

**Student Research Project**

**Professional learning online for LIS professionals: Principles and best practices.**

**An environmental scan and literature review**

The [Continuing Professional Development and Workplace Learning](https://www.ifla.org/cpdwl) (CPDWL) section of the [International Federation of Library Associations and Institutions](https://www.ifla.org/) (IFLA) has established a working party to focus on the review and revision of the [*IFLA Guidelines for Continuing Professional*](https://www.ifla.org/publications/node/11885?og=82)[*Development: Principles and Best Practices*](https://www.ifla.org/publications/node/11885?og=82) (2016)*.* The current version of the *Guidelines* reflects the detailed work undertaken by Jana Varlejs and colleagues in 2014-2015. In developing the *Guidelines,* an extensive literature review was undertaken to deepen our understanding of the roles and responsibilities of the five representative stakeholder groups that are central to the landscape of continuing professional agenda: Learners, Employers, Professional Associations and other bodies that have library development responsibilities, LIS Educators and LIS Training Providers. The 2016 document includes a Glossary and a number of appendices with additional resources.

The full document has been translated into German, Spanish, Russian and Swedish. The Executive Summary is available in all official IFLA languages (French, German, Spanish, Russian, Arabic and Chinese) as well as Italian and Swedish. There is also a poster that has been translated into 33 languages.

While IFLA recommends that their international Standards and Guidelines should be reviewed every five years, the CPDWL Standing Committee was already aware of the need to update the *Guidelines for CPD.* It is acknowledged that the principles and best practices discussed in the document primarily relate to the face-to-face learning environment: conferences, seminars and workshops.

Although a brief note indicates that additional quality issues should be considered when learning happens online, it is important to ensure that there is a balance between analogue and digital learning.

The impact of COVID-19 on CPD has been profound. While professional learning events were either cancelled or forced online, the unprecedented challenges of shifting to a digital learning environment have led to mixed results. CPDWL has recognised that the evolving professional development environment represents the imperative to look at the *Guidelines* with fresh eyes to ensure that they embrace the principles and best practices that consider the value of open educational resources, support the development of innovative content and stimulate engaging and interactive learning experiences in a virtual world. It is important to determine how high quality, engaging learning content should be created, and think about the ways in which support and assistance could be provided to LIS professionals to help them learn how to engage with PD and truly develop through their own PD activities.

This research project will involve an environmental scan and literature review to identify relevant standards, guidelines and frameworks for effective online professional learning experiences.

Relevant resources will hopefully reflect the needs of LIS professionals in different countries, regions, cultures and languages.