LIS competencies in the digital age: the US and the EU: two views

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LIS Competences in the U.S. And Canada

Whether a list of competences needed by graduates of LIS Schools in North America is appropriate is controversial.
LIS Competences in the U.S. And Canada

Many Practitioners and Employers favor a list of competences for the first professional degree.
LIS Competences in the U.S. And Canada

It has been argued that a list of competences will provide a standard and consistency in what employers and the profession can expect of recent graduates.
LIS Competences in the U.S. And Canada

Many Library Educators are opposed to a list of competences for the first professional degree.
LIS Competences in the U.S. And Canada

Many Library Educators are concerned that a list of competences will micro-manage the curricula of LIS schools and discourage innovative programs.
LIS Competences in the U.S.
American Library Association
“Core Competences of Librarianship”
Approved January, 2009

Defines the basic knowledge by all who graduate from an ALA accredited master’s program. Librarians working in school, academic, public, special, governmental and other contexts may need more specialized knowledge beyond that outlined in the Core Competences.

http://www.ala.org/ala/educationcareers/careers/corecomp/corecompetences/finalcorecompstat09.pdf
LIS Competences in the U.S.

Eight Categories of Competences:

1. Foundations of the Profession
2. Information Resources
3. Organization of Recorded Knowledge and Information
4. Technological Knowledge and Skills
5. Reference and User Services
6. Research
7. Continuing Education and Lifelong Learning
8. Administration and Management
LIS Competences in the U.S.

Note additional competences:
Over fifteen competences lists by other organizations related to LIS.

http://www.ala.org/ala/educationcareers/careers/corecomp/corecompspecial/knowledgecompetencies.cfm
LIS Competences in the E.U.

EUCLID

European Curriculum Reflections on Library and Information Science Education

Royal School of Librarianship and Information Science

2005
LIS Competences in the E.U.

Among Eight Long Term Objectives or the Reflections document, Two are especially relevant to competences:

• To develop a common conceptual framework for defining core elements within the LIS curriculum as a basis for enhancing mobility flows and accelerating the Bologna Process

• To work towards greater flexibility, transparency and comparability of curricula
LIS Competences in the E.U.

Thirteen chapters, Twelve have potential competences.

1) LIS curriculum in a European Perspective
2) Digitisation of the cultural heritage,
3) Information literacy and learning,
4) Information seeking and information retrieval,
5) The information society: Barriers to the free access to information.
6) Knowledge Management/Information Management.
7) Knowledge Organization,
8) The Library in the Multi-Cultural Information Society,
9) Information and libraries in an historical perspective,
10) Mediation of culture in a European context,
11) Practice and theory
12) Library management.
LIS Competences in the U.S.

Related Issues:

Need for increased enrollments in LIS programs.

Alternative Careers for LIS Graduates

iSchool movement with focus on research and broader scope of education.
LIS Competences in the U.S.

Other Issues:

Competences vs. Accreditation

Practitioners vs. LIS faculty

Students vs. LIS Faculty
North America & Europe

North America tradition of Professional Organizations such as ALA involved in quality control of LIS Professional education programs

Europe with Bologna Process may be more directed toward having the educational programs or governments responsible for quality control.
North America & Europe

Within the IFLA Section on Education and Training, various options for quality control have been discussed.

Within North America, some LIS accredited programs have considered leaving ALA accreditation program.
North America & Europe

With the focus of the iSchool group on research and a broader base of education than professional degrees, will the iSchools will stimulate more examination of the relevance of the professional LIS degree?
It is possible that the coming years under the Bologna Process will determine the future of LIS education in Europe.

Economic factors will undoubtedly determine the direction of all LIS education as well as the iSchools.
North America & Europe

Perhaps the only thing we can be sure of that in both North America and in Europe we will be living in interesting and challenging times in the coming decade.
Thank you for your attention.

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