



Evergreen
Education Foundation

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借鉴最佳实例

——第四届信息技术与教育国际学术研讨会论文集

Inspiration from Best Practices

—— Proceedings of the 4th Information Technology
in Education Conference (ITIE2010)

胡立耘 © 主编

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前 言

进入 21 世纪以来,信息技术在教育中的广泛应用,不仅带来了教育手段的变革,而且导致了教育理念的更新和教育形态的转化。优质教育资源的共享、远程教育、自我教育、终身教育等,在信息技术的带动下发展迅速,信息技术在促进欠发达地区的教育资源保障和公共文化服务均等化方面的作用备受关注。

在乡村、边远地区、贫困地区,一方面,教育资源相对匮乏,需要通过信息技术促进教育资源保障程度的提升;另一方面,信息服务比较落后,需要依托公共文化机构创造信息服务条件,提高信息服务能力,促进用户的信息利用。图书馆具有教育功能,对于社区用户而言,图书馆是没有围墙的学校,图书馆服务在改善用户识字能力、培育用户信息素养、提升用户文化水平、增强用户现代生存技能等方面,起着重要作用。对于在校学生而言,图书馆是第二课堂,图书馆与学校配合,能促进教育质量的提高,带动学校的教育信息化建设。同时,学校师生作为联结图书馆与社区成员的重要纽带,可有效加大图书馆延伸服务的深度与广度。因此,乡村图书馆建设与乡村教育发展具有密切联系,尤其是学校图书馆建设,是乡村图书馆建设和乡村教育信息化的交集,具有多重功效。

海外侨胞和友人于 2001 年在美国加州旧金山成立的非盈利组织美国青树教育基金会,以“通过帮助中国乡村建立现代化图书馆,提升农村人群的信息素养,为加速这些地区的教育、社会、经济和文化的发展提供助力”为宗旨,秉承参与式、可持续、可扩展的理念,在中国各地开展了青树图书馆建设项目。项目建设采用中心站(高中图书馆或县公共图书馆)和卫星站(初中、小学图书馆、农村文化站)二层结构模式,以学校图书馆建设为核心,利用现代信息与通讯技术,在图书馆管理自动化建设的基础上,整合本地信息资源,构建综合化区域信息服务体系,倡导以平等化、人性化、多元化的服务促进图书馆用户信息素养的提升和个人能力的提高,以期对社区文化环境产生积极影响。青树教育基金会的实践不仅使项目覆盖单位和地区受益,而且得到了国际社会的广泛的认可。2004 年,比尔与梅林达·盖茨基金会授予青树教育基金会普及教育奖。^①青树教育基金会在欠发达地区建设适合本土特色的乡村图书馆,利用信息技术开展信息教育与信息服务,为乡村图书馆与乡村教育二者的互动联结提供了有益的探索。

本书是即将于 2010 年 6 月 21 日至 23 日在甘肃兰州举行的第四届国际会议(ITIE2010)的论文集。会议由美国青树教育基金会及其中国执行机构青树乡村图书馆服务中心、甘肃省图书馆^②、兰州大学图书馆^③合办,主题为“借鉴最佳实例”。青树教育

① 青树教育基金会简介. <http://www.evergreeneducation.org>.

② 甘肃省图书馆. <http://www.gslib.com.cn>.

③ 兰州大学图书馆. <http://lib.lzu.edu.cn>.

基金会每年都开展培训和交流，继 2002 年在青海两度开展图书馆员培训后，自 2003 年起，每逢单数年举办研讨会，双数年举办国际会议，邀请国内外图书情报教育及图书馆实践方面的专家和青树项目工作人员参加，以加强乡村图书馆能力建设，促进信息技术在图书馆工作及课堂教育中的应用。国际会议以“信息技术与教育”（Information Technology in Education，简称 ITIE）为名，已举办三届，第一届 ITIE2004，举办地北京，由青树教育基金会与北京第八十中学合办，主题为“图书馆在东西方文化交汇中的作用”；第二届 ITIE2006，举办地昆明，由青树教育基金会和云南省图书馆以及关心下一代工作委员会合办，主题为“信息伦理道德”；第三届 ITIE2008，举办地湖州，由青树教育基金会与浙江湖州市教育局教育信息中心以及湖州菱湖中学合办，主题为“连通农村社区”。从第一届到第四届，会议主题相互关联，体现了青树教育基金会在项目开展过程中重视理性思考和实践总结相结合的特点，也反映出青树教育基金会对项目建设实现效果的测度逐步深化的历程。

本书分三部分：主题演讲、参会论文、教案展示。

主题演讲部分，由来自阿根廷、丹麦、加拿大和美国的图书馆界专家分别展现阿根廷国会图书馆提供流动图书馆服务和利用数字化技术保存和保护阿根廷文化遗产的经验，丹麦公共图书馆利用现代信息技术开展创新服务的成效，加拿大萨斯喀彻温省不同类型图书馆之间基于网络的合作模式与服务方法，以及有关中美图书馆合作历程的回顾与展望。

参会论文部分，收录了中英文论文共 47 篇全文，4 篇摘要，涉及七个议题：法规、制度、标准、协会和培训——乡村图书馆体系发展之基础；图书馆技术及服务创新——缩小数字鸿沟之机遇和挑战；阅读和识字启蒙——乡村图书馆服务之基本；图书馆员和老师的协同合作——乡村学校图书馆服务之关键；多角度服务社区需求——乡村图书馆社区服务之核心；图书馆评估——乡村图书馆服务提升之重要工具；馆际以及图书馆和其他机构之间的合作——乡村图书馆服务提升之必要途径。

教案展示部分，收录了中外中学课堂教学的部分教案设计，涉及诗歌阅读与写作、历史、阅读指导等课程，反映了中外中学教师利用信息技术开展课堂教学的心得。此外，Dale Griepentstroh 等教师介绍了中美学校师生利用网络开展教学交流、通过经典互读促进文化理解的实践经验。

总的来看，本论文集的内容具有以下几个特色。

一、国际视域

信息化与全球化相伴而行，当代图书馆开展信息服务与信息教育，需要置于国际语境中加以考量，才能广泛吸收、光大好的理念和经验。好的理念、经验，如同英国学者 R. 道金斯所提出的复制基因——觅母（Meme）。^① 道金斯所说的觅母，即文化传播单位或模仿单位，正如基因从一个个体转移到另一个个体，觅母从一个脑子转到另一个脑子，通过选择、提炼、复制、修改、传播、重组，引导适应和扩散，达致创新和发展。

本论文集的文章来源广泛，内容涉及多个国家学者的研究学术成果，一个显著的共同

^①（英）道金斯（Dawkins, R.）著；卢允中，张岱云译．自私的基因[M]．北京：科学出版社，1981：263-281.

点是,寻找好的模板进行拷贝,发现好的理念加以组合,努力使项目在起步上就具有前瞻性,在基础上具有普适性,在方法上具有先进性。如甘肃天祝一中口述历史项目强调对美国口述历史理念和方法的借鉴,青树教育基金会重视采用国际通行的图书馆评估技术进行项目评估等。尤其值得关注的是,追踪国际先进技术发展,加强信息技术在图书馆及教育领域中的应用,这一点,在文集中得到广泛的体现。如,Rolf Hapel 对丹麦阿赫斯公共图书馆以服务为导向的图书馆信息技术,如智能手机服务、互动电子屏、无线射频技术等推介;Robert Fulkerth对互联网及相关软件,如社会网络软件,在图书馆与教师合作开展教学中的作用的肯定;程彩虹等关于高校图书馆通过移动通信网络服务新农村信息化建设的设想;张会田对农村图书馆管理信息系统的规划等。此外,Donald Felipe 在大量的文献研究的基础上归纳了评估网络内容的规则、策略、基本概念,Les Gottesman 从国际背景和技术发展角度出发,对各种信息资源形态对人们思维方式的影响进行了“批判性思考”。这些成果如同觅母复合体,在一定程度上反映了相关领域的国际动态和发展趋势。

二、草根情怀

在全球化的进程中,现代文化与传统文化之间,科学知识与本土知识之间,存在一定的矛盾和冲突,引入现代信息技术,并不当然就能促进本地发展。我国2006年颁布实施的《国家“十一五”时期文化发展规划纲要》指出,创新公共文化服务方式的途径之一是“支持民办公益性文化机构的发展,鼓励民间开办博物馆、图书馆等,积极引导社会力量提供公共文化服务”^①,肯定了公共文化建设中从下至上的方式的独特意义。欠发达地区图书馆和学校的信息服务与信息教育建设项目,应建立在尊重本土意愿、以本地发展为目的的基础上,充分肯定本土参与的作用和社区成员自主性的价值,使现代信息素养成为民众个人能力建设的重要组成部分,从而发挥图书馆和学校在倡导社会包容、促进社会融合方面所应有的作用。

本论文集收录的大部分实例,是在广泛吸收各方养分基础上进行的与本地社会文化生态系统相适应的本土化实践。如原小玲等关于青树农村服务项目的实践、龙美等介绍的镇远乡土历史教材开发等,均强调项目内容的本土特色;李熙明等在天祝青树图书馆农村信息技术培训项目实践中所总结的农村信息自助培训模式,以榜样带动推广,从自助引发互助,保障了项目的本土认知度、接受度和发展的可持续。

让基层实践者自己发言,也是本论文集草根情怀的一种体现。文集收录了一批由项目的在地实施者、项目的本土参与者、乡村图书馆馆员和中学教师所呈现的实践心得和研究成果,以期充分发挥本土视角的优势。尽管有些论文从学理的角度上看,未臻成熟,但是,其中不乏热忱、思辨、真知灼见。如文开柱提出乡村图书馆服务农村关键是“务实”,可谓要言不烦。

此外,王子舟对社会力量参助图书馆建设模式的可行性研究,吴汉华对个人自办公益性基层图书室的分布特征的研究,Susan E. Russell 等对乡村图书馆如何建设社会资本以加强社区服务的研究等,都体现了学者们对基层的深切关注。

^① 国家“十一五”时期文化发展规划纲要[EB/OL]. CPLL 文化政策图书馆, <http://www.cpll.cn/law7233.html>.

三、实证精神

本论文集集中的文章多数基于实例，许多论文详细阐述了亲历、亲证的工作过程，如张雪莲等从个人援建乡村儿童书架的心得出发探寻农村儿童阅读保障，王维平等在通渭县图书馆沼气应用推广项目经验的基础上探讨为农民实施知识援助的策略，论文的切入点虽小，却真实而具有代表性。在研究方法上，民族志、焦点小组、对比研究、问卷调查、观察法、访谈等方法在多篇文章中不同程度地得到运用，如 Madge Hildebrandt Klais 对美国中西部小城市中学信息素养课程中教师和图书馆员之间的合作效果的调研，杨玉麟等对陕西省多个基层图书馆的调查、黄体杨对其家乡云南省腾冲县的农村居民信息需求与获取渠道的调研，马蕾等、于蓓莉等从不同的角度对四川省乡（镇）村图书馆现状的调研，邱奉捷对其所在学校北京大学大一新生高中阶段课外阅读情况的调查等，都可见作者科学的态度、务实的作风。

本论文集的议题之一是图书馆评估。在项目实施中，通过规划—实施—评估—反馈—规划，形成互相促进的不断提升的循环过程，从而使项目落到实处并持续发展。可见，评估在本质上是对项目预期效果的实证，是承上启下的关键环节。本论文集收录了两篇相关论文，即：Jelena Saikovic 的《高校图书馆的声誉：论图书馆评估的重要性》（*The Model of Management Corporate Reputation of Academic Library: The Importance of Library Assessment*）、Wenjie Zhou 等的《中国乡村图书馆的评估——测试青树图书馆评估体系》（*User Focused Assessment for Rural Libraries in China: Testing the Evergreen Assessment Framework*）。

四、合作理念

在论文集的多篇文章中都十分强调合作，主张通过不同类型不同层面的合作，促进资源共享、智慧共享。如 Barbara McNeil 探讨了加拿大区域图书馆合作的实例；Peter X. Zhou 研究了中美图书馆合作的历程；Mengxiong Liu 等介绍了公共图书馆与高校图书馆合作的计划、建设过程实例；焦珂等就高校图书馆与乡村图书馆合作开展乡村信息素质教育的实施方式与内容展开讨论；郇杨芳提出医学院校图书馆协助提升乡村图书馆医学信息服务能力的设想；张文超探讨了西部地区乡镇图书馆与地方院校图书馆的合作思路，等等。文章内容涉及合作范围，如国际合作、国内合作、区域协作、社区内合作；合作机构，如公共图书馆、高校图书馆、中小学图书馆和非盈利组织等；合作内容，如学术合作、项目合作、人员合作、技术合作等；以及合作模式、合作方法、合作的关键技术与重要策略等。

由于各种原因，部分主题演讲和部分优秀的参会论文无法在论文集付梓前交付全文。而与会议同步展开的三个专题论坛（即：以用户为中心的中国乡村图书馆评估；乡村图书馆员培训项目的首倡、典范与最佳实践；馆际合作、图书馆与社会力量的合作）中的精彩内容也无法提前入编。会后，将在 ITIE2010 会议网站上（http://www.evergreeneducation.org/ITIE2010_ce.php）全文发表这些演讲稿、研究论文，以及论坛中专家的心得、参与者头脑风暴的成果，以弥补论文集的遗珠之憾。

本论文集由青树教育基金会主席赵耀渝教授（Faith Chao）和董事会成员 Jo Bell

Whitlatch教授负责主题策划，中国青树乡村图书馆服务中心项目总监张昱女士负责稿源组织与通讯协调，中外图书馆学界专家组成的评审委员会负责文稿评审，美国阿肯萨斯大学图书馆的 Elaine Dong（董小芬）和 Tim Zou（邹际平）负责文摘的中英双语对译或审定，以及前言的英译。在整个征稿、评审和编辑过程中，互联网的通讯保障起到了至关重要的作用，充分体现了当今社会信息技术无所不在的特性。积极发掘信息技术的无限可能的潜力，使信息技术成为更多的人改善生活品质的重要手段，是图书情报人员和教育工作者共同的心愿和不懈努力的目标。愿有更多的信息技术与信息教育项目能成为可供来者借鉴的最佳实例，祝 ITIE2010 圆满成功！

胡立耘

2010年3月于云南大学

Preface

The wide use of information technology in education in the 21st century not only facilitated the renovation of educational tools, but also led to the transformation of educational theory and practice. Driven by the advances in information technology, sharing of quality education resources, distance education, self-education, and lifelong learning are developing rapidly. The role of information technology in facilitating the support of education resources and improving public cultural services in rural areas has attracted great attention.

In rural, remote, and poverty-stricken areas, the relative scarcity of education resources calls for the increasing use of information technology. In addition, information services in these areas lag behind, relying on public cultural institutions to provide and improve information services to facilitate users' access to information.

Libraries as public cultural institutions have an important educational function. For community residents, libraries are schools without walls. Libraries in rural areas are vital for providing training to local residents, improving their literacy, and developing information literacy and the necessary skills for their daily lives. For school students, libraries are the second classrooms; the cooperation of libraries and schools can enhance the quality of education, promote informatization in schools. On the other hand, school teachers and students, who have close ties with members of the local community, can help extend libraries' outreach services. Therefore, the development of rural libraries and rural education are very closely related. School libraries in rural areas usually have many functions, and play crucial roles in the schools and local communities.

The Evergreen Education Foundation (EEF) is a non-profit organization founded in San Francisco, California, in 2001 by a group of Chinese and American professionals and academics. Its mission is "to improve information literacy of rural China, through building modern libraries in rural areas, to facilitate the educational, social, economic, and cultural development of these areas." Its principle is "participatory approach, sustainable and extensible development". To build modern libraries, Evergreen uses a two-phase approach: the automation of library management, followed by improving the library services to be unbiased, friendly, pluralistic, and community-oriented. To develop libraries systematically, EEF establishes a library network in each rural community by expanding a high school library or public library as the center and base (the first tier), guiding and training satellite libraries (the second tier, which usually consists of middle school, elementary school libraries, and rural book stations) and expanding library services into the general community. Using information technology and automation software, the school library-centered library networks in these rural communities have integrated local

information resources, provided diversified and user-tailored programs and services to meet the needs of the rural communities, and have a positive impact on the cultural and economic lives of local farmers. EEF's practice not only benefits the project libraries and regions, but also is widely recognized by the international society. In 2004, EEF was granted the Access to Learning Award by the Bill & Melinda Gates Foundation^①. EEF builds libraries tailored to the local conditions in underdeveloped rural areas, and provides information services and information literacy education leveraging the information technology, thus providing useful exploration on the interaction and interconnection between rural libraries and rural education.

This book is a collection of the accepted papers of the 4th *International Conference on Information Technology in Education (ITIE2010): Inspiration from Best Practices* to be held in Lanzhou, Gansu, June 21-23, 2010. The conference will be co-hosted by EEF, Gansu Provincial Library^②, Lanzhou University Library^③, and EEF's Chinese associate, China Evergreen Rural Library Service Center (CERLS). After two training workshops held in Qinghai in 2002, every other year in the odd years EEF organizes a workshop on rural library development, while every other year in the even years EEF hosts an international conference on the same topic. Librarians and teachers who work with EEF library projects, as well as library professionals and experts from both within China and abroad are invited to the workshops and conferences, where they exchange ideas and methodologies, share practical experiences, and seek effective ways in which a library can serve underdeveloped areas in the information era. Thus far, Evergreen has held three successful international conferences: 1) *ITIE 2004: Learning from Different Cultures*, held in Beijing, co-hosted with Beijing 80th High School; 2) *ITIE 2006: Ethics and Knowledge*, held in Kunming, co-hosted with Yunnan Provincial Library and working Committee for Concern for the Next Generation; and 3) *ITIE2008: Connecting Rural Communities*, held in Huzhou, co-sponsored with Zhejiang Huzhou Educational Information Center and Linghu High School. The themes and topics of these four conferences clearly show that EEF emphasizes on both theory and practices, and has gradually thinking along in-depth evaluation to measure the impact of its library projects.

This book consists of three sections: keynote addresses, presentation papers, and teaching proposals.

In the section on keynote addresses, Library experts from Argentina, Denmark, Canada and the U. S. introduce the Mobile Library Project and the Argentine Heritage Conservation Project carried out by the Library of Congress of Argentina, the ubiquitous digitised library services implemented in Danish libraries, the successful collaborative partnerships among different types of libraries in Saskatchewan, Canada, and the history and future of Sino-U. S. library cooperation.

The section of presentation papers contains 47 Chinese and English papers, and 4 abstracts,

① Evergreen Education Foundation. <http://www.evergreeneducation.org>.

② Gansu Provincial Library. <http://www.gslib.com.cn>.

③ Lanzhou University Library. <http://lib.lzu.edu.cn>.

covering the following seven topics: 1) Foundations of library development—the law/regulations, standards, associations, and training; 2) Innovations—bringing libraries into the 21st Century; 3) Reading and literacy; 4) Improving information literacy for students—a team effort between the librarian and the teacher; 5) The rural library—serving marginalized communities; 6) The importance of library assessment; 7) Models of networking of libraries and other organizations.

The section of teaching proposals collects teaching plans from high schools in China and abroad, including lesson plans for poetry, history, and reading. In this section, teachers in China and the West exchange ideas for using information technology in secondary education. Dale Gripenstroh and other teachers share practical experiences on the exchange between teachers and students in China and in the U. S. leveraging the Internet for communication, and on using reading classics to facilitate the mutual cultural understanding.

Overall, the content of the proceedings exhibit the following characteristics:

1. An International Perspective

Informatization is tied to globalization, thus information services and information literacy education provided by libraries today need to be measured in an international context to prove their feasibility and replicability. Good ideas and experience, is like the cultural replicating gene with its name coined by the British scientist Richard Dawkins—meme. Meme is a postulated unit of cultural ideas, symbols or practices, which can be transmitted from one mind to another similar to a gene which can be transmitted from one unit to another. During the transmission a meme can be selected, copied, modified, re-organized, adapted and dispersed, leading to innovation and development.

The proceedings cover a variety of topics and bring in various cultural perspectives from different countries. One common feature is that the authors find good models to replicate and learn from other successful practices so that current projects start at a higher level and are carried out with advanced methods. One example is the Oral History Projects performed by Tianzhu No. 1 High School which staff cloned from the ideas and methods of similar projects in the U. S. . Another example is how experts in EEF developed the Evergreen Library Assessment Framework based on the international standard. Some papers in the book discuss the development of new technologies and their applications in libraries and education. For example, Rolf Hapel introduces new technologies used in Danish public libraries, such as smart phone services, interactive walls, and RFID tags. Robert Fulkerth confirms the important role of the Internet and related software (i. e. , social networking tools) in integrating libraries and librarians into the teaching/learning processes of the classroom. Caihong Cheng and others presents the idea that academic libraries could provide remote services to rural communities through a mobile communication network. Huitian Zhang proposes an internet-based and centrally-managed resource sharing rural library system. Donald Felipe summarizes the rules, strategies and foundational concepts for evaluating content on the Web. Les Gottesman analyzes the development and directions of critical thinking under the impact of new technological and social trends. These

papers reflect international developments and trends in the library profession.

2. A Grassroots Focus

The process of globalization can cause contradictions and conflicts between modern culture and traditional culture, and between scientific knowledge and indigenous knowledge. The application of modern information technology does not necessarily promote local development. China's *National Plan for Cultural Development 2006-2010* states that one of the innovative ways of expanding public cultural services is to "support the development of private nonprofit cultural institutions such as private museums and libraries, and encourage social forces to provide public cultural services" ^①. It affirms the importance of grassroots efforts for public cultural services. When rural libraries and schools provide information services and information literacy programs, it is important to respect the values and culture of their local communities, encourage community members to participate in the programs, make the information literacy education as an important component of the individual capacity build, thus enabling the libraries to play its important role in advocating social tolerance and facilitating social harmony.

Most papers in this book discuss practices and programs that have been adapted to local socio-cultural systems. For example, Xiaoling Yuan and Junzhi Jia introduce EEF's rural library information literacy program; Mei Long and Zhu Yuan discuss the selection of local resources for school history classes; Ximing Li and others develop a model of information literacy training that aims to help farmers find and use agricultural information on their own. Local color and adaptability of these programs ensure their local recognition, acceptance and sustainable development.

Letting practitioners present ideas and research results of their programs is also a touch of grassroots focus. Many of the authors in this book are librarians and teachers who implement or participate in the programs. Some of these papers may not be perfect from a theoretical point of view, but there is no lack of enthusiasm, critical thinking, or insights in them. As Kaizhu Wen says in his paper, staying "practical" is the key for rural library services.

In addition, Zizhou Wang's research on leveraging community support and resources for community libraries, Hanhua Wu's paper about the distribution of family library stations in small rural communities, and Susan Russell and Jie Huang's research on rural librarians' role in building social capital to serve rural communities show that these scholars have paid close attention to the grassroots.

3. A Practical Approach

Most of the papers in the book are based on practices. Many of our authors describe their personal experiences regarding their works and practices; thus these papers are practical and

^① *National plan for cultural development 2006 - 2010* [EB/OL]. Cultural Policy Digital Library (CPLL), <http://www.cppl.cn/law7233.html>.

representative. For example, Xuelian Zhang and others describe their experiences in reaching out to individuals, social groups and organizations to fund a mobile book service for farmers' children; Weiping Wang shows how a rural township library contributes to local economic development according to his experience of working with a biogas promotion project. Their research methods include ethnography, focus groups, comparative study, questionnaires, observation, interviews and others. For example, in Madge Klais's paper, questionnaires, interviews, and focus groups are used to measure the success of an information literacy curriculum implemented in the middle schools of a small Midwestern city in the U. S. ; Yulin Yang and Zhaoyue Liang conduct user surveys through questionnaires and interviews for some rural libraries in Shaanxi Province; Tiayang Huang surveys the information needs of the farmers in Tengchong County, Yunnan Province; Lei Ma, Yunxia Zhang, and Peili Yu investigate some rural libraries in Sichuan province; Fengjie Qiu uses questionnaires to collect college students' views on extensive reading during their high school years. These all demonstrate a scientific and practical approach.

One of the topics of the proceedings is library assessment. Assessment is crucial to the success of a program; the cycle of "planning-implementing-assessing-collecting feedback-planning" contributes to the sustainable program development. Two papers in the book are related to this topic: Jelena Saikovic's *The Model of Managing Corporate Reputation of Academic Libraries: The Importance of Library Assessment* and, Wenjie Zhou et. al.'s *User Focused Assessment for Rural Libraries in China: Testing the Evergreen Assessment Framework*.

4. A Cooperative Principle

Cooperation is a hot topic in this book. Many authors advocate cooperation among different types of libraries and at different levels in order to promote resource and knowledge sharing. For example, Barbara McNeil discusses regional library cooperation in Canada; Peter X. Zhou studies the history of Sino-U. S. library cooperation; Mengxiong Liu introduces the management and operation of a joint public and academic library; Ke Jiao discusses the collaboration of academic libraries and rural libraries on information literacy education in rural areas; Yangfang Tai suggests a model of collaboration in which rural libraries seek resource and expertise support from academic medical libraries; Wenchao Zhang reviews collaborative efforts between rural community libraries and local academic libraries in western China. These papers also cover the subjects of cooperation levels (i. e. , cooperation at international, national, regional and community levels), cooperative institutions (i. e. , public, academic, school libraries, and non-profit organizations), cooperation content (i. e. , cooperation on scholarship, projects, staff and techniques), as well as cooperation modes, methods, technologies and strategies.

For various reasons, a few keynote speeches and presentation papers are not included in the book. They will be available on the Conference website <http://www.evergreeneducation.org/ITIE2010.php>. later. The highlights and summary of three panel discussions in the Conference (*User Focused Assessment for Rural Libraries in China, Initiatives and Best Practices of Rural*

Librarian Training Programs, Networking and Collaboration between Libraries and/or Other Organizations) and other related information will also be posted on the same website.

The themes of ITIE2010 are designed by Professor Faith Chao, the president of EEF, and Professor Jo Bell Whitlatch, a member of EEF Board of Directors. Ms. Yu Zhang, the Program Director of CERLS, is responsible for receiving and organizing papers, as well as coordinating and communicating. A review panel consisting of library experts from China and abroad is in charge of reviewing and selecting papers, also serves as the conference Submission Review Committee. Elaine Dong and Tim Zou from the University of Arkansas Libraries have translated the preface and abstracts of the proceedings. During the process of collecting, reviewing, and editing ITIE2010 papers, communication via the Internet has played a vital role, which shows how information technology is ubiquitous in the modern world. Exploring the potentials of information technology and using new technologies to improve the quality of people's lives is the common goal of library professionals and educators. We hope there will be more best practices in information technology and information programs for our colleagues to learn. Wish ITIE2010 a great success!

Liyun Hu

Yunnan University, March 2010