of American Archivists (1994) Guidelines for a graduate program in archival studies. [Online].
Available at: www.archivists.org/prof-education/ed_guidelines.asp
(Accessed last time on September 2009).

Society of American Archivists (2002) Guidelines for a Graduate Program in Archival Studies. SAA [Online].
Available at: http://www.archivists.org/prof-education/ed_guidelines.asp
(Accessed last time on September 2009).

Solimine, G. (1987) 'Una laurea per i bibliotecari', Biblioteche oggi, 4 (5), pp. 111-112.

Solimine, G. (1988) 'L'identità del bibliotecario: un tema da discutere; Teoria e prassi nei corsi di formazione professionale; Un'esperienza originale; Spie in biblioteca', Biblioteche oggi, 6 (4), pp. 109-111.

Solimine, G. (1991) 'Università e formazione', Biblioteche oggi, 9 (1), pp. 105-106.

Solimine, G. (1993) 'La formazione che non c'è', Biblioteche oggi, 11 (9), pp. 14-21.

Solimine, G. (1993) 'L'automazione delle biblioteche in Italia: dati e tendenze a confronto con il panorama europeo', Bollettino AIB, 33 (2), pp. 197-201.

Solimine, G. (2000) 'I bibliotecari italiani alla scoperta dell'America, «Discipline del libro. Bollettino della Facoltà di Lettere e Filosofia dell'Università degli studi di Udine», n. 5 (settembre 2000), p. 147-169
Available at:
http://www.uniud.it/libroantico/discipline/disci5/somdi5.htm
 (Accessed last time on September 2009).

Solmi, J. (2002) 'Facing the challenges of 21st century', Perspectives, 6 (1), p. 1.

Sorbelli, A. (1916) 'Nuovi insegnamenti. Corso di bibliologia e biblioteconomia all'Università di Bologna,' Università italiana, 15 (7-8).

Sorbelli, A. (1926) L'insegnamento della Bibliologia e Biblioteconomia in Italia. Con notizie sull'insegnamento all'Estero. Note e considerazioni. Bologna: Zanichelli, Biblioteca de "L'Archiginnasio", s. II, n. XXX.

Sorbonne Joint Declaration (1998) Joint Declaration on Harmonization of the European Higher Education System. Paris, The Sorbonne: [Online].
Available at: www.bologna-berlin2003.de/pdf/Sorbonnedeclaration.pdf.
(Accessed last time on September 2009).

Special Libraries Association (2004) Competencies for Special Librarians of the 21st Century. SLA [Online].
Available at: http://www.sla.org/content/learn/comp2003/index.cfm
(Accessed last time on September 2009).

Spinello, A. (2005) Ruoli e competenze del Systems librarian, Library Manager e System manager. Primi risultati di un'indagine in Italia: IT profiles and curricula for libraries. Parma, 13-14 October: University of Parma.

Spink, A. & Cool, C. (1999) 'Education for Digital Libraries', D-Lib Magazine, 5 (5), p. Available at:http://www.dlib.org/dlib/may99/05spink.html. (Accessed last time on September 2009).

Stake, R. E. (1994) 'Case studies', in Denzin, M. K. & Lincoln, Y. (eds.) Handbook of qualitative research. Thousand Oaks: Sage, pp. 236-247.

Stake, R. E. (1995) The art of case study research. Thousand Oaks: Sage.

Stake, R. E. (2003) 'Case studies', in Denzin, M. K. & Lincoln, Y. (eds.) Strategies of qualitative inquiry. Thousand Oaks: Sage, pp. 134-.

Stenhouse, L. (1975) An introduction to curriculum research and development. Heinemann.

Stockholm Conclusions (2002) Seminar on Joint Degrees within the framework of the Bologna Process. Stockholm, 31 May 2002.

Strauss, A. L. (1987) Qualitative data analysis for social scientists. Cambridge: Cambridge University Press.

Strauss, A. L. & Corbin, J. (1998) Basics of qualitative research: techniques and procedures for developing grounded theory. London: Sage.

Stueart, R. (1981) 'Flowers from horseback: the United States influence on the international development of library education', in Golden jubilee lectures celebrating the 50th anniversary of the School of Library and Information Science. Baton rouge: Lousiana State University, pp. 3-18.

Stueart, R., D. (2007) International librarianship: a basic guide to global knowledge access. Lanham, Mariland: Scarecrow Press, Libraries and librarianship: an international perspective, n. 2.

Sursock, A. (2000) Towards accreditation schemes for higher education in Europe?: CRE workshop. 8–9 Nov. 2000, Vienna.

Sutton, S. A. (2001) 'Trends, projections and crystal ball gazing', Journal of education for library and information science, 42 (3), pp. 241-247.

Tammaro, A. M. (2001) Towards internationalisation of LIS schools: an introduction: Towards internationalisation of LIS schools. Parma, 18 marzo 2001: Casalini Digital.

Tammaro, A. M. (2003) L'insegnamento universitario delle discipline dell'informazione dopo la riforma della didattica: VII Convegno Nazionale AIDA. Roma, 2-3 ottobre 2003.

Tammaro, A. M. (2003) 'Riconoscimento dei titoli accademici e accreditamento professionale in un ambito internazionale: la sfida attuale delle università italiane per i professionisti dell'informazione.', AIDA informazioni, pp. 40-60.

Tammaro, A. M. (ed.) (2003) Verso l'internazionalizzazione della formazione in biblioteconomia e in scienze dell'informazione. Towards internationalisation of Library and Information Science education Casalini Digital.

Tammaro, A. M. (2005) Adapting LIS education to the digital age: co-operation and internationalisation for innovation: BOBCATTS. Budapest: BOBCATTS and EUCLID.

Tammaro, A. M. (2005) Aims, teams and working methods: Digital Library Education. Firenze, Villa Morghen, 24-25 March: University of Parma.

Tammaro, A. M. (2005) 'Formazione continua e Master universitari: nuove opportunità per i bibliotecari e per i professionisti dell'informazione', in Federici, C., Trapletti, M. L. & Gamba, C. (eds.) Professione bibliotecario: come cambiano le strategie di formazione. Milano: Bibliografica.

Tammaro, A. M. (2005) IT profiles and curricula: an introduction: IT profiles and curricula in libraries. Parma, 13-14 October: University of Parma.

Tammaro, A. M. (2005) 'Recognition and quality assurance in LIS: new approaches for lifelong learning in Europe', Performance measurement and metrics, 6 (2), pp. 67-79.

Tammaro, A. M. (2005) Report on quality assurance models in LIS programs. IFLA. Education and Training Section.

Tammaro, A. M. (ed.) (2005) To prepare the information professionals. Fiesole: Casalini.

Tammaro, A. M. (2005) 'Un'indagine sul ruolo dell'IFLA: rapporto dall'Italia', AIB notizie, 17 (9), pp. 6-7.

Tammaro, A. M. (2006) 'Findings of the survey of quality assurance models in LIS programs', IFLA SET Bulletin, January.

Tammaro, A. M. (2006) 'Internationalisation and cooperation: lesson learned from the joint Master course in Information Studies by distance', EADTU. Tallinn, 23-24 Npvember 2006. [Online]. Available at:
<http://dspace-
unipr.cilea.it/bitstream/1889/685/1/Internationalisation%20and%20cooperation%20Ta
mmaro%202006.doc>
 (Accessed last time on September 2009).

Tammaro, A. M. (2007) 'A curriculum for digital librarians: a reflection on the European debate', New Library World, 108 (5/6), pp. 229-246.

Tammaro, A.M. (2007), "Performance indicators in library and information science (LIS) education: towards cross-border quality assurance in Europe",
Available at: www.cbpq.qc.ca/congres/congres2007/Actes/Tammaro.pdf

Tammaro, A. M. & alii (2005) 'Library and Information Science Curriculum in a European perspective', in Kajberg, L. & Lorring, L. (eds.) European curriculum reflections on Library and Information Science education. Copenhagen: Royal School

of Library and Information Science, pp. 15-28. [Online]. Available at: http://biblis.db.dk/uhtbin/cgisirsi.exe/mTRPLP8v7i/DBI/168820005/2/1000 (Accessed last time on September 2009).

Tammaro, A. M. & Dixon, P. (2003) 'Strenghts and issues in implementing a collaborative inter-university course: the International Masters in Information studies by distance.', Education for Information, 21 (2/3), pp. 12-27.

Tammaro, A. M. & Weech, T. (2008) Feasibility of International Guidelines for Equivalency and Reciprocity of Qualifications for LIS Professionals. Final report. The Hague: IFLA.

Tauch, C. & Rauhvargers, A. (2002) Survey on Master degree and joint degree in Europe. European Universities Association.

Taylor, S. J. & Bogdan, R. (1984) Introduction to qualitative research methods. New York: Wiley.

Tees, M. (ed.) (1988) Education and research in Library and Information Science in the Information Age: means of modern technology and management. Munchen SAUR, IFLA publications 43.

Tenopir, C. (2004) 'I never learned that at library school: curriculum changes in LIS', Online, 24 (2), pp. 42-46.

Todd, R. J. & Southon, G. (2001) 'Educating for a knowledge management future: perceptions of library and information professionals', Australian Library Journal, (November), pp. 313-326.

Totten, L. H. (1989) 'Accreditation vs certification: which?', Education Libraries, 14 (2), pp. 48-60.

Traniello, P. (1993) Biblioteche pubbliche: il quadro istituzionale europeo. Roma: Sinnos.

Traniello, P. (1997) La biblioteca pubblica: storia di un istituto nell'Europa contemporanea. Bologna: Mulino, Saggi.

Traniello, P. (2005) Biblioteche e società. Bologna: Mulino, Saggi.

Trentin, G. (2004) Apprendimento in rete e condivisione delle conoscenze. Milano: Angeli.

Tuning (ed.) (2003) Tuning Educational Structures in Europe, Final Report Phase 1. University of Deusto, University of Groningen.

Tuning. (2004) Tuning Educational Structure in Europe; closing conference document. Tuning Project 2. [Online]. Available at: http://tuning.unideusto.org/tuningeu/index.php?option=com_frontpage&Itemid=1. (Accessed last time on September 2009).

UNESCO (1984) International symposium on the harmonisation of education and training programmes in information science, librarianship and archival studies. Final report. Paris 8-12 October.

UNESCO (2002) First Global forum on quality assurance, accreditation and the recognition of qualifications. Paris: UNESCO.

UNESCO (2004) Second Global forum on international quality assurance, accreditation and recognition of quality assurance : widening access to quality higher education. Paris: UNESCO.

UNESCO & CERI, O. (2004) Guidelines Quality Provision in Cross-border Higher Education. Paris: UNESCO Headquarters, OECD CERI.

UNESCO & Council of Europe (1998) Code of Good Practice in the Provision of Transnational Education. Paris.

UNESCO & Council of Europe (2001) Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications. Paris: UNESCO [Online].
Available   at:
http://www.coe.int/T/DG4/HigherEducation/Recognition/Criteria%20and%20procedures_EN.asp#Top
(Accessed last time on September 2009).

UNESCO & OECD (2005) UNESCO/Council of Europe Code of Good Practice in the Provision of Transnational Education Paris: UNESCO [Online].
Available   at:
http://www.coe.int/T/DG4/HigherEducation/Recognition/Code%20of%20good%20practice_EN.asp#
(Accessed last time on September 2009).

UNESCO. International and Information Unit (1998) A curriculum for an Information Society. Bangkok.

Usher, R. & al., e. (1997) Adult education and the postmodern challenge. London: Routledge.

Usherwood, B. (2002) Recruit, retain and lead : the public library workforce study. London: Resource: The Council for Museums, Archives and Libraries.

Vaagan, R. W. (2003) 'LIS education - repackaging infopreneurs or promoting value-based skills?', New Library World, 104 (1187/1188), pp. 156-153.

Vakkari, P. & Cronin, B. (eds.) (1992) Conceptions of library and information science: historical, empirical and theoretical perspectives. London: Taylor Graham.

Van Damme, D. (2001) 'Quality issues in the internationalisation of Higher education', Higher Education quarterly, 41, pp. 415-441.

Van Damme, D. (2002) Quality assurance in an international environment: national and international interests and tensions. Background paper for the CHEA international Seminar. San Francisco: CHEA.

van der Molen, G. (2005) 'Practice and Theory: placement as part of the Curriculum', in Kajberg, L. & Lorring, L. (eds.) European curriculum reflections on Library and Information Science education. Copenhagen: Royal School of Library and Information Science.   [Online].   Available   at: http://biblis.db.dk/uhtbin/cgisirsi.exe/mTRPLP8v7i/DBI/168820005/2/1000 (Accessed last time on September 2009).

van der Starre, J. H. E. (1993) 'Library Schools and Information Technology: A European Overview', Information Processing and Management, 29 (2), pp. 241-248.

van der Wende, M. C. & Westerheijden, D. (2001) 'International aspects of Quality Assurance with a special focus on European Higher Education', Quality in Higher Education, 7 (3).

Van House, N. & Sutton, S. A. (1996) 'The Panda Syndrome: an ecology of LIS education', Journal of education for library and information science, 37, pp. 131-147.

Varlejs, J. (2002) 'Quality control and assurance for continuing professional education', in Layzell Ward, P. (ed.) Continuing professional education for the Information Society. Munich: SAUR, pp. 232-242.

Varlejs, J. (2003) 'Continuing education tiptoes online: where are the quality guidelines?', Journal of education for library and information science, 44 (3-4 Summer/Fall), pp. 332-.

Varlejs, J. (2003) 'Professional competencies for the digital age: what Library schools are doing to prepare special librarians', Education LIbraries, 26 (1 Summer), pp. 16-.

Vermont, J. D. (1996) 'Metacognition, cognitive and affective aspects of learning styles and strategies: a phenomenographic analysis', Higher Education quarterly, 31, pp. 25-50.

Vickery, B. (1997) 'Metatheory and information science', Journal of Documentation, 53 (5), pp. 457-476.

Virkus, S., Hartley, R. J. (2003) 'Approaches to quality assurance and accreditation of LIS programmes: Experiences from Estonia and United Kingdom', Education for Information, 21 (1 March), pp. 31-48.

Virkus, S., Wood, L. (2004) 'Change and innovation in European LIS education', New Library World, 105, pp. 320- 329.

Virkus, S. (2007) Collaboration in LIS education in Europe:challenges and opportunities: 73rd IFLA General Conference and Council. Durban. [Online]. Available at:
http://ifla.queenslibrary.org/IV/ifla73/papers/134-Virkus-en.pdf
(Accessed last time on September 2009).

Virkus, S. & alii (2005) 'Information Literacy and Learning', in Kajberg, L. & Lørring, L. (eds.) European curriculum reflections on Library and Information Science education. Copenhagen: Royal School of Library and Information Science, pp. 64-80. [Online].   Available   at:
http://biblis.db.dk/uhtbin/cgisirsi.exe/mTRPLP8v7i/DBI/168820005/2/1000
(Accessed last time on September 2009).

Virkus, S. & Tammaro, A. M. (2005) Models of academic cooperation in European LIS education: EADTU. Rome. [Online]. Available at:
http://www.eadtu.nl/proceedings/2005/papers/EADTU-
Rome%20Sirje%20Virkus%20and%20Anna%20Maria%20Tammaro.pdf
(Accessed last time on September 2009).

Vitiello, G. (1987) 'Introduzione alla biblioteconomia comparata', in Guerrini, M. (ed.) Il linguaggio della biblioteca: scritti in onore di Diego Maltese. Firenze: Regione Toscana, pp. 855-886.

Vitiello, G. (1996) 'Che cos'è la biblioteconomia comparata?', in Le biblioteche europee nella prospettiva comparata. . Ravenna: Longo, pp. 11-34.

Vitiello, G. (1997) 'Quando le statistiche diventeranno politica bibliotecaria?', Biblioteche oggi, (1), p. 92.

Vodosek, P. (2002), "Internationalization of LIS education premises, conditions and chances", in Badovinac, B. (Eds),Hum@n Beings And Information Specialists. Future Skills, Qualifications, Positioning, Proceedings/10th International BOBCATSSS Symposium on Library and Information Science, BOBCATSSS 2002, Slovania, Portoroz 28-30 January, 2002,, Faculty of Arts, Department of Library and Information Science; Ljubljana and University of Applied Science, Stuttgart, pp.134-58.

Volet, S. & Ang, G. (1998) 'Culturally mixed groups on international campuses: an opportunity for intercultural learning', Higher Education research and development, 17 (1), pp. 5-24.

von Dran, R. (2004) 'Putting the 'I' in IT Education', Educause Review, 39 (March/April), pp. 8-9.

Vranes, A. & alii (2005) 'The Information Society: barriers to the free access to information', in Kajberg, L. & Lorring, L. (eds.) European curriculum reflections on Library and Information Science education. Copenhagen: Royal School of Library and Information Science, pp. 101-129. [Online]. Available at: http://biblis.db.dk/uhtbin/cgisirsi.exe/mTRPLP8v7i/DBI/168820005/2/1000 (Accessed last time on September 2009).

Walton, G. & Edwards, C. (2001) Flexible staff: implications for the drive for flexibility on the changing skills and attributes in higher education librarians developing hybrid library service: Delivering lifelong continuing professional education across space and

time. Fourth World conference on Continuing professional education for the Library and Information Science professionals. Munich: Saur.

Walton, G. & Thompson, J. (2005) Effective work based learning across the professions and the impact on the roles of library and information services: http://www.ifla.org/IV/ifla71/programme2005-cpdwl-e.htm.: A Voyage of Discovery. 6th World Conference on Continuing Professional Development and Workplace Learning for the Library and Information Professions. Oslo: IFLA.

Watcher, B. (2008) Internationalisation and the European Higher Education Area. ACA. Academic Cooperation Association.

Watson- Boone, R. & Weingand, D. E. (1995) 'Profiles of constituent groups. Indicators of effectiveness of schools of library and information studies', Journal of education for library and information science, 36 (2), pp. 104-125.

Watson, M. (2006) 'Certification. Recognition of the Contribution Made by Paraprofessional Staff in Libraries and Information Services ', Associates, 13 (1).

Webber, S. (1999) 'Competencies for information professionals', Journal of the American Society for Information Science, 26 (1 October November).

Wedgeworth, R. (1993) World Encyclopedia of Library and Information Services. . 3rd edn. Chicago: ALA.

Wedgeworth, R. (1994) The Virtual IFLA: Moving Knowledge Through Time and Space IFLA General Conference. Havana, 21-27 August.

Weech, T. (2005) Analysis of courses and modules: education for digital librarianship: Digital Library Education. Firenze, Villa Morghen, 24-25 March: University of Parma.

Weech, T. (2007) Competencies needed for digital librarianship: Maghreb Workshop. Rabat, Morocco, January 25-27, 2007: www.FulbrightAcademy.org.

Weech, T. (2007) Multidisciplinarity in Education for Digital Librarianship: Informing Science and IT Education Joint Conference.

Weech, T. & Scott, A. (2005) Are Students Really Entering Careers in Librarianship? An Analysis of Career Patterns after Graduation from LIS Schools: 71th IFLA General Conference and Council. Oslo.

Westerheijden, D. F. (2001) 'Ex oriente lux?: national and multiple accreditation in Europe after the fall of the Wall and after Bologna', Quality in Higher Education, pp. 65–76.

Westerheijden, D. F. (2002) Working on the European Dimension of Quality: Conference on quality assurance in higher education as part of the Bologna process. Amsterdam, 12-13 March 2002: Zoetermeer: Ministerie van Onderwijs, Cultuur en Wetenschappen.

Westerheijden, D. F. (2003) 'Accreditation in Western Europe: Adequate Reactions to Bologna Declaration and the General Agreement on Trade in Services?', Journal of Studies in International Education, 7 (3), pp. 277-302.

Whitehead, J. (1989) 'How do we improve research-based professionalism in education ? A question that includes action research, educational theory and the politics of educational knowledge', British Educational Research Journal, 15 (1).

Widén-Wulff, G. & alii (2005) 'Knowledge Management / Information Management', in Kajberg, L. & Lorring, L. (eds.) European Curriculum Reflections on Library and Information Science Education. Copenhagen: Royal School of Library and Information Science, pp. 130-141. [Online]. Available at: http://biblis.db.dk/uhtbin/cgisirsi.exe/mTRPLP8v7i/DBI/168820005/2/1000 (Accessed last time on September 2009).

Wiegand, W. A. (2005) 'Critiquing the Curriculum.', American Libraries, 36 (January), pp. 58-61.

Wiegand, W. A. & Davis, D. J. (eds.) (1994) Encyclopedia of library history. New York: Garland.

Wilson, A. (1988) Library policy for preservation and conservation in the European Community. Principles, practices and the contribution of the new information technologies. Munchen: SAUR.

Wilson, T. (1992) Collaboration in education and training in Europe: The common market for information. Proceedings of the annual conference of the Institute of Information Scientists. Bedford June 1992: London: Taylor Graham.

Wilson, T. D. (2001) 'Mapping the curriculum in information studies', New Library World, 102 (11), pp. 436-442.

Wilson, T. D. (2002) 'Information management. 2nd ed.', in Feather, J. a. S., P. (ed.) International Encyclopedia of Information and Library Science. London: Routledge.

Winterton, J. & Delamare, F. (2004) Typologies for knowledge, skills and competences. CEDEFOP.

Wolf, A. (1995) Competence based assessment. Open University Press.

Wolfe, C. R. (2002) Learning and teaching on the World Wide Web. San Francisco, CA: Academic Press.

Wong, A. & Young, D. (1997) 'A multilevel analysis of learning environments and student attitudes', Educational Psychology, 17 (4), pp. 449-470.

Wozniczka-Paruzel, B. (2002) Experiences of LIS studies accreditation in the context of quality assurance systems in Poland: Euclid. Tessaloniki.

Wozniczka-Paruzel, B. (2003) 'Experiences of library and information science (LIS) studies accreditation in the context of quality assurance systems in Poland', Education for Information, 21 (1 March), pp. 49-57.

WTO (1998) Education services. Background Note by the Secretariat. [Online]. Available at: http://www.wto.org/english/tratop_e/serv_e/w49.doc (Accessed last time on September 2009).

Yang, S. & Fox, E. (2006) Interdisciplinary curriculum development for digital library education: ICADL. Springer Verlag.

Yin, R. (1989) Case study research, design and method. Newbury Park: Sage.

Yin, R. (2005) Applications of case study research. 2 edn. Thousand Oaks: Sage.

Young, F. D. M. (2003) 'National Qualifications Frameworks as a Global Phenomenon: a Comparative Perspective', Journal of Education and Work, 16 (3 September), pp. 223-237.

Younger, J. A. (1997) 'An employer's perspective on LIS education', Technical Service Quarterly, 15 (1/2), pp. 109-118.

Zandonade, T. (2004) 'Social epistemology from Jesse Shera to Steve Fuller', Library Trends, 52 (4), pp. 810-832.

Zins, C. (2004) 'Redefining information science: from "information science" to "knowledge science"', Journal of Documentation, 62 (4), pp. 447-461.

Glossary: Meaning and Definitions

<u>Internationalisation</u>

The most diffused definition of internationalisation is as follows: (OECD 1999):

> *"Internationalisation of higher education is the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution".*

Both an international and an intercultural dimension is included in this definition, to emphasise the fact that internationalisation has an impact on the intercultural relations of different ethnic groups.

Internationalisation is often confused with comparative education, globalization, regionalization, trans-national education, intercultural education. The term that is most often used as interchangeable is globalization. Globalization and internationalisation are seen as interlinked but different concepts. Globalization can be considered the catalyst while internationalisation is the response in a proactive way (Knight and De Wit 1999). The differences between the two concepts are defined as follows (Knight 1997) :

> *" Globalization is the flow of technology, economy, people, values, ideas, across borders. Globalization affects each country in a different way due to each nation's individual history, traditions, culture and priorities.*
>
> *Internationalisation of higher education is one of the ways a country responds to the impact of globalization yet, at the same time respects the individuality of the nation"*

Broader terms are cooperation and collaboration. Virkus (Virkus 2007) states that the BP has influenced and supported international collaboration, which is defined as:

> *Collaboration is defined as a mutually beneficial and well defined relationship between individuals to achieve common goals and cooperation*

as a structure and system of interaction designed to facilitate the accomplishment of a goal through people working together.

International courses

Van der Wende (1996) has researched several international courses comparatively. She has used the rather broad OECD-typology of international curricula ranging from:

- curricula with some international content,
- curricula that address cross-cultural skills,
- curricula leading to internationally recognised professions,
- special curricula designed for foreign students.

International courses are not *Trans-national courses,* which are (Council of Europe/UNESCO Code of good practice 2000):

"activities in which the learners are located in a country different from the one where the awarding institution is based" .

Joint Degree Programmes

A much more demanding approach from the curriculum development point of view are joint degree programmes, strongly advocated within the BP and confirmed at the Bologna-Berlin Conference (Berlin Communique 2003) as a step towards internationalisation. A common framework for a joint degree must be flexible in order to allow for and reflect national differences, but it must also include a definition of a joint degree, which will serve as a basis for the legal framework at a national level (Stockholm Conclusions 2002). Internationalizing curricula in joint courses can also be seen as something more comprehensive than developing curricula with international contents, or taught in English, as cooperation and coordination for the procedures of quality and recognition are crucial (Tauch and Rauhvargers 2002; European University Association 2004; European Masters new Evaluation Methodology (EMNEM) 2006).

The international harmonization of curricula in double courses is another important tendency . Double (sometimes called *twin*) courses are joint curricular, developed by two or more universities in different countries. The difference between joint and double degree is in certification: only joint degree courses give a joint Diploma and follow

common regulations of quality assurance and qualification recognition. Double degree courses deliver a common curriculum, but the higher education institutions give separate Diploma. The certification obtained by twin courses is awarded by only one country and does not normally present legal problems of recognition (Tauch and Rauhvargers 2002).

A survey of the European University Association (Tauch and Rauhvargers 2002) states that an agreed definition of joint degrees in Europe is still lacking. Sometimes it is simply used for programmes in which two different subject areas or disciplines have to be studied. Rauhvargers (Tauch C., Rauhvargers A. 2002, page 29) tried to list some main characteristics:

> *"Joint degrees are normally awarded after study programmes that correspond to all or at least some of the following characteristics:*
> - *the programmes are developed and/or approved jointly by several institutions;*
> - *students of each participating institution study part of the programme at other institutions;*
> - *the students' stays at the participating institutions are of comparable length;*
> - *periods of study and exams passed at the partner institution(s) are recognised fully and automatically;*
> - *professors of each participating institution also teach at the other institutions, work out the curriculum jointly and form joint commissions for admission and examinations;*
> - *after completion of the full programme, the student either obtains the national degrees of each participating institution or a degree (in fact usually an unofficial "certificate" or "diploma") awarded jointly by them."*

While in most European countries, higher education institutions have established joint curricula or a joint degree, this often seems to result from the individual initiative of particular institutions (Tauch and Rauhvargers 2002).

Quality Assurance

Quality assurance is defined as a planned and systematic review process of an institution or programme to determine that acceptable standards of education, scholarship, and infrastructure are being maintained and enhanced (CHEA 2003). Usually quality assurance includes expectations that mechanisms of quality control are suitable and effective. In some contexts, such as the United Kingdom, quality control consists of standards set by the institution or other bodies that oversee the awarding of degrees. It is important to distinguish between quality assurance, accreditation validation, quality audit, and subject benchmark statements.

Accreditation

Accreditation is the formal or official external recognition of a (validated) programme. This may be for funding purposes or it may be the registration of the programme as a provider of professional education (which thereby signifies that graduates have attained a level of minimum professional competence). If quality is a highly subjective concept, stress must be placed on the importance of defining the *crediting party* to know procedures and purposes of evaluation.

Validation

Validation refers to the internal procedures of the institutions which ensure that a programme has fulfilled internal institutional criteria. This process is often an internal one within permitted parameters and usually conforms to explicit guidelines. In some countries the validation for new programmes is not only internal to the institutions but requires an external approval (Government, Professional Associations, others). Most institutions have processes for the periodic review of existing programmes of study and of their constituent modules. Others countries, as for example Italy, have a validation process only at the outset of a new course.

Quality Audit

A test of an institution's quality assurance and control system through a self-evaluation and external review of its programmes, staff, and infrastructure. Designed to provide an assessment of an institution's system of accountability, internal review mechanisms, and effectiveness with an external body confirming that the institution's quality assurance process complies with accepted standards.

Subject Benchmark

Subject Benchmark provides a reference point with which outcomes can be measured. Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of programmes of a specific subject. They also represent general expectations concerning the standards for the award of qualifications at a given level and articulate the attributes and capabilities that the possessors of such qualifications should be able to demonstrate. Subject Benchmark statements for LIS are used in the United Kingdom (Huckle 2002).

Appendix 1

MAIS Documents

Internal reports:

Universita' degli Studi di Parma. Instituto di Biblioteconomia e Paleografia & University of Northumbria at Newcastle. School of Information Studies (2000) *Agreement for Scientific Co-operation* signed by both Universities in November 2000

University of Northumbria at Newcastle (2001) *Report of a quality audit of Università degli studi di Parma 30 January 2001*, conducted in accordance with Northumbria's approved quality procedures.

University of Northumbria at Newcastle. School of Information Studies & Universita' degli Studi di Parma. Instituto di Biblioteconomia e Paleografia (2001) *Operations Manual*.

Universita' degli Studi di Parma. Instituto di Biblioteconomia e Paleografia & University of Northumbria at Newcastle. School of Information Studies (2002a)

MA/MSc International Information Studies. MAIS (2001) Programme detailed specification (Appendix 1.1)

MA/MSc International Information Studies. MAIS (2001) Programme detailed specification (Appendix 1.2)

MA/MSc International Information Studies/Master internazionale in biblioteconomia e scienze dell'informazione (MAIIS). Annual Review July 2002.

Universita' degli Studi di Parma. Instituto di Biblioteconomia e Paleografia & University of Northumbria at Newcastle. School of Information Studies (2002b) *Notes from the meeting with Programme Management Committee held on Wednesday December 11th 2002*, Universita' degli Studi di Parma.

Universita' degli Studi di Parma. Dipartimento dei Beni Culturali & University of Northumbria at Newcastle. School of Computer Science, (2003) Report on the visit to University of Parma

MA/MSc International Information Studies. MAIS (2003) Unit review summary Module LI753.

MAIS reports of the meetings of the Course Management Committee;

MAIS Staff development meetings;

MAIS Evaluation reports of Study Schools;

MAIS Annual Reviews;

Involvement of external examiners in programme development.

External evaluation reports of the MAIS:

- Quality Assurance Agency, Audit of collaborative link with University of Parma. Commentary. (Quality Assurance Agency. QAA, 2003)
- Ministry of Italian Universities and Research, MIUR. Final report on MAIS (MIUR, 2007)
- CENSIS Customer satisfaction e placement del Master Internazionale in Scienze dell'Informazione e della Comunicazione (CENSIS, 2007).

Appendix 2
Transcript of interviews with key informants and focus group

5 November 2002 Copenhagen

Leif Kajberg

Question: What are the issues and barriers to internationalisation of LIS schools in Europe?

The need of a real internationalisation means a model of library common tools.

LIS schools in Europe have to reply to questions such as: What is a library? What is the role of a library in its community?

The context of LIS schools in Europe is now changed. We have to focus on the Information Society and the possible role of libraries to contribute to the growth of society. This is the main reason why an international LIS education is needed.

There is experience of international courses in North Carolina and in Sofia. However the US way to internationalisation is different from European way: in US is more globalisation as LIS schools speak of internationalisation as extension of influence or comparison.

6 November 2002 Copenhagen

Niels Pors

Question: what quality indicators can be evidenced for quality measurement?

What are the sources for finding quality indicators? We can find them in the English home page of LIS schools, but very few have.

However the problem of quality is conceptual.

What is LIS? In Europe we have three different traditions:

Central Europe, scholarly librarian, old fashion;

UK focus on information not library (but paradoxically is accredited by LA)

Nordic is between the two and internationalisation of Nordplus extended to Baltic countries.

It is easier to evaluate the research. Committee of expert for evaluating research have been done in every country. The quality criteria are: content, time, value for money, publications.

It is different for teaching quality evaluation. Different stakeholders have different quality indicators. Anne Goulding in Loughborough has done a survey on employers expectations.

Possible quality indicators ca be:

Number of students.

Profile of the student population,

Learning resources available and their costs,

Teacher efficiency,

Student progression and retention rate,

Student satisfaction with the programme,

Employability of graduates

At international level, international courses need support in services such as Study-net (https://www.study.net/) for international students with teaching materials.

Intercultural issue can be managed by Study board, Coordinated Management of Meaning (CMM), dialogue and development of speech.

Also for CPE there is the need of quality assessment and usually they ask a final evaluation to participants, but there is no credit system.

Aberdeen 12 July 2006

Ian Johnson interview transcript

What are your beliefs in relation to good teaching, learning and assessment in LIS schools? When a LIS school is competitive?

A LIS School is competitive when it is the best in a subject, it is a Centre of excellence. Centres of excellence have:

- resources;
- good environment, as modern building;
- dedicated campus;
- large teaching team;
- consequently specialism.

Their curricular are updated and relevant. Relevance of curriculum is demonstrated through:

- validation and accreditation process;
- best demonstrated by the existence of accreditation by professional bodies;
- and students success in labour market.

Teaching methods are engaged to stimulate students, facilitate their understandings and help them to achieve learning objectives. Pedagogy is different for distance learning.

Research is strictly linked to good teaching. For example, Sheffield has always been involved in research and they have excellent teaching.

In an international labour market, what employability means? Can employability is a measure of quality of LIS school?

Record of employability, as measured by Service Graduated Job is very high in Aberdeen, which is the best in Scotland and between the top three in UK. Increasingly students are at postgraduate level. In general they achieve an employment. A survey of employers investigating how they evaluate students, has demonstrated that they not evaluate so much subject content but skills as communication and leadership. These skills can be developed through the way we teach. An exercise for undergraduate students team based on presentations about a subject, let them begin to understand team working and leadership.

Placement is an other important tool for reflecting critically on the work.

Part of solution lies not only in curricular but also in personal skills of students. Professionals have to practice their skills in the place where they find a job, just accepting political trends. Malcom Jones Library management 1970 explains the philosophy of creative sovversion by Hyde which is based on following own aims and objectives doing things employers, institutions want.

Interview via email to Sue Myburg

30 March 2007

Dear Anna Maria

In response to your interesting questions, I have made some notes, which appear below. Of course, both questions could be answered at some length, so I will try to keep my responses brief and to the point – but will probably fail. However, please feel free to contact me if you want more detail about any issue that I have raised.

What are your beliefs in relation to good teaching, learning and assessment in LIS schools? When a LIS school is competitive?

Teaching, learning and assessment

Before teaching, learning and assessment can be discussed, three areas must be clarified and resolved, in my view. These are curriculum content, research orientation, and qualities (and competencies) that you expect graduates of the program to possess.

Curriculum

The issue of curriculum content is presently quite a fraught issue. In general, however, I think that the curriculum originally developed by Melvil Dewey in his School of Library Economy at Columbia University is still quite discernable in the prevailing model still existing in most Anglo-American LIS schools. This is a model which has been adopted widely in countries which were previously colonies of European governments – as in many African countries, Australia, New Zealand and so forth. The recent shift, in the US, to "Information Schools" seems to place more emphasis on technologies, rather than information as such.

The major emphasis of these programs is to train (rather than 'educate') potential librarians (and I will use this term throughout, to indicate all those involved in the information professions, including records and archives management, knowledge management and so forth) in the application of systems and procedures. By this I mean that students are taught

how to use cataloguing and classification codes, metadata, indexing languages; how to answer reference questions; how to manage the library as a 'place' or institution – the procedures, systems and processes by which the profession is enacted. In general, few programs examine WHY the profession is undertaken, nor what the wider social needs are to which the profession responds. Likewise, the programs generally do not adopt a critical approach to analysing the systems and procedures they teach, largely because there is not enough time within the duration of most LIS programs.

What I have also found is the continuing emphasis on a physical reality – on documents as artefacts, and on library (information) institutions as places. Much of this emphasis appears to originate, once again, from the United States, and in particular the public library movement in that country during the early part of the last century. This has caused a dilemma for librarians in contemporary society, with the development of information and communication technologies (ICTs) which makes documents, and their sites of storage, virtual. While librarians have generally been early adopters of ICTs, mostly the use of these has been with regard to what I call the 'maintenance' systems of the library: the systems used to manage the documents. So, systems that could deal with the functions of circulation, cataloguing etc. were embraced readily, from the 1970s onwards, as was remote searching of online databases – which were usually constructed by non-librarians.

However, with more recent technological developments, particularly networking and the creation of more sophisticated digital documents, there needs to be a thorough overhaul of the essence of what we, as librarians, deal with, and what we set out to do. While there is widespread popular opinion that the Internet will replace libraries, this cannot and probably never will be the case. However, it does mean that there are new roles for us – roles that form a part of our professional ethos, which became somewhat obscured by the time and effort involved in handling and managing physical artefacts, so much so that, to use an English saying, we could not see the wood for the trees. This means that we got lost in the detail, and neglected our purpose.

Our new role, in my opinion, is acting as 'information interventionists' (rather than mediators), as we seek to ensure that individuals are able to access – and understand and make sense of – information that is available in the public domain. Perhaps this is not surprisingly new; however, in order to achieve this, I would urge a wider view of our field. This means considering in more detail what 'information' is, and its nature – an issue which is still poorly resolved. I understand information to be that part of knowledge which we are able to communicate. In other words, while each of us assembles, gathers, creates a store of knowledge, modified by our experiences and personalities, over time. We select from that knowledge; we represent it in language (or music, art, poetry etc.) in order to communicate our insights to others who are able to understand our representation. Sometimes, our representation can be recorded – which might involve another step of 'translation'. And as

librarians, we have traditionally handled these records – or documents which contain recorded information – largely because other media did not exist, until more recently.

I repeat this here because I think that the curriculum should include some discussion of how knowledge is created: research procedures as well as creative and innovative insights and acts. Also, how such knowledge may be represented (in language and other forms) and how it may be recorded (in documents of all kinds) should also be discussed. This takes us into the areas of information architecture, for example. Further, management of the communication process and its facilitation form part of this work: the description and identification of documents, and, most importantly, the information they contain. Here, indexing, cataloguing and classification, thesaurus construction, metadata of all types, and so forth, play a role.

In addition to this, we need to have some knowledge of various discourse formations, and the discursive and communication activities of such communities. It is only in this way that we are able to function as information interventionists. An understanding of disciplinary discourses, and more and more, interdisciplinary intersections, is becoming important.

Lastly, there must be awareness of the longevity and protection of information and documents – preservation, conservation, and so forth, as well as legal implications of intellectual property, copyright, etc.

Research orientation

There are several levels at which this can be discussed.   Firstly, there needs to be a relationship, or nexus, between teaching and research. In other words, I believe that teachers in LIS should be actively engaged in research – preferably various forms of research, using a range of methodologies. Secondly, I think that students should understand the processes of research (which is connected to the creation of knowledge mentioned above), and should be able to read and critique research, or how knowledge is created and communicated. It is only in this way that 'information' itself can be evaluated, and that suitable or 'relevant' information can be provided to an information seeker. Thirdly, students should be encouraged to engage in a research project of some kind, so that they are more critical consumers of research.   This is vital in LIS, being a component of 'knowledge industries' or 'knowledge economies'. As you can see, the role of the information interventionist goes beyond merely providing access to documents!

Graduate qualities and competencies

Once again, this is a fraught and complex area. If 'information' is viewed only in relation to technology, we will be able to produce only technicians: those who are able to apply LIS codes, systems, processes and techniques, using appropriate technologies, rather than having an understanding of a fully professional role, of assisting in the solutions of society's needs or problems. While we want students who are able to be usefully employed (and the students

want to be employed!) we need to consider the kind of professional outlook, or view of our knowledge domain, they require to ensure such employment throughout the course of their careers. So, developing an understanding of the framework of our knowledge domain is to me probably the most important thing we can teach our students. If they are clear on this, as well as WHY they are doing this work, I believe they will be well-equipped to embrace the changes that might occur during the course of their working life.

So, as you can see, the discussion moves beyond a consideration of the management of documents (and institutions), be they physical or virtual; it considers managing the content, or information contained in the documents, as it is this which has the potential to be transformative within an individual's or community's life. Fortunately, contemporary ICTs enable us now to concentrate more and more on this interaction.

Students should therefore, on completion of an LIS program, possess qualities like an international vision, an understanding of the diversity of discursive communities, of how knowledge is created and disseminated (or not); they should be able to engage in social interaction virtually, internationally, and within interdisciplinary, fluid teams. I would also like to see LIS students, in particular, being fluent in more than one language (which is becoming more and more the case outside Europe, which appears to be very conscious of such issues!).

While there is much rhetoric around 'competencies', to me these are largely related to more practical tasks – of which the students certainly need some knowledge, but which will change, and which they will also learn as they go, beyond graduation.

Teaching

So, at last, I get to the question that you actually asked! I am a supporter of the notion of student-centred learning. By this I mean that a curriculum is designed by the teachers (given that they have had lengthier experience with the theory and praxis of the profession, and also presumably are aware of the changing nature of information work that is required, and in which there are jobs). Means must be found to get students fully engaged in the curriculum, however, both rationally and affectively: so, small teams, discussions, shared class projects, production, performance, debate, conceptualisation – are all suitable for various topics. In order to do this, a careful guide through the introductory literature is good preparation: students can discuss what they have read in class. This can be tied to assessment in various ways – through presentations in class, discussion on listservs, maintaining blogs, or whatever. Individual research-like projects can also be encouraged, and the class as a whole invited to critique these projects – once again, this can be done through websites, blogs, etc. In this way, students can become involved in performing what they are being taught. Explaining and defending topics or issues facilitates deeper understanding and learning, on the whole.

As far as learning specifically is concerned, LIS is an interesting field because it is both an academic discipline, with a body of theory, and a professional practice. (You will note that I have not mentioned the broad scope of the discipline. Suffice to say at this point that I believe this discipline is both deep and wide, particularly because it cuts across, or is orthogonal to, more traditional disciplinary divisions). So, we would probably want our students to be theoretically literate – in other words, knowing what theory exists in the field, originating from within it, as well as sources of other theory which is useful or applicable to us. I argue against either the pure scientific approach (in vogue, in particular, in the US version of 'information science), or the pure humanities or 'good literature' approach, which becomes a mantra of getting readers to read because all reading is seen as 'good' – without definition of what this 'good' is.

We would also want our students to be professionally literate – that is, being able to 'DO' the profession, and think about ways in which the aims of the profession can be achieved. This might involve, in the future, setting up entirely different service models. No more will the librarian be behind a physical desk within an institution, answering random questions from a random bunch of enquirers who visit, email or phone the library. In such a model, the librarian often does little more than guide the enquirer to the catalogue, the shelves, or an indexing service: answers are marked by their brevity. I can imagine a scenario in which consulting a librarian would not be much different from consulting professionals of other types – say medical doctors, lawyers, architects – with individual case histories are known, individual appointments are made, and complete provision of information is facilitated, ensuring that it can be understood and made meaning of. This can, of course, be done to a large extent in a virtual environment. But it is important to remember that both professionals and users will still continue to rely on information/documents that exist in the physical world, in addition to (and not necessarily instead of) digital documents.

When is an LIS school competitive?

An LIS school is competitive when its graduates are able to undertake the many, extremely diverse, roles that are required in information work. In accordance with a mindset that suggests that we are engaged with documents and places (whether these are physical or virtual), and with the technologies that support the management of documents and places, much LIS education is structured along the lines of considering our graduates as potential employees of libraries as institutions – even if they are 'special' or corporate libraries, or even the 'information brokering' phenomenon on the 1980s. I undertook an examination of advertisements for jobs for librarians, and advertisements for jobs that were predicated upon the principles of information work (as I understand it) and found that there is a plethora of information work out there for which there is presently no appropriate professional education or training, or, that the advertisers did not realise could be performed by LIS graduates (as they also tend to associate librarians only with documents and library-institutions). This is, to my mind, the territory in which we need to place ourselves – dealing with the 'wetware' if you

will: the knowledge creation, information communication, identification of areas where information is required, and so forth. To me this is not solely about the technology – the hardware, or the software, neither of which are, strictly speaking, our area. We are concerned, however, with how ICTs can be used to achieve our professional goals.

If we are able to position our graduates to fulfil these roles and demonstrate how effective they are, we need to consider more focused and specific objectives, across a number of arenas, rather than the generalised attitude that 'LIS is good'; 'access to information is good'; 'reading is good', etc.

Another strong measure of the competitiveness of an LIS school is, in addition, producing graduates who are interested in, and committed to, engaging in theory development in the field, and in further research. That is, the students should develop a curiosity, and a sense of meaning, in the field.

An LIS school is competitive when students are attracted to complete programs there, and not at other, similar institutions. What makes an LIS school attractive to students is, of course, another question. Often choice is determined by locale, proximity to residence or place of work, fees, and other perhaps more mundane concerns. But what would make a particular LIS school competitive would be its unique character; how it interprets the field, its scope and vision, the quality of its academic staff, their research activities, and so forth.

In an international labour market, what employability means? Can employability is a measure of quality of LIS school?

So, I have started answering this question a bit above: what does employability mean? On one level, and for most students this is the most immediate and probably the most important, this means being able to trade one's skills for money: doing a job which somebody considers to be worth a certain amount of financial capital. On another level, as professionals, we hope to contribute also to the development of social capital, in Bourdieu's terms (which is, of course, related to economic capital). But, as indicated above, this does not necessarily mean employment 'as' a librarian (or any of the many other job titles that one now sees). Sadly, the word 'information' is so widely (and so incorrectly) used in English (and, I suspect, in other languages such as Italian as well!) that it is hard for us to distinguish exactly what information work is. Clearly, we are allied on one side to communication and cultural studies, journalism, media production and studies; on another to philosophy and research, and on the third side (this must be a triangle) to ICTs. There is much information work that takes place at the intersections with these communities.

To look at your second question quickly, I do not believe that employability is necessarily a measure of quality of an LIS school. Employability indicates merely the ability to get a job (and hopefully, to retain that job). Certainly, within this economic rationalist world, a certificate that indicates that a student has undertaken and successfully completed a course of study, guided by knowledgeable experts, and with the imprimatur of a university, is viewed as currency, which can be exchanged for an income and social stature. Employers would expect that a certified student is, therefore, able to perform certain tasks and assume certain responsibilities within an organisation. But if the LIS school is considered as a place of higher education, the question of what education is for, and how this is considered 'quality' or not, should be considered.

The question of quality, while related in some ways, is nonetheless different from employability. I believe that 'quality' is suggested by some of the graduate qualities that I mention above: an international view, capability for critical thinking, self-management, professional overview and so forth, as well as familiarity with the body of knowledge of the discipline and an understanding of the social role of the profession. While being able to demonstrate or provide evidence or proof of the possession of these qualities might well enhance employability, the one does not necessarily follow the other.

This is because both quality and employability are, in turn, affected by various factors. For example, a student might be employable because s/he chooses to work in an area that is unpopular with others (for example, here in Australia, graduates prefer to live in urban rather than rural areas); a graduate might accept a job with low pay, for various reasons; a graduate might end up accepting a job which is not related to LIS. Employability might also be a short term phenomenon – that a student is able to do something which is required, but this skill is not necessarily sustainable over time, or becomes modified to such an extent that retraining is necessary.

'Quality' on the other hand, might relate to a student's achievement of high grades, although they may not be particularly well suited for a particular position; the degree itself may be of a high scholarly standard, but not cognisant of contemporary industrial demands. I believe that this is part of the wider debate in which higher education, internationally, is involved: the role of universities in contemporary society. I am not sure that there are any clear answers yet; I am also uncertain of the extent to which solutions will be found which are locally satisfactory, but which fail to take into account the internationalisation which is currently demanded of all of us.

Employability of graduates brings into focus the interface of institutions of learning and knowledge creation (and problem solving) with the economic sphere, currently marked by commodification and consumerism. It calls upon us as academics to see our graduates as 'products' of a system, as manufactured objects, who are able to be 'consumed' by purchasers.

I am not sure that I am happy with this model. Most importantly, it cannot take into account the long-term effects that education, knowledge, and problem-solving have on a community, and looks only at immediate results. (Are students immediately successful in gaining employment, only to change careers dramatically at a later stage?). Even in terms of outputs, is the goal of universities to produce people who are employable, in commercial terms if you like, or to encourage people to be educated, or learned, or knowledgeable, or exhibiting certain types of responsibility or behaviour?

Quality, as far as education for professions is concerned, is difficult, particularly within the academic environment (as opposed to, say, a trade school). Realistically speaking, however, graduates do need to be employable, and universities can ensure this by undertaking work which analyses the kinds of professional work required within a community, and by defining the overall professional and disciplinary qualities which graduates should acquire during their enrolment within a program.

15 November 2002 Sofia

Terry Weech

What is quality for students?

Satisfaction, assessment, employability. There is an issue: results of a survey on students success after graduation give evidence that better students are not the best in work.

What is the role of international library associations?

The threats of globalisation (this is preferred in US instead of internationalisation) push for multiculturalism, we have to understand different concepts and points of view. Study tours can be stimulated for better comprehension and exchanges between LIS schools of students and teachers. IFLA can prepare Guidelines and SET has always had a role in recognition of qualification and quality assurance.

Zadar 28 Jan 2008

Claudia Lux interview transcript

What are your opinions in relation to internationalisation and quality of education in LIS schools?

In the internationalisation view of education, there are two lines:

1) the first view is to be clear of the elements which can define the quality of the programme;

2) the second is to compare and benchmarking with international best practices.

Quality is not quantity. How quality can be defined? Elements of measurement should be objective. It should be avoided to measure quality by rich and poor institutions. One of this elements should measure the ability of innovation and change. Also just the change achieved in implementing the new.

Related to internationalisation of Higher Education, there is the problem of recognition and equivalency of qualifications. In an international labour market, what IFLA can do for recognition of qualifications?

The effect of labour market is competition. This is the way USA and East Asia are reacting to the value in the market and private players certificate the course and the individual professionals.

IFLA receive input to assume a role, also in teaching: the Academy of IFLA. In particular for special training, elearning, degree, also UK and Europe.

IFLA SET has the knowledge, the members are really international, they can define criteria and elements which explain what the librarian need to know. IFLA SET could certificate the training courses of IFLA members, in a very correct way, without corruption or privileges. Just starting, defining the criteria in a very transparent way.

Focus Group Transcript

The results of the Focus Group are reported in the form of dialogue, although obviously the comments have been summarised to enhance an appreciation of the interactive nature of the discussion.

Objectives:

This meeting gave both the key informants and the participating MAIS students the chance to confirm the opinions expressed in the interviews. They were also able to exchange experiences with the other participants, generating a fruitful discussion.

At the start of the Focus Group meeting the participants were encouraged by the researcher to compare their opinions on the controversial issue of "theory and practice" in LIS education, taking up the views expressed in the interviews.

Ian Johnson and Sue Myburg spoke of the different situations in their countries, after which the two MAIS students talked about their experiences and the professional representative expounded her point of view. This was the order of the discussion.

Myburg started the discussion and noted the correct definition of the terms:

Practice is the execution of the theoretical principles embodied in the knowledge domain of a discipline/profession.

Praxis Action guided by habitus has the appearance of rationality but is based not so much on reason as on socially-constituted dispositions.

Subsequently, the participants were invited to recount concrete experiences that could highlight the problems encountered and the salient features of the specific work situation illustrated.

Ian Johnson (speech overview)

Current emphasis in LIS academic research in the UK is on historical, bibliometric, technological perspectives. Academic research activity does not focus on the measurable return to society from investment in library and information services and the promotion of these values. Another problem is that, partly through lack of time, the research performed in other disciplines and communities tends to be ignored. Academic research issues are not particularly welcomed by the practitioners, since the contents tend not to be relevant either to policy decisions or to practice. As regards the practical research conducted by the professionals, the main problems are that the practitioners tend to reject academic research, favouring new research projects related to core services, and that the methodological rigour is not always constant. The methodology is

not always effectively applied and there is also often a lack of generalisability (possibility of extension of application to other situations).

Sue Myburg (question):

Referring to the point raised by Ian Johnson regarding the limitations of the research performed by practitioners, she asks how we can resolve the problem that she has encountered: in Australia the basic level of training does not schedule the teaching of research methods, but rather of technical skills such as cataloguing.

Ian Johnson (answer):

In the UK even at undergraduate level a basic knowledge of research methods is programmed, but it is only in the Master's degrees that the subject is dealt with in depth. How can we encourage people to learn to elaborate their knowledge? Change is the main driving force: people understand that they have to learn in order to adapt to change, but obviously the individual stimulus for continual learning can be sustained and encouraged by the organisation.

Sue Myburg (speech overview):

Australia is going through a crisis in university LIS training and a number of schools are closing. The social status of the librarian is also low: for example, they have lower salaries than other employees for whom a degree is requisite. The teaching programmes are mainly focused on technical skills and technological aspects rather than on the complexity of information management. There is something of a vicious circle, in which the schools provide training that is inadequate for enhancing the social role of the librarians, and the students do not enroll because the prospects are unattractive. Consequently the schools do not have the funds for innovation. The role of the librarian is to foster the transmission of knowledge over time and space. LIS teachers have to understand how information is transformed into knowledge. Little research has been performed to demonstrate the effects of information on people, because the possession of information improves individuals and hence society. LIS is not a discipline or a precise field, but is inherent in all disciplines. LIS cannot survive in its present form, characterised by the focus on documents and procedures. The role of the librarian is not to develop a specific knowledge of the subject (e.g. history of art) but to understand the type of research that is applied in that discipline.

S14(summary of overview):

Apropos Sue Myburg's comment on the subject, she notes that in her work experience, specialised in music, the librarian also has to understand the language, so that research methods are not enough. She then talks about her experience: she began working in the early days of automation, and hence witnessed all the changes in the discipline. As a result of international experiences within the IAML (International Association of Music Libraries, Archives and Documentation Centres) with which she collaborates, she was able to make comparisons with the Italian situation. She provides an example relating to the theme of copyright, where the Italian and foreign regulations are divergent and make it hard to find common ground or shared assessments. Consequently there are conceptual differences that hinder reciprocal understanding at international level. As regards the topic of the meeting, FR had particular difficulty in applying the research methods learnt in the MAIS in the workplace. Her experience illustrated that in Italy if you attempt to clarify a problem that does not relate strictly to the work of the librarian, but also extends to other sectors and that involves research, then you come up against barriers and in the end habit prevails. It is difficult to play the role of an agent of change. How can theory be applied to reality? Where the problems are technical and are specific to the profession, for example in cataloguing, theory can be successfully applied, but as in the case cited above of copyright, where one has to deal with publishers and with legislation, it is very complex.

Sue Myburg (reply):

I think that it is very important to explain very clearly the results of the research and how they can be interpreted. Certainly, it's very hard to have an influence outside one's own sector, we need more time.

S10(summary of overview):

In her experience she has grasped the importance of not being isolated to tackle change successfully. Nevertheless, it proved very difficult for her to apply the research methodology in the library sector in which she operates, especially when it involves librarian colleagues who are not always ready for change. Therefore the application of research methods often becomes an individual event, an isolated research with very little impact on the context. Instead, in her experience, it was easier to relate to other professions, for example architects, than to her librarian colleagues.

The Italian Professional Association representative, participating to the Focus Group IT-LA4 (speech overview):

When I was at university, between the late seventies and the early eighties, in Italy there was no Cultural Heritage course. In effect, the Ministry for the Cultural Heritage was set up by the Minister and bibliophile Giovanni Spadolini, and did not see the light until 1975. There were only minor, specific exams, the so-called "supplements" on Library Science, Archiving, Museography, Codicology…but not an authentic specialised course.

Her interest was in the cultural heritage in general, and in archives in particular. Then, instead, she became a librarian and began to work on cataloguing in the early days of automation. Everything she learnt she learnt on the job rather than at the university. She learnt on her own, from experience, from reality and not from theory. Her greatest problem has always been this: the theoretical organisation of the lived experience so that it can be transmitted to others. Teaching is in fact precisely this: helping someone else to learn something so that it can be utilised in everyday work.

We quote in full the words of IT-LA4, which appear to be particularly pertinent to the present study:

I believe that my difficulties stem precisely from the lack of a didactic method, from the fact that I have drawn consequences from a practical experience that I have always tackled and pursued alone, experimenting and rectifying processes and flows according to the problems and results.

Appendix 3

CONSENT FORM

Research Title: Towards Internationalisation of Library and Information Science Education: Bologna Process as a lever of quality in Italy

Name of the Researcher: Anna Maria Tammaro

Name of participant:

I consent to take part in this project.

I have had the project explained to me by the researcher/ consultants and been given

an information sheet. I have read and understand the purpose of the study.

I am willing to be interviewed.

I understand and am happy that the discussions I will be involved in may be

audio-taped and notes will be taken.

I understand I can withdraw my consent at any time, without giving a reason and

without prejudice.

I know that my name and details will be kept confidential and will not appear in any

printed documents.

The tapes and any personal information will be kept secure and confidential. They will be kept by the researcher/project consultants until the end of the project. They will then be disposed of in line with Northumbria University's retention policy.

Anonymised summaries (if required) will be produced from the discussions to be used in the project report and in other publications. None of the participants will be identified in the project report or in other publications based on this project. Copies of any reports or publications will be available on request to participants.

I have been given a copy of this Consent Form.

Signed:

Date:

Researcher/Project consultant: I confirm that I have explained the project to the participant and have given adequate time to answer any questions concerning it.

Signed:

Date: