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Session 1 : Developing Lifelong Learning Skills via Libraries

**DEVELOPING LIFELONG LEARNERS: THE ROLE OF THE ACADEMIC LIAISON
LIBRARIANS IN AN INTERNATIONAL ISLAMIC UNIVERSITY**

Assoc. Prof. Dr. Basri Hassan
International Islamic University Malaysia

ABSTRACT

Librarians in tertiary education have a common goal of providing learning opportunities to their library clients. Academic Liaison Librarians work with academics, researchers and students to help them achieve their research, learning and teaching goals. They ensure that the library collection supports the research and teaching needs of the university community. They conduct information literacy skills classes (in teaching labs) incorporating hands-on training to help their clients used the online databases, e-books and printed resources provided by the library; and also help their clients manage research citations. International Islamic University Malaysia (IIUM) library served a large population of university community coming from many countries around the world. The main library in Gombak campus has large collections of resources (online, electronic, printed and non-printed) ranging from many disciplines. The liaison librarians are tasked with developing lifelong learners to face the challenges posed by the digital revolution.

**INFORMATION LITERACY IN THE CHANGING MEDIA ENVIRONMENT: THE EVOLUTION
OF INFORMATION LITERACY CONCEPTS AND PRACTICES AND ROLE OF LIBRARIES IN
EDUCATION AND LIFE-LONG LEARNING**

Idris Rashid Khan Surattee
Vice President
*Information Resource Centre
Singapore Press Holdings*

ABSTRACT

For more than 20 years the ALA's definition of Information literacy as a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." has dominated the intellectual and operational agendas of libraries and librarianship. The concept and scope of ALA's definition shaped the information literacy competency standards developed by ACRL and AASL and information literacy programmes in school and academic/research libraries. Only in the last five years, there is recognition by the leaders of the library profession of the complexity of the social learning environment and the fluidity of information creation in the new learning ecosystem. This has led to the re-examination of the theoretical framework and traditional standards and skill based approach to information literacy which are no longer sufficient for the revolutionary social technologies prevalent online.

Digital infrastructure is radically changing the skills, social practices and institutions that we develop to support the new technology and the exponential rate of information creation. At the heart of this radical change is the proliferation of digital social media over the last 10 years, which is transforming the nature of information and knowledge and our social institutions. The emergence of participatory culture in social media is redefining the relationship between producers and consumers of media information. Media



literacy, which emerged out of the social critique of mass media with emphasis on deconstruction of media messages, is now focusing on issues in participatory culture in the new media environment.

This is happening at the time when mainstream media companies are undergoing painful changes brought about by the pressures of dwindling revenue and diminishing profit. The evolving business model of media companies shapes the medium and the content and ultimately the meaning of the message itself.

Media is also beginning to play an important role in education and learning. The social media shapes the mode and behavior for learning and teaching. Media companies are fast developing information products and services using its content to tap on the growing production and consumption of education product and services to compensate for their dwindling revenue from traditional sources. The convergence of data, news, knowledge creation, advertisements and entertainment materials has merged the territorial boundaries of traditional gatekeepers that control the production, dissemination and consumption of media content.

Schools no longer have monopoly over education. Media is gradually producing content and developing applications to serve the information needs of students and teachers. New enterprises with creative business models are developing mass based online education. School curriculums and pedagogical practices are designed to capitalise on information resources and applications developed by the media. With rapid development in information and knowledge creation, schools are giving greater emphasis to the cultivation of critical thinking and competency in learning and handling of content from various information sources.

Libraries are not spared from this great transformation in the media industry. Media is emerging as the dominant source of information for reference and research. Libraries that are managing new media products and engaging users in the new social media environment must necessarily transform their roles and functions. Library information literacy must deal with key aspects of critical literacy and media literacy.

Traditionally, library and information literacy programmes have developed out of search and retrieval of print resources in a context of traditional research process. Although the search and retrieval now deal with a vast array of multimedia resources which are predominantly digital in nature, the process remains closely tied to traditional research process, which is often presented as a linear process.

The expansion of libraries in news areas like the development of new learning spaces, museums, exhibitions and media publications have been largely focused on the provision and management of physical facilities and learning spaces. The libraries new curatorial and communication services have little impact on the concept and practices of information literacy designed by libraries. Information literacy programmes are heavily focused on competencies dealing with information search and retrieval and evaluation of information sources. The cultivation of competencies in communications, content appraisal, curation and production, in the context of the cultural and social environment are relegated to other learning agencies.

Media literacy in schools on the other hand has been concerned with deconstruction of media messages and lately the focus has been on ensuring safe handling of the new media especially the social media.

In the field of education, literacy in school curriculum has traditionally focused on reading and writing skills in terms of code learning (basic literacy), progressing to functional literacy.

Traditionally, information and media literacy programmes in schools are heavily focused on the use of information technology in finding information and evaluating sources and techniques in media production. The role of school libraries and media resource centres are often limited to providing resources and facilities. Information literacy instruction in schools are designed to deliver authoritative skill sets to retrieve and identify

authoritative knowledge within a linear information search model instead of a conversational model that requires participation in an ever changing flow of knowledge.

In the field of education, critical literacy movement, heavily influenced by constructivist approach to education informed by the works John Dewey and Maria Montessori and revolutionary pedagogy of Paolo Freire, provide robust critiques of the “delivery model” in education which is based on the premise that the concept of teaching and learning texts (information objects) and language are neutral. Critical literacy shows ways of looking at written, visual, spoken, multimedia and performance “text” and the agents of learning which project the power relations. It challenges the attitudes, values and belief that lie beneath the surface. Concepts such as “multimodality”, “multisemiotics” and “multiliteracies” are attempts that account for the diversity of communications and how these affect what we make of them. “Without educating young people to develop these understandings, according to this school of thought, they will be unable to constructively critique anything they have learned, unable to account for its cultural location, or creatively extend or apply it; they will only grow into unquestioning adults incapable of innovation”.

Until fairly recently, the concept and practices of information literacy, media literacy, and critical literacy have developed independently of each other, championed by different professions and focusing on different core competencies and learning outcomes.

The ubiquitous information and communication technology and intuitive design of new devices have shifted the attention away from technical skills and competencies in using these devices to more salient concerns with gaps in cultural, intellectual and ethical competencies in dealing with consumption, production and dissemination of the information content. According to John Seely Brown (JSB) “The technology is the easy part. The hard part is figuring the social and institutional structures around the technology”.

Recent developments in the fields of education, media studies and information services and the convergence of interests of these various fields in the provision of services for life-long learning create opportunities for libraries to review and evaluate our concept and information literacy. Recent works on education and pedagogy especially on critical and “multi-literacies” and works on the culture of digital social media in learning and production of media provide libraries with rich ideas and resources to develop new information literacy concepts and programs that will provide some of the core value propositions for library services.

The convergence of fields of practices requires new competencies in handling information. New information literacy competencies are not limited to skill sets required to perform tasks within a framework of a linear research process. The traditional competencies of “...knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner” has to be lodged as part of a dynamic nature of continuing conversation or dialogues.

In a conversation, it is quite normal to stop to look for information that help facilitate a discussion. “The information you pull in action is learned institution, made personal and contextualized”. In the world of new social media, information is often created on the fly, filtered on a fly, validated on the fly, disseminated and passed into action as part of the continuous conversation and learning. Emerging from this global network of conversation is the social network of learning and corroborative problem solving tools.

Such conversation requires socio cultural and intellectual competencies in the finding, appraising, synthesizing, constructing and articulating socially constructed content. Learners have to develop the capacity to understand the multi-semiotic nature of information and the ability to engage in multimodal learning and transmedia communication and use of information.



Mackey and Jacobson's Metaliteracy attempts to enlarge the scope of information literacy. "Metaliteracy promotes critical thinking and collaboration in a digital age, providing a comprehensive framework to effectively participate in social media and online communities. It is a unified construct that supports the acquisition, production, and sharing of knowledge in collaborative on-line communities" "Metaliteracy challenges traditional skills-based approaches to information literacy by recognizing related literacy types and incorporating emerging technologies. Standard definitions of information literacy are insufficient for the revolutionary social technologies currently prevalent online".

Early this year (February 2015), ACRL posted a new information literacy framework which radically shifted the concept from skill based approach to the cultivation of a set of knowledge practices and dispositions within a framework organized into six aspects of information literacy.

These new competencies are not technical skills that libraries can teach. These competencies can be developed by cultivating the disposition for critical thinking and information handling behaviour in the new learning ecosystem. New social skills and cultural competencies in new media literacy and critical multi-literacies pedagogy such as those proposed by experts like Jenkins, Allan Luke and JSB should be incorporated into the competencies and skill set cultivated by libraries to help learners manage information in the new media environment. The new social skills and cultural competencies includes play, tinkering and imagination, simulation, performance, appropriation, multitasking, distributed cognition, collective intelligence, judgement, transmedia navigation networking negotiation, multi modal learning and critical analysis of information objects (text, image, audio and artifacts).

Libraries have to develop their capacity to create opportunities for self-driven learning through interest driven activities. It is important for libraries to assist our users to leverage on the new learning ecosystem. The level of library integration with the business of the parent organizations and its capacity to mobilize both internal and external resources through its social capital will determine its capacity to create such leaning environment for its users.

MY LIBRARY AT SUTERA MALL: A LIBRARY WITH A UNIQUE BACKDROP

Zahra Al Junied
Senior Librarian
Public Library Services Group
National Library Board of Singapore

ABSTRACT

This paper intends to present to the conference a unique model of a community/public library set up in the state of Johor in Malaysia. My Library in the Sutera Mall Shopping Centre is a corporate social responsibility project of the Tanah Sutera Development Sendirian Berhad (the owner of the Sutera Mall, a private limited company based in Malaysia and deal in properties).

As part of its expansion plan, the Sutera Mall management has taken a big step in embarking on a project to set up a library within the shopping mall. This is indeed a noble undertaking by the mall management to play their part in the efforts to promote reading and knowledge acquisition among the communities.

The paper will highlight the process of the library development from the conceptualization of the idea to the preparation for the physical and other set up of the library which covers a compressed timeline made possible only through innovative system and creative ways of doing things differently from the given norms in a typical library development project. Lastly the paper will look into the services the library offers and its performance thus far.

Session 2 : Developing Competencies for 21st Century

21st CENTURY LIBRARIANS AT THE CROSSROADS: SPECIALISED COMPETENCIES NEEDED

Dr Saidatul Akmar Ismail
Senior Lecturer
Faculty of Information Management
Universiti Teknologi Mara

ABSTRACT

Library work traditionally involves a process of collecting, organizing, archiving and circulating data and information. The work processes should be a means to an end. With the advancement of Internet and online technologies, the traditional process of library work and the advancement of the technologies have to be integrated and require a certain type of thinking skills which involve the left-and right-brain activities. These processes of thinking are necessary for the libraries of today to manage technology effectively. The librarians must also be able to discover opportunities for improving services through tapping along with these technologies. The present situation does conducive for library services enhancement and transformation. The Librarian must able to appear in society as a change agent.



**TRUST AND AUTHORITY IN SCHOLARLY COMMUNICATION IN THE LIGHT OF DIGITAL
TRANSITION: EMBEDDING PRACTICES AND THE REQUIRED COMPETENCIES FOR
UNIVERSITY LIBRARIANS**

Assoc Prof Dr Abrizah Abdullah
Deputy Dean, Institute of Postgraduate Studies, University of Malaya

ABSTRACT

Introduction: Librarians in higher education is not viewed as an academic; but primarily working in a supportive role. This assumption leads to the belief that the role concentrates on information service delivery, rather than knowledge creation. A restricted view confining to “support research” denies librarians themselves the chance to realise their capacity to build new knowledge in research. It could instead be asserted that the role of a librarian in higher education is academic and that as information professionals, they have much to offer in scholarly communication. Librarians in academic libraries are increasingly required to “understand” research in order to meet institutional service needs and to further their own careers.

Objective: To provide evidence to support the idea that university librarians play an important role in research undertaken by their organisations, this paper provides an overview of the author’s investigation into the research project Trust and Authority in Scholarly Communications: The Periphery of World Scholarship in the Digital Era conducted in Malaysia (Abrizah et al. 2015a; Abrizah et al. 2015b; Abrizah 2015c)

Method: This paper uses findings from Abrizah et al. (2015a, 2015b, 2015c) to provide evidence to support the idea that university librarians play an important role in scholarly communication undertaken by their organisations.

Findings: The study has shown views, perception and behaviours of Malaysian authors (academic researchers) in respect to scholarly channels and resource they trust to publish in. Peer-reviewed journals are still the central to the authors, however authors seem to have more freedom in relation to journals they read and cite, compared to publish. Peer review was highlighted as the most important factor for trust and authority to Malaysian researchers only when it comes to evaluate open access journals. Where researchers publish was strongly influenced by institutional research policy directives or mandates, and the pressure applied is to publish in high impact factor, international journals. Impact factors very much come into their own when it comes to the dissemination of research results. The study indicates that the main drivers affecting the market for scholarly journals relate primarily to the attitudes and actions of the main players, i.e. the authors. Looking at the authors’ trust-related views, needs and issues in scholarly communication, it is emphasized that academic librarians apply their understanding of scholarly communication towards delivering the right services to meet the needs of the academic community. Librarians need to demonstrate competency in critically evaluate journals and published research.

Conclusion: The paper presents the notion of the embedded librarian in relation to scholarly communication, and implication for a set of competency supported from the findings of the research. It is the view of the author that a key way of supporting research as a librarian is to engage in the practice oneself, to partake in knowledge creation rather than simply providing information. Librarians need to perform self- assessment of current competencies and competencies they need to develop. This calls for academic librarians whose jobs involve supporting or conducting research, or who have an interest in conducting research, to develop research competencies, and the academic libraries to source research training for their librarians.

**CHANGING ROLES OF LIBRARIANS AND INFORMATION PROFESSIONAL
IN A KNOWLEDGE BASED SOCIETY**

Judy Ng

President

Library Association of Singapore

ABSTRACT

In a digital and knowledge based environment, library professionals have to change from one that is traditionally as just an information provider to that of knowledge provider. In information provision, the library professional provides “explicit” knowledge in the form of books, journals, reports, etc. In knowledge provision, the library professional provides intellectual output that involves analysis and evaluation of the information provided. New technologies also provides new opportunities and ways in which library professionals can deliver their services. This paper discuss the challenges of the global digital environment and the shift in the roles of the library professionals.

Session 3 : Coping with Technology

COPING WITH TECHNOLOGY IN ACADEMIC LIBRARIES

Zanaria Saupi Udin

Head of Information Systems Division

Library

University of Malaya

ABSTRACT

Technology has provided tremendous improvement to library services. The transfer of digital information to meet all the requirements for preservation, distribution and manipulation of knowledge are significantly faster today more than ever before. Radical changes are occurring in digitizing collections, preserving digital archives and improving data storage and retrieval methods. The emergence of a digital lifestyle has challenged the traditional role, vision, purpose and operation of libraries. The transition from automation to digitization meant that librarians had to acquire new skills and competencies and be educated in the new technologies, which in turn added a further burden and stress to them. Due to this transformation and the lack of formal technical qualification among librarians, it is not highly surprising that many find their job responsibilities demanding and strenuous. This paper serves as a preliminary background into the nature of librarians who are supporting library operations through the application of technologies in academic libraries. The focus is on systems librarians because they are in a better position to see issues that relate to the overall implementation and management of technological resources within the organisation. The study then discusses several strategies to cope with technologies based on a study conducted by Nicole Engard and Rachel Gordon (2012).



**ONLINE INFORMATION SERVICES MODEL:
ADOPTING AND ALIGNING TECHNOLOGY WITH OUR COMPETENCIES**

Hazman Abdul Aziz
Doctoral Student
*Faculty of Computer Science and Information Technology
University of Malaya*

ABSTRACT

Since the evolution of information and communication technologies in the past decade, most libraries and librarians have experienced the widespread embracement of Web 2.0 technologies, pervasiveness of mobile devices to the discussion in data management today. It has been always a challenge for librarians to keep up to date with the technologies. But, it never has been a mission impossible for most librarians, who have the passion in building and constructing online information services for the community. True, and not to mention that these are current challenges are also facing similarly by the library vendors (or partners). On the other side, there are online information providers such as Google keeps changing their business model and having a strong financial backup to improve their online services. Amazon is another example too and a possible alternative to the library industry. And today, where do the libraries and librarians stand in the online information services industry. Especially, towards the questions of coping with technologies to improve the online information services model that the management has to keep up to date.

This paper discusses the challenges from the point a young librarian, with the experiences in librarianship, as a vendor and also an entrepreneur who builds information portal for the community. In addition, this paper will also shares the some frameworks that are been taught in libraries and library schools, which have adopted to meet the needs of its users and its clientele, as well as employers of library school graduates. It is through the “awareness-knowledge-experimentation-immersion” educational paradigm, which guided these successful librarians to step out their comfort zone into the competitive industry. They learned to cope with the technology knowledge progressively and the economics of the industry. It does not matter if the knowledge is from an open source, proprietary environment, outsourced or in-house system. They have learnt to build a versatile, scalable library, especially as an online information service for the community to adopt, embrace, engage and utilise. And, with these pointers that will be discussed in this paper, will help some of the future librarians to grow.

**CATALOGUING AND COLLABORATING IN THE AGE
OF EMERGING TECHNOLOGIES**

Geetha Albert

Director

Knowledge Connections Sdn Bhd

ABSTRACT

Lean budgets force organizations in particular the libraries who are cost-centres, to devise strategies that make the very most of the resources available. With the abundance of evolving technological innovations and the variety of information that is becoming available to the customer, competitive pressures will continue to intensify for libraries to constantly improve their systems and processes.

Development and use of information technology (IT), in particular the latest online cataloguing tools and techniques, enable library professionals in enhancing their delivery systems. In order to ensure library professionals are able to cope with changes in the technological environment, it will be critical to re-think and re-assess these tools and develop competencies to ensure operational efficacy. Survival and success will depend upon the library's adaptability, innovative skills and flexibility. This, in turn necessitates continuous engagements with a knowledge sharing community to ensure they are abreast with the latest techniques, practices and work-around, the 'cutting edge' element that is critical for libraries to sustain and be relevant to their patrons.

Session 4 : Leadership

**LEADERSHIP AND NATIONAL DEVELOPMENT:
THE ROLE OF THE NATIONAL LIBRARY IN TRANSFORMING LIBRARIES**

Hajjah Nafisah Ahmad

Director General

Perpustakaan Negara Malaysia

DEVELOPING LEADERSHIP SKILLS AMONG LIBRARIANS IN ORGANIZATIONS

Mastura Haji Muhamad

Director

Perbadanan Perpustakaan Awam Negeri Selangor

ABSTRACT

Being a leader can be a very humbling experience. Taking the helm of an already well-established public library and developing leadership skills among librarians while one's self is not a librarian is a great challenge. The rebranding of Selangor Public Library is an opportunity to meet that challenge head-on, and its processes, the subject of this paper.



**TRANSFORMING LEADERSHIP IN LIBRARIES THROUGH
AN INNOVATIVE AND MOTIVATED WORKFORCE**

Azahar Mohd Noor
Chief Librarian
Perdana Leadership Foundation

ABSTRACT

Creating an innovative and motivated workforce has never been more challenging for leadership in libraries. Demands for services frequently outstrip the resources—money, time, and people—that are available. Librarians look for more effective ways to make their voices heard as priorities are set organisation-wide. And the constant expectation that they will provide articulate, effective leadership too often creates stresses in both their personal and professional lives. This paper attempts to examine two key questions: Firstly, how well-positioned are Libraries in organisations to meet current and future challenges? It will look into insights needed to help libraries respond to a rapidly-shifting landscape. such as how to think strategically—about emerging needs of users, about changing expectations of library staff, about new technologies, and about the long-range plans for the library within a larger institutional context. Lastly how effective are librarians own leadership by looking at deepening their insights and broaden their repertoire of useful approaches to leadership.