

# Summary



## The Library as a Learning Space in Times of a Pandemic / Contemporary Learning Styles and Digital Education Programmes in Public Libraries (Gabi Fahrenkrog)

(pp. 466 – 469)

Along with shifts in the education sector resulting from increasing digitalisation and in particular with the closing of public and school libraries in conjunction with the coronavirus pandemic, demands on the library as a learning space have also changed. In recent years, libraries had become increasingly popular as a place to go to work or study, alone or in a group. But what remains when libraries must remain closed due to restrictions to stop the spread of the pandemic? And what can libraries do to remain a learning space and offer appropriate programmes, if and when they (and also schools) should once again be forced to close temporarily?

As a concept, »Library as a Learning Space« (in German: *Lernort Bibliothek*) has no clear definition. Libraries' descriptions of »learning space« seem to focus primarily on the building and interior design (quiet spaces, study lounges), the media collection (in-house or online), technical amenities (wireless, loanable devices, use of laptops/tablets and printers), and services (assistance, research services, training courses in information competency and research methods, introductions to library usage). These all revolve around in-person visits and are designed to enable and ease the process of study and learning within the library.

Merely providing media, however, was not an adequate basis, even under pre-coronavirus conditions, for a library to consider itself a contemporary and up-to-date learning space offering educational opportunities for acquiring competencies and promoting autonomous learning. There is, instead, a need for fundamental pedagogical insights and learning theories which are neither being considered in professional debates nor sufficiently treated in the training programmes for future librarians.

## Can Bookmobiles in Schleswig-Holstein Become Mobile Third Places? / Developing Concepts for the Future of Bookmobiles in Rural Areas (Kathrin Reckling-Freitag)

(pp. 484 – 488)

Both the advances in digitalisation and social change are creating new challenges to the services provided by bookmobiles. It is time for them to complete the transformation from a lending station to a community meeting place. The creation of a »third place« which is available to residents of a community – alongside the home (»first place«) and the workplace (»second place«) – as a high-quality setting for learning and for social gatherings has, up to now, only been achieved in municipal libraries. For the first time this idea is being carried over to bookmobiles in the German state of Schleswig-Holstein. The project is being funded by Germany's Federal Cultural Foundation with 200,000 Euros for a period of two years. The state of Schleswig-Holstein will contribute an additional 20,000 Euros.

In Schleswig-Holstein there are 1,106 cities and towns, but only 155 of them have a public library. A large portion of the widely dispersed inhabitants therefore need to be provided with library services through other ways and means. The state's Central Library Agency (*Büchereizentrale*) operates 13 bookmobiles for this purpose. They service 566 participating villages and localities, and thus reach over 50 percent of Schleswig-Holstein's rural communities.

The questions which bookmobiles now face deal not only with changes related to media and services, but also their future integration into village life. In this context, bookmobiles of the future will become a place for residents to gather and meet one another, as well as sites for information exchange between institutions, clubs and associations. In this way, the cultural identity of villages and communities will be supported and strengthened.

## What is Meant by Library Pedagogy and What Are Its Most Urgent Fields of Action? / A Working Group Presents a Discussion Paper and Requests Broad Participation (Frank Raugel)

(pp. 489 – 491)

Pedagogical activity is gaining increased importance in libraries. There are a number of reasons for this development. On the one hand, there are an increasing number and wider range of cooperative relations between libraries, kindergartens, schools and other educational partners; and, on the other hand, there is an increasing need among library patrons for assistance with the use of an ever wider range of digital media. And library staff members are becoming increasingly aware of the significance of the high quality of their pedagogical endeavors. In order to communicate with educators and experts in didactics at eye level, and to be able to contribute the suitable library-based counterpart to educational programmes and curricula, a basic understanding of pedagogy and didactics are extremely helpful. This is evidenced by the increasing demand for appropriate courses of continuing education and training.

At the federal level, the German Library Association (dbv) has also been dealing with this issue. In September 2020 it invited representatives from libraries and experts in the field of media pedagogy to discuss measures for the requisite professionalisation and advancement of library pedagogy. Special attention was given to the cross-sectional composition of the gathering. Both academic and public libraries as well as library and information schools and experts in media pedagogy were represented. The goal of bringing together these experts was to achieve a common understanding of the concept of library pedagogy and its most urgent fields of action. During the multiple meetings of this working group (in German: *AG Bibliothekspädagogik*), a discussion paper was drafted with the title »Why We Need Library Pedagogy!«

Translated by Martha Baker