

Instructions for the developers of training module materials

Introduction

The aim of this document is to produce guidelines to the developers of ETQI module training materials. The developers are all the teaching staff in SSLIS who have taught the proposed modules in other contexts.

This instruction is developed on the basis of questions provided by the developers of the training material and the interviews with the staff members of the National Library of Latvia and Martynas Mažvydas National Library of Lithuania.

Background

In a survey run during the spring of 2013 the partners of the ETQI project have identified the need of the staff in Latvian and Lithuanian National Libraries for training in eight subjects in the LIS area. The survey was also run on the preferred modes of training and learning by the staff members in the national libraries. Further the partners agreed on the length of the modules in relation to the resources of the project and SSLIS have identified the teachers who will prepare the materials for training. Table 1 shows the result of this stage of the project:

Table 1: Training modules for Latvian and Lithuanian NLs and the developers of training materials

Module title	Duration	Developer	Work hours
Legal issues in digital libraries	40	Alen Doracic	80
Digital collection development	40	Elena Maceviciute	80
Digitization projects	40	Mats Dahlström	80
Image digitization	40	Jan Buse	80
User behaviour and information activities	40	Ola Pilerot	80
Library marketing in modern society	40	Arja Mäntykangas	80
Open access resources	40	Helena Francke	80
Information resource management	40	Tom Wilson, Elena Maceviciute	40 40

General instructions

The overall goal of the syllabus

To provide knowledge of innovative work of libraries in the countries with a well-developed library practice and develop skills required to introduce digital library services.

The main goal introduces the time limit for the usefulness of the produced training material. In the cases when it relates to technological innovation this time limit may be quite short.

Therefore, the developers should include the instructions to the local trainers on the periods of the material updates and indicate possible sources for current information on the subject of the module as far as it is possible.

The major application area should be the work of a national library, but also provisions for the strategic leadership for other library networks in Latvia and Lithuania should be made. *Digital collection development* and *Information resource management* modules are targeting only national libraries in their specific legal and organizational environments.

Note: specific expectations for each module are found in a separate section.

The overall structure of a training material package

The developers outline the goal and the learning outcomes or the competences to be developed in the module on the basis of the cross-map of the competences (see the form for the general competences cross-mapping as Appendix 1) and provide them in the form for a separate module (Appendix 2). The competences should be mainly subject specific, but some may be generic, however, due to the duration of the modules not more than 3-4 overall per module. The developer can introduce additional competences to a specific module that are not included in the cross-map.

Each module should cover 40 hours of a trainees time, including the lectures, hands-on exercises, seminars and/or workshops, reading time, self-assessment and assessment tasks. Part of this time (approximately 30-50% of time) is spent with a trainer and the rest is devoted to individual work. The developer of the training material decides how much time is spent with a trainer and what tasks the trainer should perform.

The module package includes instructions for the local trainers and the design requirements for the staff mounting training materials on the Moodle platform.

The training material package should include:

1. Training outcomes in terms of competences including knowledge and skills.
2. Table of content
3. Educational content appropriate for the trainees in the module. It can include: lecture materials, videos, links to internet resources, reading plan, full-texts like articles or blog texts, etc.

4. Tasks for skill development and self-assessment: explanation of the task and criteria for the assessment of the achievements by a trainee or a trainer.
5. Instructions for trainers, explaining:
 - a. their role in the usage of the package,
 - b. a short rationale and description of the teaching and training methods used in the module,
 - c. the amount of time to be spent with a trainee,
 - d. the tasks that trainers should carry out, including assessment tasks and criteria of assessment if necessary
 - e. steps and procedures that the trainer should perform.
6. Instructions to course designers who will mount the material on the Moodle platform: sequence in presentation of the material, access to separate moments of the module (after completing tasks or regardless of those), formats, trainers and trainees right in access of separate modules, etc.

The scope of the module

40 training hours equal to 1,5 credit point in Swedish universities. Thus the amount of time for each task could be assessed according to the norms applied at SSLIS (that are derived from the ECTS calculation recommendations), namely:

Lecture – the duration of the lecture (filmed one according to the duration of the recording, written one – estimated by the amount of teaching material for one academic hour, which is decided by the teacher developing the module).

Seminar, practicum, or workshop (usually under the trainers control) – according to the classroom time + time required for preparation (decided by the teacher on the basis of preparatory material and the complexity of the task).

Reading time – 6 pages per 1 hour (as recommended in ECTS calculations) (This means that the amount of reading should be quite limited).

Independent task (including learning, training, self-assessment and examination tasks) – calculated by the teacher according to the complexity and nature of the task.

Examination task and assessment criteria are designed by the developer of the training material and included in the package.

Trainees in the modules

The staff of the national libraries requested to be admitted to the module with regard to the level of initial preparation. The modules target professional librarians who have higher education or have acquired professional knowledge through prolonged practice in libraries. There should not be any division of the trainees into groups according to the previous practice or education. The assumption is that all the trainees are capable of working with advanced educational material.

Methodology of the training

A short rationale and description of the teaching and training methods used in the module should accompany the package of training materials. It should be connected to the instructions for trainers.

Trainers for the modules

The trainers for the modules are recruited from the staff of the national libraries and some of them are trained by the developers of the teaching material on site or on distance. The selection of the trainers is done by the national libraries. The national libraries together will assess which trainers need to be trained on the site, which should receive online instructions, and which will only get the training instructions written by the module developer in consultation with the module's teacher. If there is a need for face-to-face or personal online instruction it will be carried in spring of 2014,

The instructions to the trainers are a part of the module material. They should recommend the tasks that the trainees in the module should undertake under the supervision of the trainer and provide concise but clear description of the training steps and procedures that the trainer should perform.

Presentation of the modules

The modules will be presented on the Moodle learning platform by the staff of the Baltic Computer Academy. The developers of the training material should provide instructions and presentation requirements for the course designers.

The package produced by a developer of training material should be handed in to the local co-ordinator Veronica Trépagny by December 2, 2013 or earlier whenever the material is ready. The template for training material presentation is attached (Appendix 3).

The presented material will be assessed by the project leading group before mounting on the Moodle. The group may request a developer to make some further development of the training material or introduce some changes and improvements to be made by the end of January, 2014.

Module specific recommendations

Legal issues in digital libraries

The expectation for this course expressed by the library staff who I met was for an overview course with examples of Swedish practice and examples of dealing with legal issues in the libraries of other countries. The staff is interested in general principles and to some extent the international or other legislation that may have implications on the local libraries, but mainly the library practice in dealing with most acute legislative problems is on the agenda.

As an overview the course may include most of the issues with an emphasis on copyright and maybe examples and arguments used in successful lobbying for legislation defending library users and library causes. Examples of implications of different legislation on library work would be welcome.

The module is meant for wider number of libraries rather than only national library staff who have good legal support in their countries.

There is no expectation that the module will provide knowledge of Latvian and Lithuanian situation and legislation. However, an example or a task of comparison with other countries may make it more understandable for the trainees.

Open access resources

The aim of the staff who I have met was to develop national solutions and policies that support OA work in the countries and in addition to support other libraries, such as university libraries, in developing OA policies and possibilities. The strategies and practical issues were emphasized most within the areas of:

- the OA movement, ideas and statements
- OA and libraries: institutional repositories (green; including the publication of various genres, copyright issues, use of the IR:s for evaluation purposes, collaborations around joint IR:s, management), journal and monograph publishing (gold; licences/OA funds/article processing fees, tools for access)
- open data

The staff suggested that for the content to get neither too trivial nor too complicated the developer could introduce the main concepts briefly, outline the pre-requisite knowledge and indicate how it can be acquired by those who do not have it. Basically serious and up-to-date understanding of the OA concept is required on an advanced level. The basics can be acquired independently.

Digitization projects

The staff who I met was sure that they need text digitization module including general mark-up of the text and TEI to some extent. The metadata issues were not emphasized, except for the role that it plays in digitization in general. To some extent the issues of digitization management were also named in the meetings.

The participants suggested to keep in contact with interested staff of both national libraries if the questions arise.

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Image digitization

The expectations for image digitization was highly technological: the available hardware and software, the criteria of its selection for digitization of different materials (e.g. big formats vs small formats) for different library types, the parameters of digital images, the processes and technology of image restauratio and retouch. Which software is suitable for what purposes, etc.

The participants suggested to keep in contact with interested staff of both national libraries if the questions arise.

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User behaviour and information activities

The staff members have expressed wish to get knowledge on basic ideas and theoretical background, but mainly the study of user behaviour in libraries, the methods of such studies and why they are relevant for libraries. Wider context of everyday information behaviour seemed also to be of interest as far as it can help to understand library users better. Even some knowledge on information literacy as a factor of information behaviour in library context could be welcome. The examples of libraries using these studies in various ways would be welcome, mainly from Sweden, but other countries as well.

The main group of users in national library are educated adults, but the module could also include a group of elderly, poorly educated people and students on different levels of education (starting with secondary school and even elementary school).

Library marketing in modern society

The staff members of national libraries interested in this module expect to find the best practice examples, the methods and forms of communication with users and non-users. They were surprised to find out that there are specific applications of marketing theories to libraries and thought that as a general background these may be of interest to the trainees as well, but the main emphasis should remain on the best practice and especially simple and cheap ways of modern marketing, modern technologies in library marketing, potential of crowdsourcing. Mixing theoretical concepts with illustration of successful practice seemed a proper approach.

They were interested in all three points of view:

- marketing from the point of management
- marketing from the point of the staff
- marketing from the point of customer,

but mainly emphasized the staff and the user point of view, rather than management. The issues of the methods in running market research, marketing of digital libraries and specifics of online marketing, change in the library and accordingly the change of the reputation and image of the institution were the topics of interest.

Digital collection development

This module was perceived as a national library specific module because of a different ways that national libraries acquire their collections. One of the problems that should be addressed in the module – digital legal deposit issue. Strategic approaches to digital collection development, changing acquisition modes, overall access to digital collections and their integration is on the agenda. The most interest is demonstrated in relation to eBooks and digitized materials, but also the use of the digital collections by the society at large, by institutions (e.g. educational), and individuals is of core importance.

Information resource management

Information resource management was widely confused with digital collection management by the staff of the national libraries. The staff of the National Library of Latvia expressed interest in the internal information management for the coordination purpose and its relation with the information culture of organization. In this respect, the Enterprise Resource Management as a new presentation of the IRM was also of interest. The course was perceived as targeting only national library staff on all managerial and subordinate levels.