A whiteboard with a silver frame is centered on a dark blue background. The whiteboard contains the title text in a dark blue, sans-serif font. Below the whiteboard, a dark grey eraser and several colorful markers (white, green, blue, red) are visible on a white surface.

**The Future of Library
and Information
Science Education: A
Global Perspective**

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Library and information science (LIS) education has had to face the advances in technology, globalization and the social developments in geopolitical regions, which have required library and information professionals to develop **services, collections and programs to address the institutional missions** and information needs of 21st Century society.



Questions:

- what will constitute core knowledge and skills?
- who will guide the future of LIS education globally?
- how will the quality of programs be assessed internationally?, and
- will standardization disregard local library and information traditions, practices and needs?





*can't predict
future but
can shape
or plan it*

➤ **Leading for the future,
understand for the present**



We are
living in
exponential
times



*It's not ideas that drive innovation but the culture, thus **the people**, in an **organization***

Quote: Rao, J. 2010. <http://innovationatwork.wordpress.com/page/2/>;

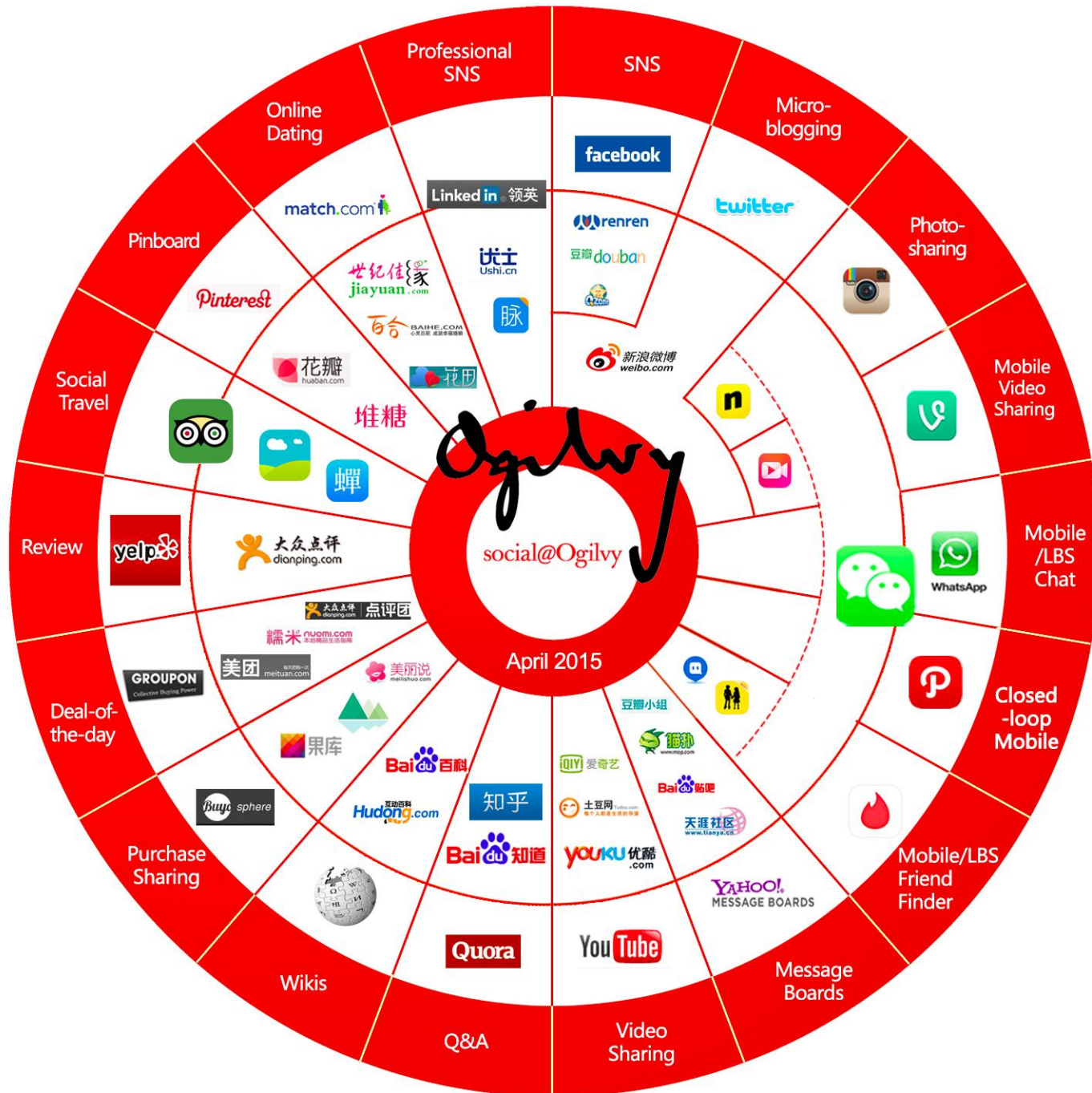
Image: <http://thumbs.dreamstime.com/z/business-people-global-business-meeting-45183067.jpg>

SCANNING THE FIELD

Information Landscape

- Who is creating the content (any one)
- What information looks like (multimedia)
- What senses engage information (transliteracy)
- How we access information (anywhere)
- Where it is housed (public/private, information institutions and beyond)
- Who is accessing information (diverse and globalized)





Not the information of yesterday

Big data

**Wearable
technology**

infographics

tweets

Mashups

Smart technology

**Mobile
computing**

Open



my library

my lifeline™

LIS FIELD

- WHAT
- WHO
- HOW
- WHERE
- What education is needed?

Where is LIS education headed?

Milestones (celebration, forecasting)

- Salzburg Curriculum in LMS (2011)
- Information Professional 2050 (UNC 2012)
- ASIS&T 75 (2012)
- IFLA SET 40 (2014)
- ALISE, University of Barcelona, and University of the Punjab 100 (2015)

Pathfinder (my eyes and ears):

**ALISE, IFLA SET, COA (i/e),
Professional engagement**



Paths taken

- iSchools
- Mergers, downsizing (e.g., LSU, St. Catherine U., Indiana, FSU, [UCLA](#), [Western](#), etc.)
- Online education, MOOCs
- Different/more degrees (NA > undergraduate, non-library master's; OTHER REGIONS > graduate)
- Certificate programs, dual degree programs, cross-sector (archives, libraries, museums) approach
- Professional development




Latin American and Caribbean library underdevelopment is a consequence of erratic education of librarians for more than 60 years*:

- Unfocused programs
- External influences
- Underestimation of the library profession

*Licea de Arenas, Judith. "LIS Education in Latin American and the Caribbean," *III International Seminar on Library and Information Science Education and Research (LIS-ER)*, Faculty of Library and Information Science, University of Barcelona, 4-5th June 2015; Barcelona. <http://bd.ub.edu/liser/>





*The main purpose of **professional education is transformation**. As such professional education should focus not just on skills and knowledge acquisition but also on helping students to develop ways of being the professionals in question...skill and knowledge alone does not ensure **skillful professional practice**...**To be successful, professional education must engage the whole person, what they know, how they act, and who they are.***

Partridge, H. (2011). Library and information science education 2.0: Guiding principles and models of best practice ALTC Fellowship Report. Retrieved from <http://eprints.qut.edu.au/46147/>

Fig 1: Trend in expansion of library services over time

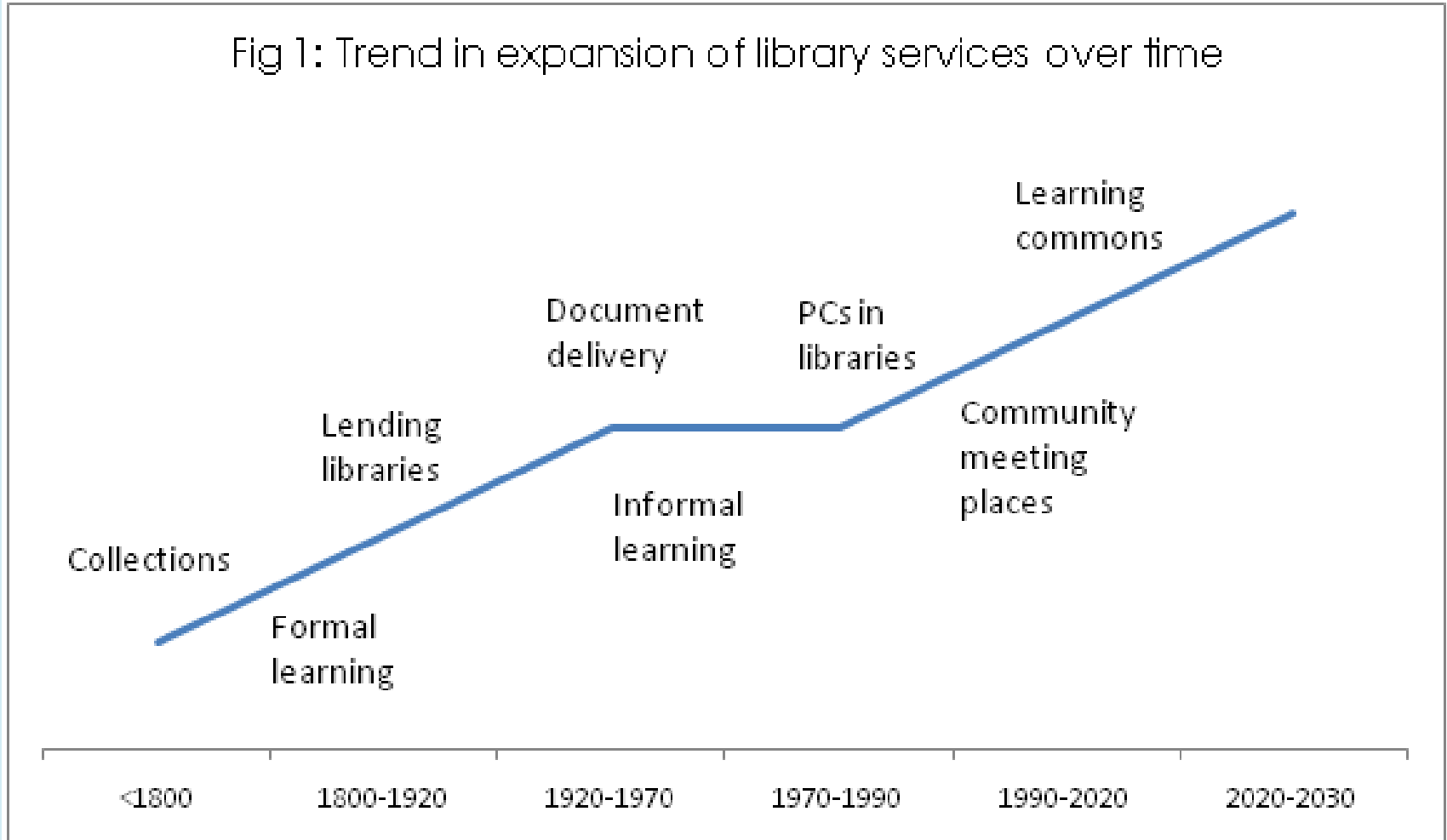
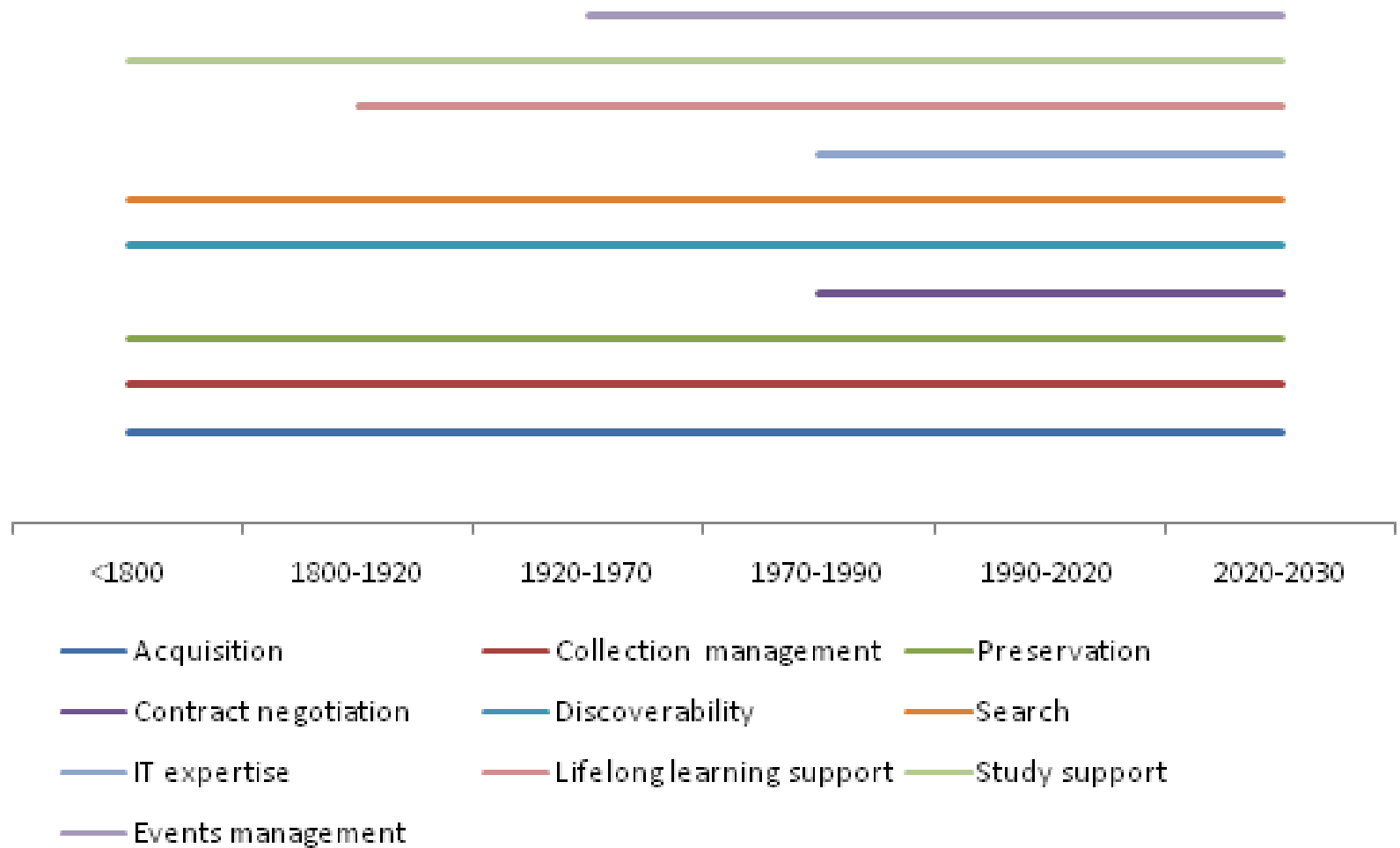


Fig 2: Additions to workflow



HYPE at the Detroit Public Library

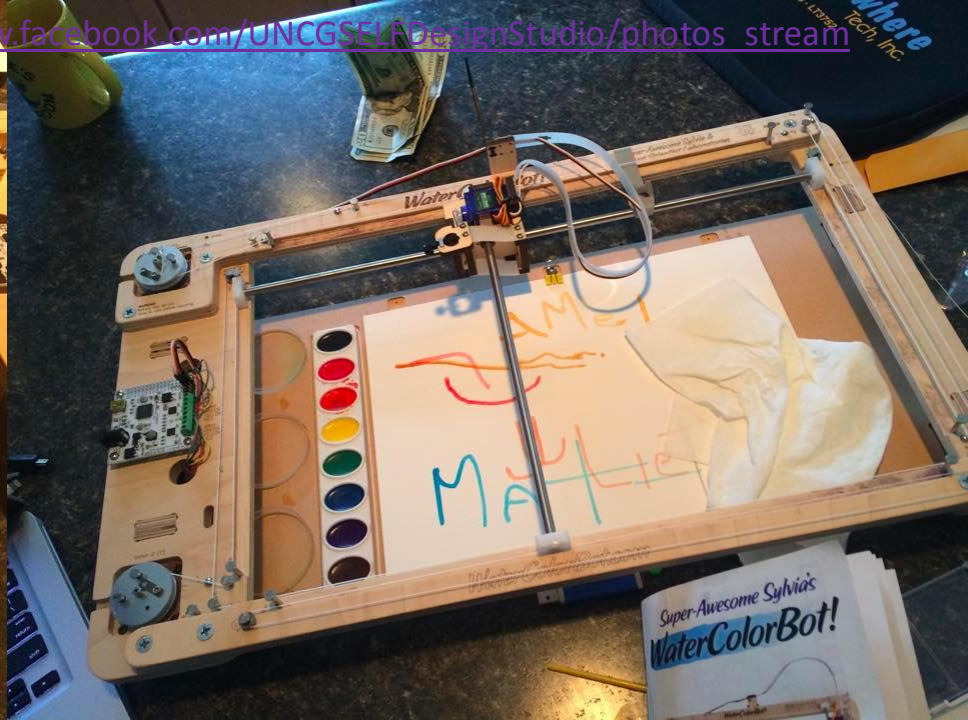
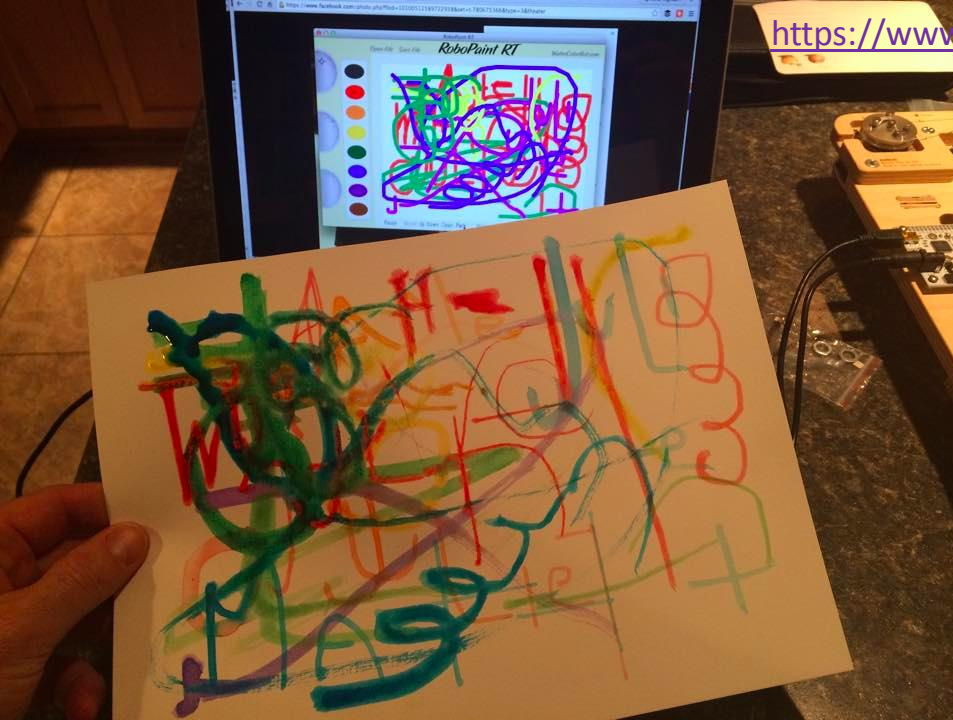
<http://www.makerfairedetroit.com/2013/02/>





<http://librarymakerspace.blogspot.mx/2013/12/stockholm-teen-library-space-is.html>

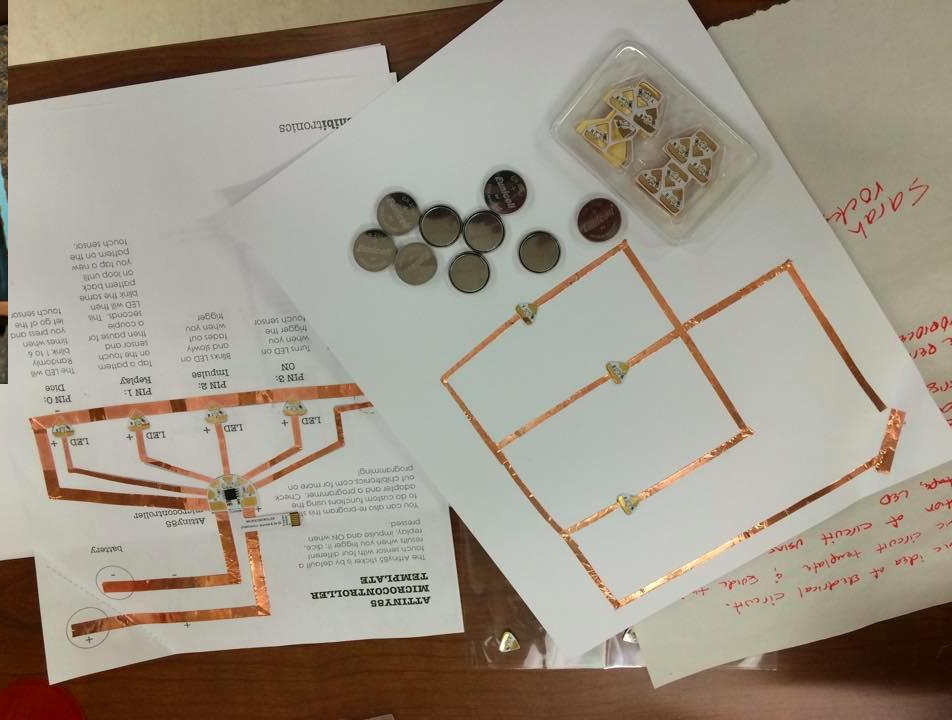
<http://kulturhusetstadsteatern.se/Bibliotek/TioTretton/Om-TioTretton/>



Cubelets Robots

<http://www.modrobotics.com/cubelets/>

<Eggbot Chibitronics >



DIGITAL/SOCIAL/CULTURAL/POLITICAL/ ECONOMIC

SCOPE of LIS Education

- **Attitude:** ethic of caring, professionalization, democratizing technology, lifelong learning, service excellence, ROI
- **Skills/Knowledge:**
 - Management (institutional, people, project) > planning and designing solutions
 - organization of information and assets
 - creation of content
 - preservation of cultural heritage
 - advocacy and promotion (marketing, fundraising, outreach)
 - Information services (e.g., instruction, discovery, lifelong learning)
 - interpersonal skills, etc.

LIS on the move (examples)

- From content to learning to engagement (e.g., Biblion)
- Multipoint access and format (e.g., museums)
- Space (e.g., Stanford library, [Bookless SAPL](#))
- Digital archives (e.g., DPLA)
- Consortiums and federations
- Open access, learning, governance and movements

ALIA'S CORE SKILLS AND KNOWLEDGE (REVISED IN2012):

1. Knowledge of the broad context of the information environment
2. Information seeking
3. Information infrastructure
4. Information organisation
5. Information access
6. Information services, sources and products
7. Information literacy education
8. Generation of knowledge

Core Elements of the LIS curriculum will include:

1. The Information Environment, Societal impacts of the information society, Information Policy and Ethics, the History of the Field
2. Information Generation, Communication and Use
3. Assessing Information Needs and Designing Responsive Services
4. The Information Transfer Process

Australia Library and Information Association. The Role of Libraries and Library and Information Professionals. <https://www.alia.org.au/information-and-resources/about-sector>
Guidelines for Professional Library/Information Educational Programs – 2012.
<http://www.ifla.org/publications/64>

5. Information Resource Management to include Organization, Processing, Retrieval, Preservation and Conservation of Information in its various presentations and formats
6. Research, Analysis and Interpretation of Information
7. Applications of Information and Communication Technologies to all facets of Library and Information Products and Services
8. Knowledge Management
9. Management of Information Agencies
10. Quantitative and Qualitative Evaluation of Outcomes of Information and Library Use
11. Awareness of Indigenous Knowledge Paradigms.

WHAT IS OUR CORE KNOWLEDGE?

Core Courses

Foundations

Technology

- Information Access
- Information Organization
- **Collection Development**
- Management

2012 Review of the core courses ALA-accredited Master's LIS programs

- 3 (5%) **no** CC required
- 7 (12%) required 1CC
- 12 (21%) required 2CC
- 24 (41%) required 3CC
- 8 (14%) required 4CC
- 4 (7%) required 5 or more core courses.

AN LIS **SCHOOL** IN CONTEXT

Provost
<university>

Dean
<College, Faculty,
School>

Director
<School>

Chair
<Department>

Community:
Local, National,
International

Professional
Community

Students

Accreditation

Alumni

Who/What can lead us?



- **Global > IFLA, iSchool**
- **National and regional > LIS associations (e.g., ALISE branding, EUCLID, CISAP, A-LIEP, CILIP) and accreditation (e.g., CILIP, ALA)**
- **Accreditation (program, individual)**
- **Professional development (e.g., National Coalition to Advance Learning <http://coalitiontoadvancelearning.org>)**

Which degree?
What is it for?
Who are we
training?



Bertot, John Carlo, Sarin, Lindsay C. and Percell, Johna. *Re-Envisioning the MLS: Findings, Issues, and Considerations*. College Park, Maryland: College of Information Studies, University of Maryland, August 1, 2015.

Table I. Areas of MLS Future Curriculum.

Content Area	Skills	Application
Technology (current, emerging, and concepts)	<ul style="list-style-type: none"> • Hardware • Software • Mobile platforms • Website development • Digital content creation • Social technologies • Usability/accessibility 	<ul style="list-style-type: none"> • Public access technologies • Interoperability • Service/resource provision • Digital content design and presentation • Serving diverse populations • Marketing and outreach efforts
Digital Asset Management (ability to create, store, and access digital assets)	<ul style="list-style-type: none"> • Metadata • Information organization • Data storage • Access/retrieval systems 	<ul style="list-style-type: none"> • Resource locators • Records management • Preservation
Data (Big, local, and personal)	<ul style="list-style-type: none"> • Coding • Analytics/analysis • Visualization • Organization • Open data • Geospacial tools 	<ul style="list-style-type: none"> • Hackathons • Local data hub • Data repository • Community needs assessment • Community impact • Transparency/openness
Assessment and Evaluation (planning, analysis, impact)	<ul style="list-style-type: none"> • Planning and designing evaluation programs • Research methodology • Statistical/data analysis 	<ul style="list-style-type: none"> • Advocacy • Impact/value demonstration • Management • Continual improvement

Bertot, John Carlo, Sarin, Lindsay C. and Percell, Johna.
Re-Envisioning the MLS: Findings, Issues, and Considerations. College Park, Maryland: College of Information Studies, University of Maryland, August 1, 2015.

Policy	<ul style="list-style-type: none"> • Understanding federal, state, and local information policies • Policy analysis • Impact of information policies on the information professions and organizations 	<ul style="list-style-type: none"> • Advocacy • Policy influence • Working with policymakers • Forming partnerships and alliances
Cultural Competence	<ul style="list-style-type: none"> • Understanding and respecting diverse populations • Understanding demographic trends • Understanding the relationship between socioeconomics and opportunity 	<ul style="list-style-type: none"> • Program design • Information service and resource design • Community needs assessment • Inclusive design • Innovation and social change
Information Needs	<ul style="list-style-type: none"> • Information needs assessment • Eliciting information needs from a wide range of users • Understanding information behavior 	<ul style="list-style-type: none"> • Program design • Information service and resource design • Community needs assessment • Inclusive design • Customer Service
Making	<ul style="list-style-type: none"> • Design thinking • STEM/STEAM/STREAM • Building/making 	<ul style="list-style-type: none"> • Maker spaces • Prototyping • 3D printing • Innovation/entrepreneurship
Change	<ul style="list-style-type: none"> • Change management • Social innovation • Leadership 	<ul style="list-style-type: none"> • Community change • Challenge resolution • Disruption • Innovation

Librarianship is not a set of skills to be learned, or a set of degrees to be mastered. Librarianship is a conversation that has taken place over millennia. It is a conversation that we must all be a part of or it will die. It will not die from defunding, Google, and whether we make the transition to RDA. It will die if librarians forget they have an obligation to constantly reinvent ourselves, imagine a better future, or stay silent until asked our opinions.

Beyond the Bullet Points: Rock Stars

Posted on March 15, 2013 by rdlanke <http://quartz.syr.edu/blog/?p=2864>

New Librarianship Master Class [MOOC]

<http://ischool.syr.edu/future/grad/newlibopencourse.aspx>

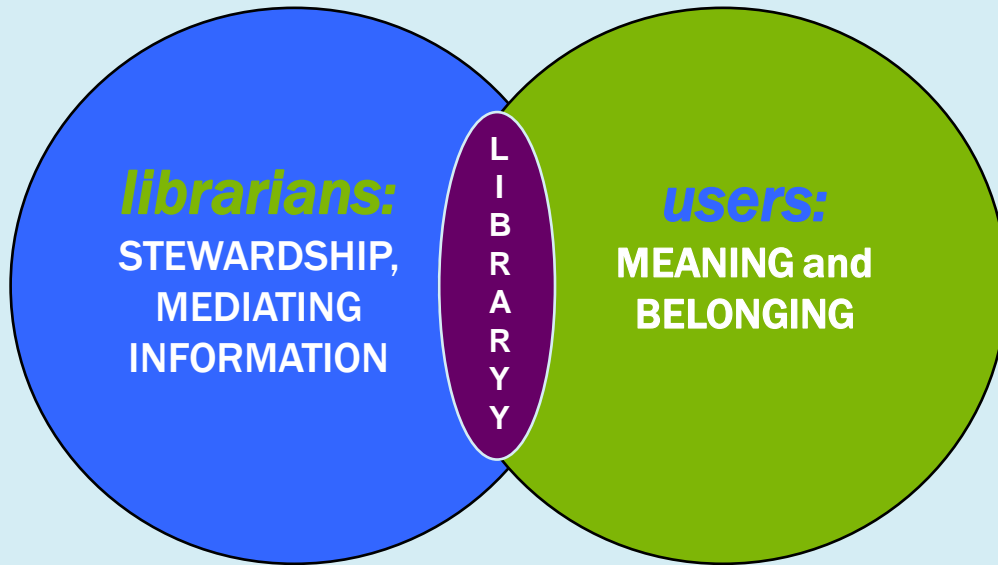
LEARNING SPACES
AND THE DESIGN OF
Future-Oriented

LIBRARIES

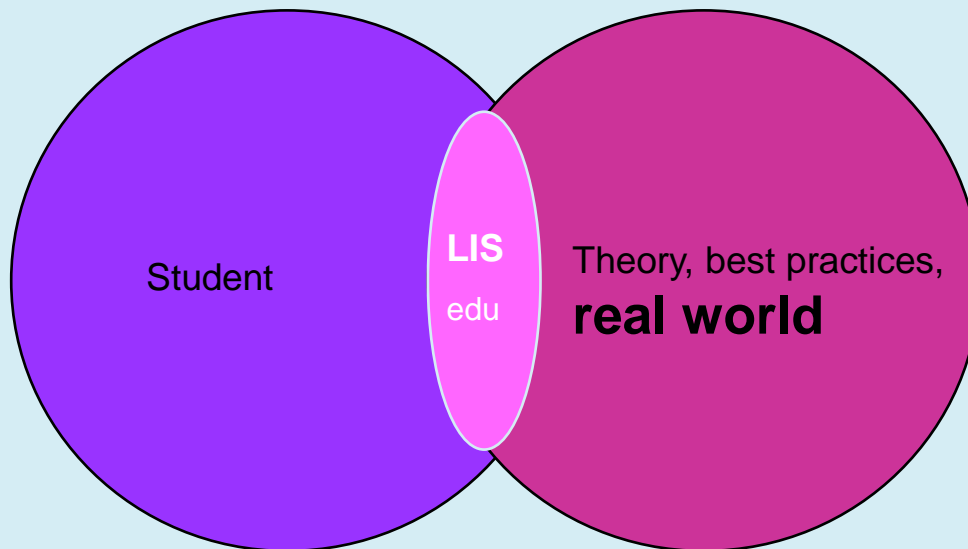
LIS Education



Top and bottom right photos by Kevin Henegan; Bottom left photo courtesy of Detroit Public Library



■ CONNECT



LIBRARY
[EDUCATION]
NOW AND
THE FUTURE:

From
Transactional to
Transformational

A woman with long, dark, curly hair and glasses is sitting at a desk, looking at a laptop. She is wearing a white sweater. A blue mug is on the desk in front of her. The background is a blurred window with a view of a city. The text "MODE OF DELIVERY/LEARNING" is overlaid on the right side of the image.

MODE OF DELIVERY/LEARNING



F2F OR ONLINE?

Value of degree to professional preparation and career opportunities

MLIS degree:

- hybrid online/on-campus at San Jose State
- on-campus at Pratt SILS here in New York
- online through Florida State

Institution:

- Brooklyn Public Library
- Brooklyn Museum
- Brooklyn Historical Society

Bottom line:

- *...how and where we did our degrees matters very little, and that what does matter is that we are enthusiastic about the work.*

Source: <http://micahvandegrift.wordpress.com/2010/12/23/online-mlis/>

Connections: eHub

Broader perspective: <http://www.ajc.com/news/business/more-employers-value-online-degrees/nQJjd/>

RENEWAL IN LIS EDUCATION

1. LIS education is not just for libraries and librarians (e.g., CHO, information industry, etc.)
2. What should be taught (need to identify core courses and new content)?
3. Competencies vs. skills
 - advocacy, project management, soft skills, teaching
4. How to certify level/quality of professional training? ALA-accreditation or beyond?
5. Expanding access (affordability, MOOCs and online education)
6. At what level is a professional education? Undergraduate, Master's, Certificate?
7. Where is our academic home? (disciplinary and hierarchical)





Ismail Serageldin (Founding Director, Bibliotheca Alexandrina), in his talk “Embracing the Challenge, Inventing the Future”, described a fast-moving technological landscape where libraries would thrive with librarians as active learners, with library spaces re-imagined to meet evolving needs and contexts, and with professional values serving as the foundation of librarianship.

IFLA SET 40TH
ANNIVERSARY
SUMMIT
AUG. 18, 2014

- Over 150 registrants from 50 countries
- <http://conference.ifla.org/past-wlic/2014/ifla80/node/897.html>



January 5 –8, 2016

Boston Park Plaza Hotel

<http://www.alise.org/alise-2016-conference>

Lynn Sipiglini Connaway (Senior Research Specialist, OCLC Research) spoke about the opportunities in library and information professional education rather than a one fit solution. This metamorphosis into a butterfly, envisions education and training of the future library workforce, with an emphasis on people and relationship building, in order to develop service excellence.



THANK YOU



Images: http://www.changeagents.org.uk/sites/default/files/styles/full_page/public/news-item-imgs/NUS%20%20am%20the%20change%201.jpg?itok=-hDs9h_x;
<http://sixminutes.dlugan.com/wp-content/uploads/2008/02/question-mark.jpg>



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