

Future pathways for LIS education at the 2010 university: some views from Wales

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A brief look back at LIS education

1887 The School of Library Economy, Columbia College, New York set up by Melvil Dewey

1904 McGill University in Montreal, Canada

1915 Escola Universitària “Jordi Rubió i Balaguer” de Bibliotéconomia i Documentació opens in Barcelona

1919 University of London School of Librarianship

1928 Library School at University College Dublin

1946 Scottish School of Librarianship, Glasgow
plus four others in England – all non-university

...and more

1964 College of Librarianship Wales - monotechnic

1960s/70s University departments in UK e.g. Sheffield, Loughborough, Strathclyde

2008 About 300 institutions teaching library, archive or information-related courses- some countries (e.g. Iceland, Slovakia) have few departments, others (e.g. France, Italy) very many

World guide to library archive and information science education /
edited by Axel Schniederjürgen. Munchen : K G Saur, 2007

World list of LIS <http://informationr.net/wl/>

Links with professional bodies

1876 American Library Association (ALA)

1877 Library Association (LA) in UK

In very early days there was generally little support from the professional bodies for library schools as the thought was that “practical experience was the best preparation for librarianship” .

1940s - in the UK control of the syllabus and setting and marking of examinations was all done by the LA.

2008 - several relevant professional bodies are involved in accrediting courses run by LIS departments, but with ‘control’ held by the universities

LIS education in Europe in 2008

– some variations

- Move from a vocational education to research-based academic approach- but progress at different speeds
- Discipline-oriented approach vs. professional-oriented approach (e.g. Finland – academic; Denmark and Norway – professional)
- Integrated into academic system of degrees (e.g. UK, Finland, Spain well-integrated but Germany, Sweden and Norway in vocational colleges)
- Masters build on undergraduate degree in LIS OR masters build on undergraduate degree in another subject
- Also varying lengths of courses, content, methods of teaching and assessment

Sirje Virkus, (2007), *Collaboration in LIS Education in Europe: Challenges and Opportunities*, Paper presented at IFLA, Durban,.
<http://www.ifla.org/IV/ifla73/papers/134-Virkus-en.pdf>

Accreditation??

According to Audunson it is better to rely on educational programmes that have been accredited by the appropriate professional bodies, and are transparent in terms of European Credit Transfer System and level for specific courses etc. than to aim for a European accreditation system such as CERTIDOC (<http://www.certidoc.net/>)

Ragnar Audunson, (2005), LIS and the creation of a European education space, *Journal of Librarianship and Information Science*, 37(4), 171-174

LIS education in UK in 2008

17 Higher Education (HE) institutions offer courses accredited by the Chartered Institute of Library and Information Professionals (CILIP) - <http://www.cilip.org.uk/qualificationschartership/Wheretostudy/>

....but one, Leeds, about to close

Michael Lowe (2006), LIS education in the UK. *BID textos universitaris de biblioteconomia i documentació*, no 17, http://www2.ub.edu/bid/consulta_articulos.php?fichero=17lowe2.htm

Courses in library and information studies currently accredited by CILIP

Framework of Qualifications

Body of Professional Knowledge

Qualifications for library assistants

Courses in library and information studies currently accredited by CILIP

Financial assistance for study

Qualifications from overseas

Graduate Training Opportunities

Credit Transfer for CILIP Awards


Seal of Recognition

CILIP accredits undergraduate and postgraduate library and information courses in England, Wales and Scotland. Successful completion of an accredited course will help you get professional posts in the UK and elsewhere in the [world](#). It will also enable you to register to [Charter](#) with CILIP.

The accreditation process is primarily concerned with assessing the relevance of the course to current and developing practice in librarianship and information science, and courses are assessed using the [Accreditation Instrument](#). Initial accreditation may be for anything up to five years, however, CILIP will review accreditation if there are substantial changes to either the content of the course or within the academic institution. The date of the next scheduled accreditation visit is to the right of the course details in the list that follows.

If you want to know about the accreditation process, or wish to find out when CILIP can arrange to visit your institution please contact: quals@cilip.org.uk.

Contact the appropriate admissions departments for full entry requirements, and for detailed information on the content and the mode of delivery. The admissions department

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Range of departments/schools in UK

Wide range of departments/schools:

Business School – Aberdeen, Liverpool JMU;

Dept. of Computer and Information Sciences - Strathclyde;

School of Informatics – City U.;

School of Library, Archive and Information Studies - UCL;

School of Computing, Engineering and Information
Sciences - Northumbria

Dept. of Information and Communication – Manchester
Met;

Dept. of Information Studies – Aber., Sheffield

Dept. of Information Science – Loughborough ++

Undergraduate courses

Accredited courses only available in 6 departments

Aberystwyth U. – Information and Library Studies –
ILS (single and joint); Information Management
(IM)

Liverpool JMU. – Business Management and
Information

Loughborough U. – IM & Computing; IM &
Business Studies

Manchester Met. U. – Librarianship; IM

Napier U. – Information systems (management)

Sheffield U. – IM

Masters courses

Offered by all 17

Normally 1-year duration for full-time study

Full-time, part-time or distance learning

ILS – Aberdeen; Aberystwyth; Strathclyde; City U., University College London (UCL)

Information and Library Management – Brighton; Liverpool; Loughborough; Manchester; Northumbria; University of the West of England

Information and Knowledge Management – London Met., Loughborough

Librarianship – Sheffield

Some other accredited masters courses

IM – Aberdeen; Aberystwyth, Brighton, Manchester, Sheffield, Thames Valley

IM in the cultural sector – City

Digital IM – London Metropolitan

Knowledge Management (KM) – Aberdeen

Information Services Management – London Met.

Records Management – Aberystwyth, Northumbria

Geographic Information Management – City

Health IM – Aberystwyth, Brighton

IM and Preservation – Glasgow

Electronic Communication and Publishing – UCL

Chemoinformatics – Sheffield

Support for teaching and learning in LIS in UK

Higher Education Academy - Information
and Computer Sciences one of 24 subject
centres

– e.g. LIMES project as set of ‘learning objects’
to be shared and re-used

<http://www.ics.heacademy.ac.uk/limes/CONTENT/index.htm>

BAILER – British Association for Library and
Information Education and Research



SEARCH

Welcome to LIMES

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Library Information Management Employability Skills - LIMES

The Library and Information Management Employability Skills (LIMES) project was funded by HEFCE for £150,000 over two years. The project has created teaching materials for the Library and Information Management (LIM) subject discipline that address gaps in curricula in the UK. LIMES has successfully created a series of case study-based and online material to enhance the employability skills of LIM graduates, addressing concerns from employers, as identified in a project survey of relevant employment agencies and a national questionnaire to all LIM academics across the UK.

Impacts include: time saved in materials creation across the discipline; sharing of materials; enhanced student experience of employer related case studies; additional funded projects building on the ethos of co-operation not competition in improving teaching nationally.

Sustainability is provided via new LIM Communities of Practice (CoPs) that have emerged from the work of LIMES. The CoPs include employers, practitioners and LIM academics. The Higher Education Academy for Information and Computer Sciences (HEA-ICS) will sustain access to the materials now the project is completed.

Some details of LIS education in Aberystwyth

1964 College of Librarianship Wales founded. Rapidly achieved strong international reputation for its teaching, research and collections

1989 Joined the university in Aberystwyth (founded in 1872)

2008 Department of Information Studies is one of 18 depts.

- 11 full-time academic staff, plus a 0.7, 0.6 and 0.25
- 17 current doctoral students
- c.1000 students from all over the world studying either full-time or as distance learners on undergraduate or masters programmes
- Erasmus links with four European institutions
 - Lucy A. Tedd (2005) 40 years of LIS education in Wales. *Education for Information* 23 (1/2) 1-8 Available at:
<http://hdl.handle.net/2160/186>

Distance education in DIS

1986 Masters - Management of LIS

1993 Undergraduate - LIS

1995 Masters - Health IM

1998 Masters - LIS

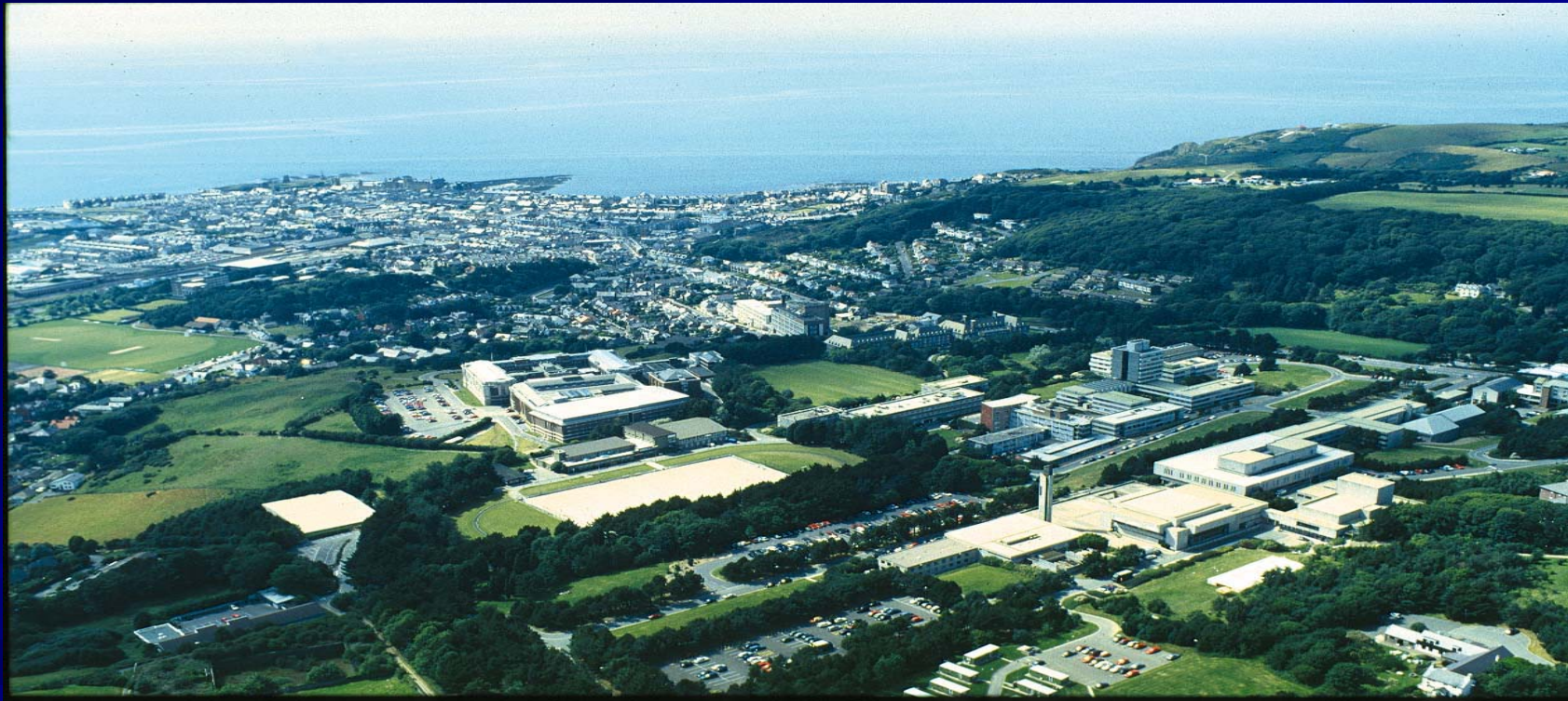
1999 Masters - Records Management

2002 Masters - Archive Administration

Open Learning Unit - DIS

- Set up within Department in 1993
- Specialist advice and support service
- Runs courses on production of open and distance learning courses, how to support DL students etc.
- Administration and production of materials for various courses in DIS
- Support for all DL students in DIS

Photo of Aberystwyth







Courses in DIS/Aberystwyth

Full-time masters –1 year, 120 Aber. credits (60 ECTS), + dissertation of about 15,000 words

Archive Administration, ILS, IM, Information Systems, Records Management

Undergraduates – normally 3 years, 120 Aber. credits per year.

ILS (single or joint honours), Historical and Archive Studies, IM

Modules in Aberystwyth

e.g. Core Modules for masters ILS :

Information and Society (20)

Principles of Information Retrieval (20)

Collection Management (10)

Information Sources and Services (20)

Studies in Management (20)

Research Methodology in ILS (10)

Option modules for ILS masters

■ Can take 20 Aber. credits

Marketing of services (10)

School libraries and learning resources (10)

Health information management (10)

Knowledge management (10)

Digital information: discovery to delivery (10)

Local history in Wales (10)

Management Information Systems (10)

Systems and business process analysis (10)

Module Identifier	ILM/510	
Module Title	DIGITAL INFORMATION: DISCOVERY TO DELIVERY	
Academic Year	2007/2008	
Co-ordinator	<u>Mrs Lucy A Tedd</u>	
Semester	Semester 2	
Course delivery	Other	2 x 2 hours visits
	Seminars / Tutorials	6 x 2 hours.

Assessment	Assessment Type	Assessment Length/Details	Proportion
	Semester Assessment	Report (3,000 words)	100%
	Supplementary Assessment	Resubmission of failed coursework	100%

Learning outcomes

On successful completion of this module students should be able to:
 Critically appraise digital information collections and relevant national and international initiatives

Identify and assess the challenges of managing and evaluating a collection of digital information sources

Analyse the stages in a project to digitise a particular collection and assess the importance of Intellectual Property Rights

Critically evaluate the searching and presentation issues related to digital information

Assess the importance of standards in digital information discovery and delivery

Brief description

Following government funding in various countries worldwide collections of digital information, or digital libraries, emerged during the 1990s as a key development area in practice, as well as in research, for information professionals, computer scientists, librarians, archivists as well as those involved in cultural heritage institutions. The advantages of such collections for users are various as they provide access to digital information sources on a 24/7 basis and are important in supporting changing patterns of teaching and learning in educational establishments, for general lifelong learning programmes, for global access to cultural artefacts, government information and so on. In addition they are seen by many as an opportunity to overcome the 'digital divide' between countries as information can be made available in a language and format appropriate for users. Students of this module will explore and critically assess ways in which digital information is created, acquired, organised and presented within digital libraries so as to support its discovery and delivery. Examples of digital libraries implemented in many countries will be studied and in particular the digital collections made available from the National Library of Wales will be used as a case study .

Content

The topics to be covered in lectures/seminars will comprise:

- Digital information in context
- Users and digital information
- Setting up a digital information collection
- Evaluating a digital information collection
- Creation of digital information ? or digitisation
- Intellectual Property Rights

Practical work at Aberystwyth

- Full-time undergraduates have 'core' 4-week placement
- Masters have compulsory work experience BEFORE starting the course
- Distance learning ALL work in library/information/archive/related environments
- Much use made of visiting lectures/visits to National Library of Wales, CyMAL, Royal Commission on Historical and Ancient Monuments of Wales, Information service – plus others.

- See Gerda van der Meulen, Internships in LIS education in Gronigen. *BID: textos universitaris biblioteconomia I documentació*. No.19.
http://www2.ub.edu/bid/consulta_articulos.php?fichero=19vande2.htm

Bologna Process

1999 – 29 European HE ministers signed declaration

General aim: to create a European Higher Education Area (EHEA) by 2010 by making academic degree standards and quality assurance standards more comparable and compatible throughout Europe.

Further meetings Prague (2001), Rome (2003), Bergen (2005), London (2007)

2008 – 46 signatories

Why Bologna Process?

- To enable mobility within the EHEA for the purpose of further study or employment;
- To be attractive to students from non-European countries to come to study and/or work in Europe;
- To provide Europe with a broad, high quality and advanced knowledge base.

Some of the action lines

Adoption of a system of easily comprehensible and comparable degrees

Adoption of a system essentially based on three cycles (undergraduate, masters, doctorate)

Establishment of a system of credits – European Credit Transfer (ECTS)

Promotion of mobility for staff and students

Promotion of European co-operation in quality assurance

Some more on ECTS

Based on the principle that 60 credits measure the workload of a full-time student during one academic year - in most cases around 1500-1800 hours per year.

Credits in ECTS can only be obtained after successful completion of the work required and appropriate assessment of the learning outcomes achieved.

Credits are allocated to all educational components of a study programme (such as modules, courses, placements, dissertation work, etc.).

http://ec.europa.eu/education/programmes/socrates/ects/index_en.html

Erasmus and Erasmus Mundus

Erasmus – enables mobility of students/staff within EHEA and was set up by the European Commission in 1987. “Well over 1.5 million students have so far benefited from Erasmus grants, and the European Commission hopes to reach a total of 3 million by 2012”

<http://www.erasmus.ac.uk/whatis.html>

Erasmus Mundus a co-operation and mobility programme in postgraduate HE

Examples of collaborative LIS education in Europe

At doctorate level – Nordic-Baltic PhD school – NORSLIS- involving Denmark, Estonia, Finland, Iceland, Latvia, Lithuania, Norway and Sweden.

No. of students: 170, since start in 2004

No. institutions involved: 15

At masters level - International Masters in Digital Library Learning involving Estonia, Italy and Norway.

More on NORSLIS

“The *objective* of NORSLIS is to increase the quality of doctoral education in LIS in order to meet the requirements of a knowledge society. The research school intends to achieve synergic effects, effectiveness and efficiency in doctoral education and research of LIS by collecting the scattered scientific expertise, often in small-size research educational units, throughout the Nordic and Baltic countries. The *means* are networking of research students and supervision by research courses, workshops, road show seminars, exchange of scientific personnel and mobility of students, and by inviting scholars (of high international standing) to bridge the knowledge gaps that exist in the Nordic and Baltic LIS environment”

<http://www.norslis.net/>

Some more on DILL

(<http://dill.hio.no>)

DILL is a two-year Master Degree (120 ECTS credits).
Semester 1 - Oslo University College.

- Research methods and the Theory of Science
- Digital Documents

Semester 2 – Tallinn University

- Information and Knowledge Management
- Human Resource Management

Semester 3 – Parma University

- Access to Digital Libraries
- Use and usage of digital libraries

Semester 4 – Dissertation

EUCLID, EBLIDA, IFLA

EUCLID – European Association for Library
and Information Education and Research
-<http://euclid.hio.no/>

EBLIDA - European Bureau of Library,
Information and Documentation
Associations - <http://www.eblida.org/>

IFLA Education and Training Section -
<http://www.ifla.org/VII/s23/>

Some relevant EUCLID activities

1991 - established as the European Association for Library and Information Education and Research

1993 – date. Annual BOBCATSSS conference organised by LIS students of, usually, two European universities – one from the ‘West’ and one from Central and Eastern Europe

e.g. BOBCATSSS 2008 - Zagreb, Croatia

<http://www.bobcatsss2008.org>

EUCLID/EBLIDA/ BAD conference

Lisbon, October 2007

Title: Librarian@2010

“EBLIDA, EUCLID and the BAD share the belief that Europe needs strong libraries and knowledgeable librarians who can help in creating strong European cultural and economic sectors. Today libraries and the information sector face a series of complex challenges due to fundamentally changing expectations of users. The introduction of ICT, born digital material, digitization of large volumes of traditional material and a shift from the public to the private domain have profoundly changed the library environment.”

<http://www.apbad.pt/Librarian@2010/Librarian@2010.htm#WELCOME>

EUCLID and curriculum development

2002 Thessaloniki conference –
Restructuring and adapting LIS
education to European standards

2003 Potsdam conference (2003) – Coping
with continual change- change
management in schools of LIS

2005 European LIS curriculum project

L. Kajberg (2007), The European LIS curriculum
project. *Journal of Education for Library and
Information Science*, 48(2) 68-81

European LIS curriculum project

Funded by EU with Royal School of Librarianship and Information Science (RSLIS) in Copenhagen as 'lead' and EUCLID board members on 'Steering Group'

Each of the 12 themes had 3-5 participants covering different parts of Europe

Groups worked virtually during 2005 with virtual discussions open to all

Physical workshop in Copenhagen and discussions at BOBCATSSS 2006 and 2007

E-book published in Dec. 2005

(<http://biblis.db.dk/uhtbin/hyperion.exe/db.leikaj05>)

Used as a basis for curriculum 'reflections' in some European countries

Aims of project

- To explore issues in, and ways of, adapting LIS courses to Bologna
- To examine the idea and relevance of a core curriculum in the context of a European LIS context
- To review state of curriculum development
- To identify opportunities for enhanced networking etc. in European LIS education

Themes investigated

LIS-curriculum in a European perspective

Digitisation of cultural heritage

Information literacy and learning

Information Science and Information
Retrieval

The Information Society: barriers to free
access

Knowledge Management and Information
Management

.. and more

Knowledge organisation

The library in a multicultural society

Information and libraries in a historical
perspective

Mediation and culture in a European context

Practice and theory: placement

Library management

General perspective of LIS education from the project

European LIS is a 'patchwork' and depends on local/national 'needs'

LIS "is not limited to librarians but includes archivists, documentalists, records managers, web editors, and (possibly) publishers and museologists"

Transparency is a goal – but not necessarily standardisation

LIS is a field of practice and academic study

U/G and masters courses need to be linked to 'field employability' ++

COLIS conference Borås, August 2007

Possible hierarchy of LIS educational provision emerged at the international conference on the Conceptions of Library and Information Science (COLIS)

‘I-schools’ – offering a high-level education for future leaders, based on a broad and non-vocational approach

‘Library schools’ – offering a more strictly vocational curriculum aimed at particular job roles and validated closely by professional associations

Training for specific skills and competencies would be provided by professional development courses, and by e-learning

David Bawden, (2007) Facing the educational future. *Information Research* 12 (4) <http://informationr.net/ir/12-4/colis/colise01.html>

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What Are iSchools?

The iSchools are interested in the relationship between information, technology, and people. This is characterized by a commitment to learning and understanding the role of information in human endeavors. The iSchools take it as given that expertise in all forms of information is required for progress in science, business, education, and culture. This expertise must include understanding of the uses and users of information, as well as information technologies and their applications.

ExaByte-Counter - the number of bytes our world is creating.
(One exabyte = 10^{18} bytes)

In 2006, the world created 161 exabytes of new information.

161 exabytes would fill 2 billion 80GB iPods.

142,000,000,000,000,000,000 bytes

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Who Are the iSchools?

The iSchools Project is an undertaking of the iSchools Caucus, which has organized to pursue common objectives with a collective commitment of resources under the guidelines outlined in the [iSchools Charter](#).

If this describes the mission of your School, College, or Department, and you are interested in joining the iSchools Caucus, please contact the [membership committee](#).

iSchools Caucus

- [University of California, Berkeley](#)
School of Information
- [University of California, Irvine](#)
The Donald Bren School of Information and Computer Sciences
- [University of California, Los Angeles](#)
Graduate School of Education and Information Studies
- [Drexel University](#)
[College of Information Science and Technology](#)
- [Florida State University](#)
College of Information
- [Georgia Institute of Technology](#)
College of Computing
- [University of Illinois](#)
Graduate School of Library and Information Science

Factors influencing need to look at any LIS HE curriculum

- Developing technologies for teaching and learning (e.g. social networking, user-created content)
- Political/governmental 'edicts' on HE (e.g. links with skills, lifelong learning in the UK)
- Requirements of the accrediting body
- Changing role of the LIS profession (s)
- Requirements of the institution

Web 2.0 and social networking

Jan. 2008 *The Economist* online debate “The house believes that social networking technologies will bring large [positive] changes to educational methods, in and out of the classroom.”

Final vote count: Pro 63% / Con 37%

<http://www.economist.com/debate>

Web 2.0 and social networking developments impact both on teaching methods as well as in the LIS workplace

David Bawden (2007), Towards Curriculum 2.0: library/information education for a Web 2.0 world. *Library and Information Research*, 31(99) 14-25.

Accreditation at Aberystwyth

CILIP – judges LIS programmes against its
Body of Professional Knowledge

Society of Archivists

Quality Assurance Agency “We safeguard
and help to improve the academic
standards and quality of higher education
in the UK”

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/librarianship.asp>

Aberystwyth U. LIS developments

- DIS' Annual Review of Teaching 2007 discussed curriculum matters
- Head of Dept. has an 'expert group' of practitioners that meets 2/3 times a year to advise of various curriculum matters
- Director of Learning and Teaching chairs the department's L&T committee that meets regularly
- Curriculum review 'in progress' e.g. some new modules, new 'pathways', as well as possible links with some other departments being investigated

.. challenges faced

Staffing constraints

Time to produce DL support material (either web-based or in print)

Competing requirements of research and teaching for all academic staff

Time taken to supervise masters dissertations and doctoral theses

Need for teaching staff to have links with the professions and current developments

Possible developments

New modules/courses (either FT or DL) to attract students

Offer 'one-off' modules e.g. Introduction to Music

Librarianship, Advanced Rare Books Librarianship for CPD

Link with local colleges for foundation degrees - designed in conjunction with employers to meet skills shortages at the higher technician and associate professional levels

New masters degrees in specialist areas

Possible closer links with other departments to develop specialist courses

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Some guiding principles of curriculum review

- Exploit e-learning possibilities - more interactive learning materials, use of re-usable learning objects, more student-centred learning
- Use CILIP Body of Professional Knowledge as appropriate
- Build in generic and transferable skills wherever possible to assignments
- Special interest modules to offer potential for different professional, specialist pathways (teacher-librarian, academic 'hybrid' librarian, cross-sectoral working in cultural heritage, social informatics, information and records management)

Final quote

.. From Leif Lørring, Rector, RSLIS

“The lesson from my involvement in the European LIS Curriculum Project with more than 100 participants is that we in the LIS educational world have much more in common than it often appears. And this should be emphasised in order to develop and strengthen our discipline and profession in a knowledge society since the need for the theoretical thinking of librarians seems to be greater than ever.”

Leif Lørring (2007), European LIS Curriculum Project: content, reflections and curricular questions, *Bulletin of the American Society for information Science and Technology* 33(2) 16-20.

Gràcies

Thank You

Diolch yn fawr