



# Scientific and Technical Information

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## Summaries

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**SEBESTYÉN, Gy.: Information management gaining ground in the 21st century, or one of the greatest challenges for modern higher education ..... 355**

In the 21<sup>st</sup> century information management has become one of the most important professions in modern global economy. The impact of this process is examined in Hungarian and foreign higher education in order to define the concept of ongoing information management on a pragmatic basis. Information management education has progressed into an outstanding success of the sector. It has two main models in both developed and developing countries. The first model is characteristic for library education colleges' and departments' activities, which – recognizing the up-to-date requirements and the opportunities to ensure their competitiveness – have introduced a diploma in information management beside traditional programmes of education in library and information science. In a number of cases the emphasis is transferred to information management education, and nearly in most cases the earlier library education institutions have changed their names to colleges, departments etc. of information or of information studies. The second model has been developing within the framework of the business schools. Beside such attractive and fashionable qualifications as public or, in particular, business administration diplomas, master degrees in information management have also become popular, and in most cases the way is open for continuing studies for a PhD.

**BARÁT-HAJDU, Á.: The system of further education for librarians ..... 364**

The paper introduces the current system of further education for librarians in Hungary, particularly the results of courses organised during the last 12 years since the enactment of the 1/2000.NKÖM decree; the activities of the Accreditation Committee for LIS Courses; the changing legal background, with particular attention to the 56/2011.(IX.22.)NEFMI decree. The author outlines the formal and content requirements of the 120-hour further education. The article demonstrates and analyses, based on till now unknown data from unpublished docu-

ments, the composition and division of programmes, their dispersion in time, the length courses and topics of lectures. When discussing international trends it points to possible future directions in further education for librarians.

**KEREKES, P.: E-books in LIS education .....379**

The subject of e-books as independent media was integrated into education at the ELTE Institute of Library and Information Science in the first half of 2010. The study presents course topics and methodology. It describes the purpose of the course: students need to understand that the book has been constantly changing. The evolution of e-books today is not a new phenomenon but a new stage in the rich variety of formats. Digital books and e-book versions can only be interpreted within the system of relations of book culture dating back to thousand years.

**KÓRÓDY, J.: Librarian trainees' experiences of their professional training in a business environment – preparation for the labour market .....387**

In an expedient case, the institution of traineeship is useful for both parties, i.e. for both the organisation offering practical training and the trainee. The work of trainee librarians at Magyar Telekom Infotéka operated by the Infodok Ltd. has several benefits. In addition to the advantages of flexibly applicable human resources, the trainees' different, fresh approaches enrich the organisation with new ideas and suggestions. The good reputation of the company is spread by satisfied trainees, thus increasing its prestige in the professional world. Trainee students may get manifold experiences at Infodok Ltd. because, in addition to traditional librarian tasks, they may test their skills in business-oriented information management as well. They encounter highly qualified and committed mentors who, in addition to specified practical topics, also consider their special personality features when setting up the optimum protocol of traineeship. Trainees perceive the need for their work and become aware how it constitutes part of a larger process.