Book Reviews

Continuing Professional Education for the Information Society: The Fifth World Conference on Continuing Professional Education for the Library and Information Science Professions. Ed. Patricia Layzell Ward. Munchen: Saur (IFLA Publications 100), 2002. 263p. EUR 98 (IFLA Members EUR 73.50) (ISBN 598218303). ISSN 0344-6891.

The words "professional development" elicit myriad responses, traversing the gamut of total dedication to total indifference. Classroom teachers are inclined to cringe at the words, often confronted with a host of one-shot, disjointed workshops aimed at solving all their teaching, discipline, and credentialing problems. Librarians, on the other hand, scurry to conferences, sharing a host of ideas and progress notes on local implementation successes and failures, particularly in tackling electronic resource issues. Reflecting on these very different attitudes toward continuing education, one cannot help but hear Kipling's words, "never the twain shall meet."

Whether planned or unplanned, intended or not, one interesting and noteworthy outcome of the Fifth World Conference of the Continuing Professional Education Round Table of the International Federation of Library Associations and Institutions (IFLA) is the blending of these two professions. This collection of conference papers is organized around three primary topics concerning the overall theme of continuing professional education: developing tomorrow's leaders, developing global continuing education, and examining issues of quality control. Striving to bridge the information literacy gap between educators, particularly of pre-college-age students, and the library profession, particularly academic librarians, is the emphasis of the articles in the first section. The majority of academic librarians can readily focus on information literacy and all its components for college students. Eagerness, energy, and dedication abound when offering instruction, creating online tutorials, designing materials for assistance, and helping with assignments at the reference desk. However, a sea of uncertainty envelops the profession when translating these to manageable competencies for precollege students or assisting future teachers in developing methods for their incorporation into the basic curriculum.

These concerns put the school librarian, especially, into a strategic position to work with teachers. Contributors to the conference, such as Penny Moore, Nicki Page, David V. Loertscher, Blanche Woolls, and Dorothy Williams, specifically address this issue. Moore, a research consultant and executive director of the International Association of School Librarianship (IASL), and Page, of the Wellington College of Education, discuss professional development, information literacy, and framework formation according to the principles of cognitive psychology in their article, "Cognitive Apprenticeships in Education for Information Literacy." The strategies of modeling, scaffolding, fading, and coaching are discussed in light of the Web-based, self-directed, professional development resource, *Teaching for Information Literacy,* one of the tools used in a project directed at teachers and school librarians and which attempts to address the needs of both groups. Teachers require the training because they received little in their undergraduate coursework and, likewise, librarians need it as they make the move toward becoming teachers of information literacy skills and not just the guardians of books and quiet in the library.

Loertscher and Woolls (San Jose State University) direct their thoughts to those

librarians working with children, to instances of students attempting research projects without adequate instruction from their teachers and of teachers lacking the necessary information literacy skills to direct the students appropriately. Ten recommendations are given in their paper, "Information Literacy: Helping Librarians Apply the Research to Teaching Information Skills to Patrons: The Importance of the Human Interface." The most important, perhaps, is the seventh, addressing and beseeching school and public librarians to assist teachers in integrating information literacy into their disciplines.

Williams, School of Information and Media at The Robert Gordon University in Scotland, describes research measuring the integration of the school library resource center into the overall teaching and learning process in her article, "Learning to Learn: An ICT Training Model to Support Professional Development and Change in School Libraries." The model aids librarians in conducting a needs assessment, focusing and training on the results, reflecting on their progress, and devising professional development plans.

Also noteworthy are the contributions of Viviane Couzinet, Université Paul Sabatier, and Susie Andretta, University of North London. Couzinet documents the challenges encountered by French school documentalists and subject teachers in their new curriculum, which requires that information literacy and study skills be collaboratively taught to students. Andretta describes the development of an information literacy module for first-year college students using the ALA's definition of information literacy. In "Information Literacy for 'Mere Mortals,'" she discusses the results and highlights suggestions for future implementation.

The second set of contributions, dealing with global continuing professional education, examine distance learning, Web-based courseware, Web development software, cooperative exchanges between countries and special libraries, and government information policies on distance learning. Librarians—from Albania, Croatia, India, Sweden, South Africa, New Zealand, Canada, and the United States—emphasize collaboration models, tutorials, information competency programs, and the effects of such programs on students. Three papers deal with assessment, accreditation, and certification issues.

The papers included in *Continuing Professional Education for the Information Society* are useful and well written. Programs, modules, studies, and implementation experiences with primary and secondary students are of particular interest. Members of the American Association of School Librarians can appreciate that their colleagues around the world are encountering similar difficulties and triumphs. Institutions with schools of education or information and library studies would benefit greatly from the research and discussion presented in these papers.—*Janice M. Krueger, University of the Pacific.*

Delivering Lifelong Continuing Professional Education across Space and Time: The Fourth World Conference on Continuing Professional Education for the Library and Information Science Professions. Eds. Blanche Woolls and Brooke E. Sheldon. Munchen: K.G. Saur (IFLA Publications 98), 2001. 283p. 68 Euro (49.80 Euro for IFLA members) (ISBN 3598218281). ISSN 0344-6891.

This book publishes the proceedings of the Fourth World Conference on Continuing Professional Education for the Library and Information Professions held in Chester, Vermont, in February 2001, as a preconference to the annual International Federation of Library Associations and Institutions (IFLA) conference. The three preconference subthemes included "creating the delivery mechanisms: effects of new technologies," "engaging staff in lifelong education over space and time," and "where do we go from here?" In addition to the keynote address and presented