for development and growth. In addition to formal course offerings, the School is aiming to become actively involved in the delivery of professional development programs targeted at industry needs.

The School currently has fourteen academic staff members in continuing positions, six academic staff members in fixed-term positions, and three full-time administrative staff members. They support a student cohort of over 1600 students across the various programs, including around 20 doctoral candidates. With the introduction of Interact (Sakai-based learning management system) in 2008, SIS is pioneering new modes of online teaching and learning, whilst continuing to strengthen its holistic approach to producing well-rounded graduates through teaching practice, support from the SIS team across both teaching and administration, and the encouragement of student engagement with professional activities (placements, conferences and workshops).

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Library and information science education 2.0!

Web 2.0[1] is changing the nature of libraries and the role of library and information science (LIS) professionals. Libraries are no longer about books or even information. Instead, libraries are about "facilitating people to participate, interact and create, to provide the means for that to happen".[2] Web 2.0 is forcing the library barriers to break down: "barriers librarians have placed on service, barriers of place and time, and barriers inherent in what we do".[3] Web 2.0 requires an LIS professional with a new type of skill and knowledge. Enter librarian 2.0!

> The program was developed to help library workers to learn about web 2.0 through play.

The LIS profession is quickly recognising that web 2.0 requires an LIS professional "that is better equipped and broadly educated than one just ten years ago".[4] In the last twelve months blogging librarians have begun to compile their informal list of 'core competencies' needed by librarian 2.0. The call to the LIS profession is becoming clear: "it is essential that we start preparing to become Librarian 2.0 now".[5] At the 2007 conference of the International Federation of Library Associations and Institutions (IFLA) Saw and Todd noted that "library 3.0 is just around the corner and even though we don't know exactly what from library 3.0 we will take we do know that it will deliver a new generation of library products and services". They challenge the LIS industry to "ensure that library staff – current and future – workforce possess the necessary skills to work in library 3.0 successfully".[6]

This challenge has been taken up in various informal ways within the LIS profession. One of the most notable examples is the 23 Things[7] program developed by the staff at the Public Library of Charlotte and Mecklenburg County in the US in August 2006. The program was developed to help library workers to learn about web 2.0 through play. The current state of formal LIS education was commented on by Jenny Macaulay, in her Life As I Know It blog: "in my time in library school so far we haven't talked about web 2.0 or about library 2.0 in any specific capacity. We have used some web 2.0 technologies. I can't say that the faculty know about these technologies or not".[8]

Beyond the informal blog discussions no systematic study has taken place to identify the skills and knowledge required by librarian 2.0 so they may successfully provide library 2.0. In addition no work has considered to what extent existing LIS education is providing the industry it supports with professionals possessing the skill and knowledge the rapidly changing industry requires.

In May this year I received one of eight Associate Fellowships from the Australian Learning and Teaching Council[9] (formerly the Carrick Institute for Learning and Teaching in Higher Education). The fellowships seek to further enhance the quality of tertiary teaching through research projects.

Over a twelve month period I will develop *Guiding Principles for Library and Information Science Education 2.0*. The Principles will be developed by (i) identifying the current and anticipated skill and knowledge required by LIS professionals in the age of web 2.0 (and beyond); (ii) establishing the current state of LIS education in Australia in supporting the development of the "web 2.0 professional", and in doing so, identify models of best practice.

The project will help ensure that Australian LIS graduates are equipped with the capabilities required of the contemporary profession. Commencing in September 2008, I will be calling upon members of industry – professionals and educators – to provide input. I hope you will join me on my journey of discovery. And of course stay tuned as I will be disseminating my findings along the way.

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1. Web 2.0 refers to a perceived second-generation of web-based service, such as social networking sites and communication tools, that emphasize online collaboration and sharing among users. (**Wikipedia, http://en.wikipedia.org/wiki/Web_2.0**)

2. Mackenzie, C. (2007) Creating our future: workforce planning for library 2.0 and beyond. *APLIS*, 20(3), 118-124.

3. Stephens, M. (2007) Web 2.0, library 2.0, and the hyperlinked library. *Serials Review*, 33, 253-256.

4. Feng, A. (n.d). Corporate librarian 2.0: new core competencies. **http://units.sla.org/division/dpht/division_info/travel-presentations/feng_essay.pdf**

5. Abram, Stephen. (2006) Web 2.0, library 2.0, and librarian 2.0: preparing for the 2.0 world. *SirsiDynix OneSource* Jan 2006, v2(1). http://www.imakenews.com/sirsi/e_article000505688.cfm

6. Saw, G. & Todd, H. (2007) Library 3.0: where art our skills? World Library and Information Congress, 73rd IFLA General Conference and Council, 19-23 August 2007, Durbin, South Africa. **http://www.ifla.org/IV/ifla73/papers/151-Saw_Todd-en.pdf**

7. **http://plcmcl2-things.blogspot.com/#23**

8. Jennifer Macaulay, Life As I Know It **http://scruffynerf.wordpress.com/2007/05/30/what-constitutes-a-good-library-education/**

9. The Australian Learning and Teaching Council **http://www.altc.edu.au**