Turning Professional Education Inside Out

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Turning professional education inside out for the 2020 landscape

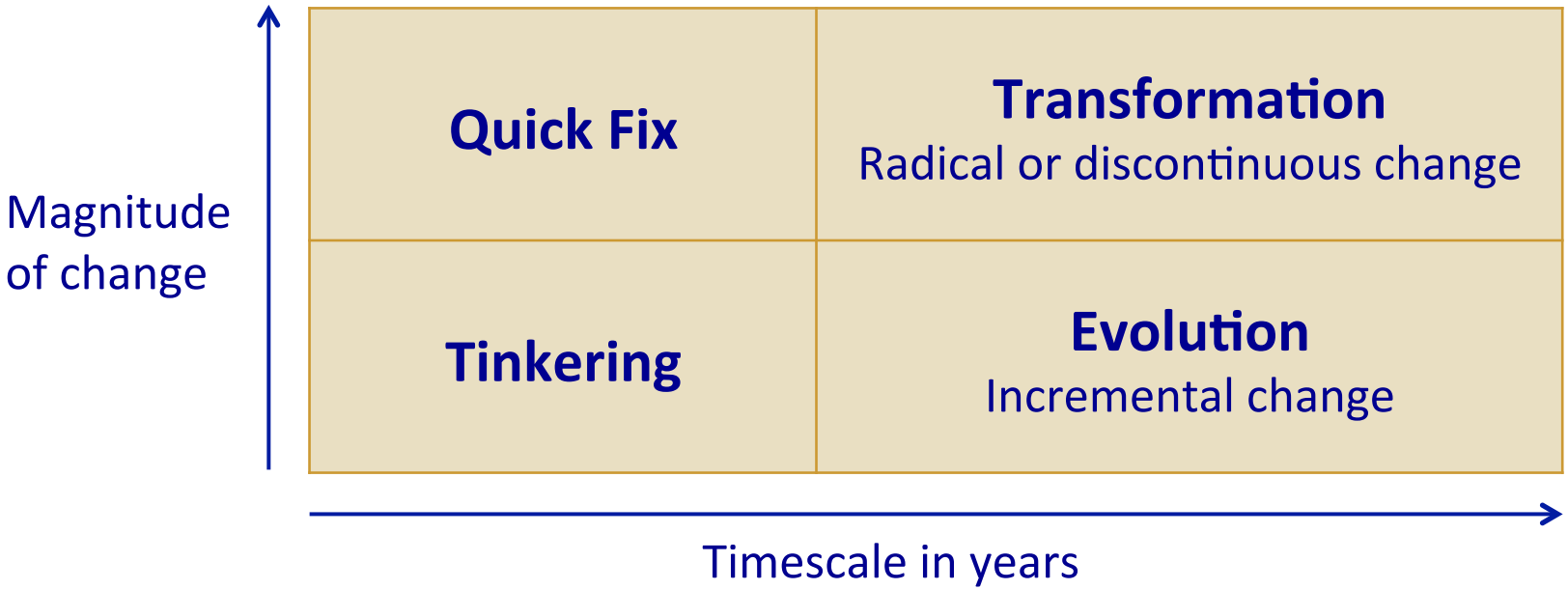
What do we need to change to make LIS programs fit for purpose in the 21st century?

Agenda

- Types of organizational change
- Trends and developments in the information field
  - Technology – Roles – Competencies – Services
- Questions for investigation and deliberation
- Themes and implications

Types of organizational change

(Sadler, 1995)



From revisions and additions to subject matter, courses, and concentrations to fundamental changes in programs, pedagogies, and learning experiences

General trends

- Massive growth in non-specialist interaction with information including content production, sharing, and tagging

  → requires more specialized work for info pros to add value

- Rapid development and convergence of digital technologies including new devices, formats, and standards

  → requires continuous learning for info pros and end users

- Evolution of the network society as participatory culture including open systems and social media

  → requires skills and spaces to practice media making and engage in online communities

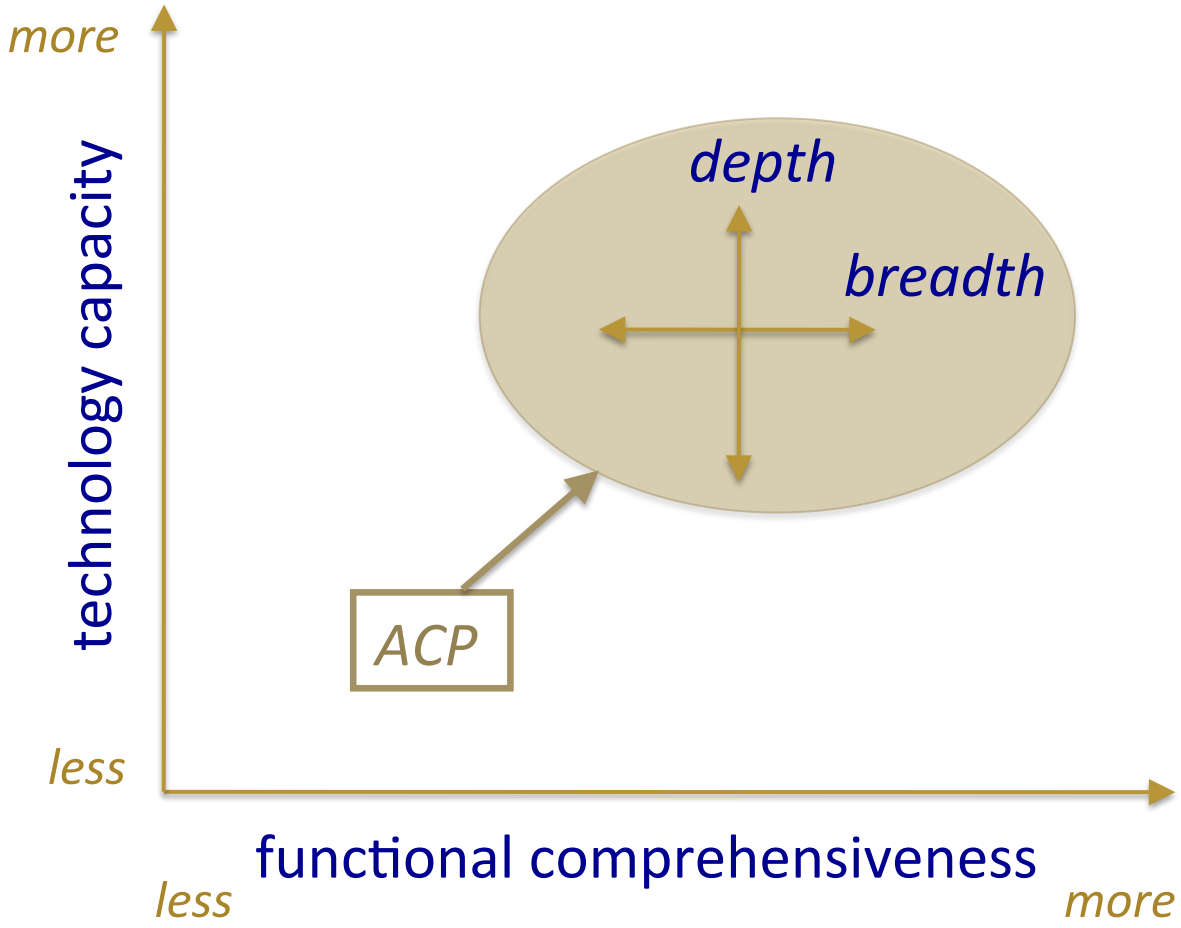
"growth in depth, sophistication and complexity of library services" (Shumaker & Talley, 2009, p. 9)

Specific developments

- Blurring of boundaries between established professions and emergence of hybrid/blended/third space professionals
  - convergence, regrouping, and creation of micro-specialties
- Increasing specialization and multidisciplinary working means upskilling in core area and new knowledge of other domains
  - preference for T-shaped people instead of I-shaped people
- Promotion of new service models and mindsets for academic, public and special libraries and information units
  - concept of space-as-service
  - move from service-as-support to practitioner-as-partner
- Development of new ways of thinking about library and archival collections
  - “collective” and “inside-out” collection, “inside-out library”

Technology trends

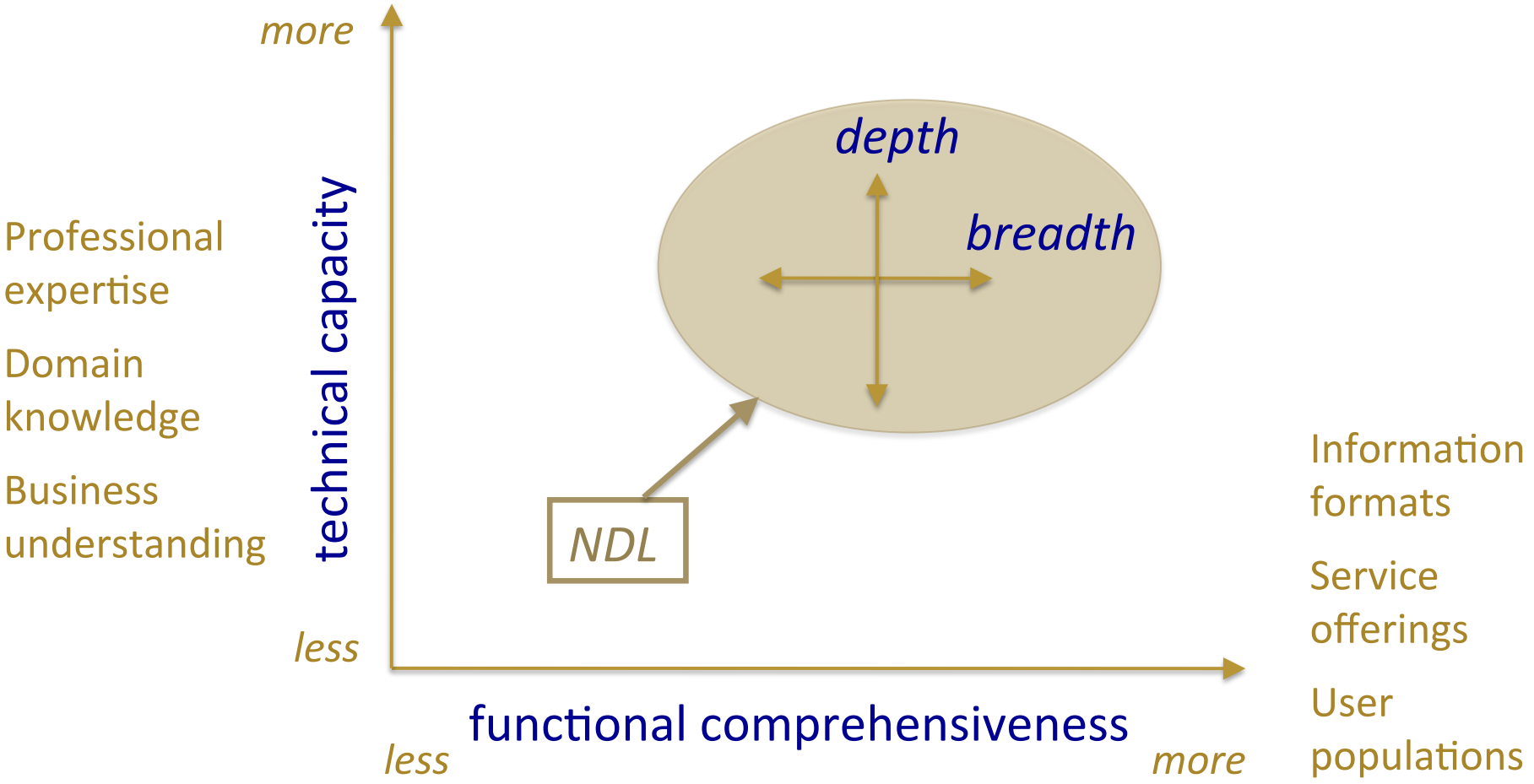
Advances in nature and application of cyberinfrastructure



Increasing capacity and functional comprehensiveness of cyberinfrastructure enable both depth and breadth approaches to discovery (NSF, 2003, p. 45)

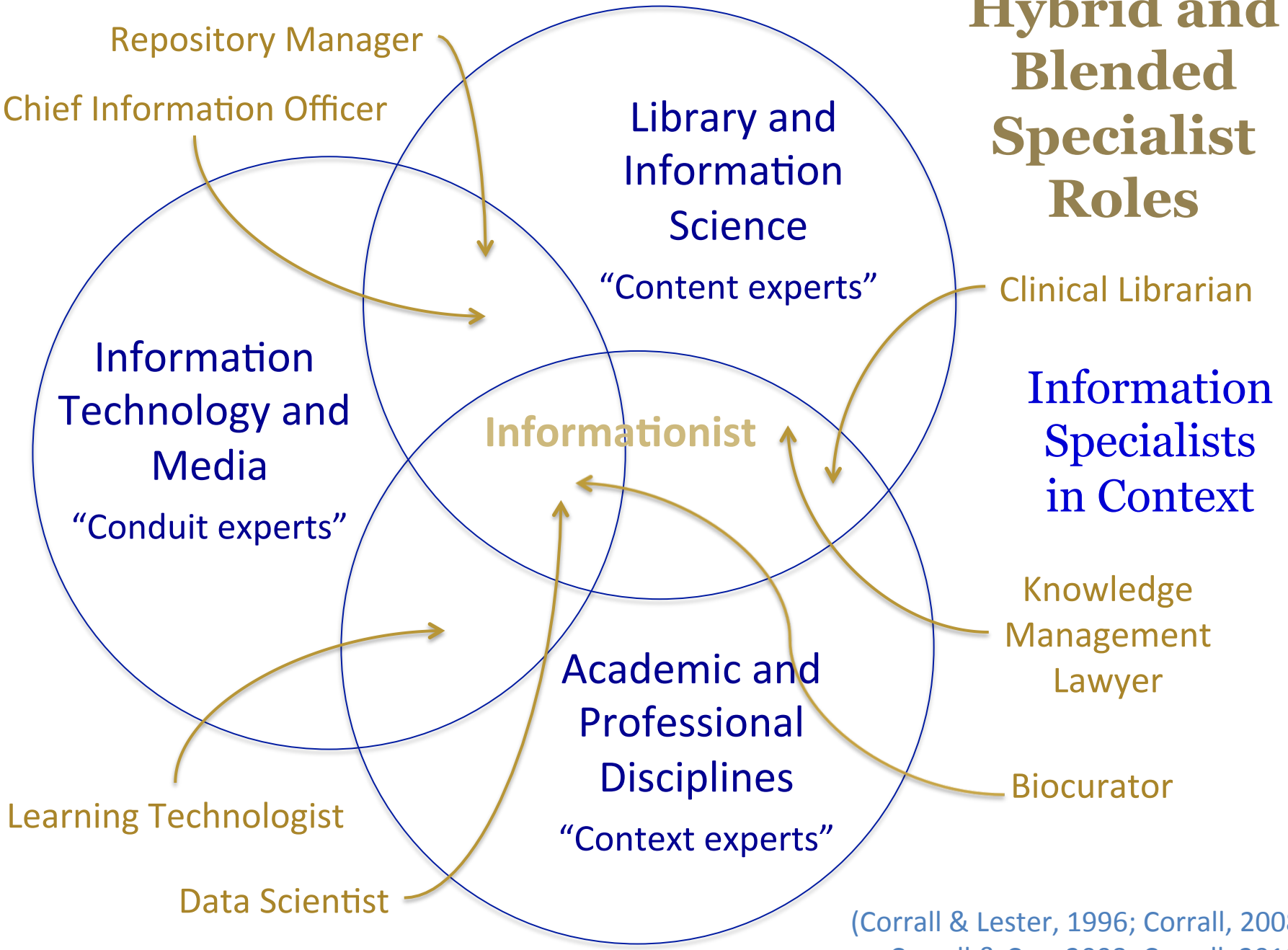
Technology trends

Demands human infrastructure to match tech structure



Info pros expected to deliver more functionality at higher capacity with increasing technological capability available to information services (Corrall, 2005, p. 30)

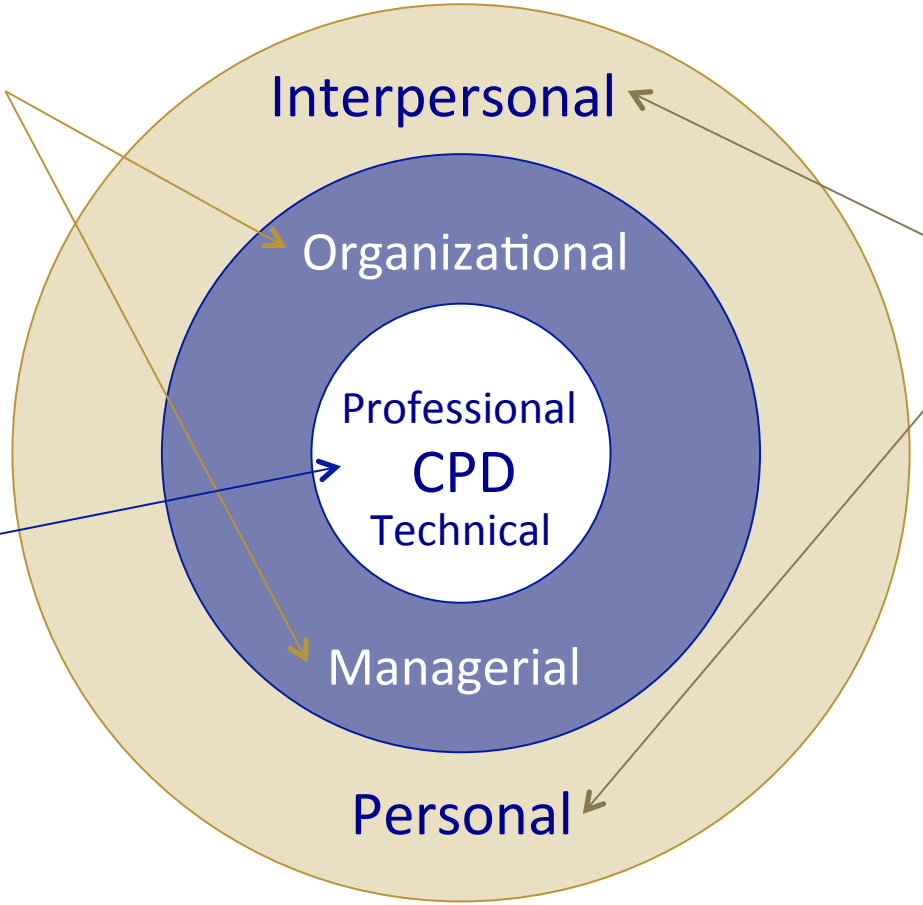
Hybrid and Blended Specialist Roles



(Corrall & Lester, 1996; Corrall, 2008; Corrall & Cox, 2008; Corrall, 2010)

Information service competences

Essential Enablers
(both generic and context-specific skills/knowledge)

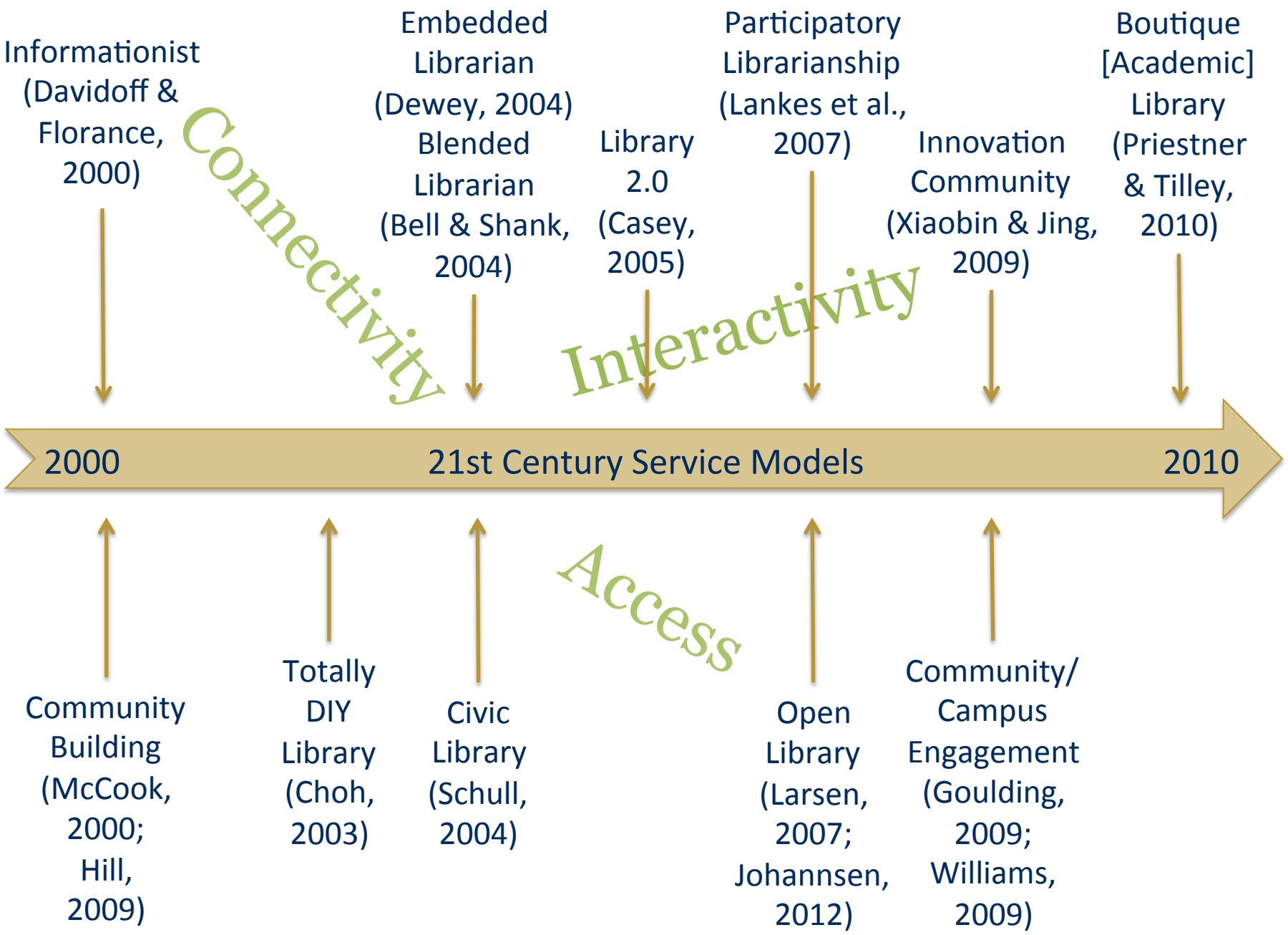


Survival Skills
(needed by all professionals)

Core Competence
(necessary, but not sufficient)

Specialist Professional Knowledge Base
– will evolve and expand over time

(Corrall, 2005, p. 35)


Informationist (Davidoff & Florance, 2000)
Connectivity
Embedded Librarian (Dewey, 2004) Blended Librarian (Bell & Shank, 2004)
Library 2.0 (Casey, 2005)
Interactivity
Participatory Librarianship (Lankes et al., 2007)
Innovation Community (Xiaobin & Jing, 2009)
Boutique [Academic] Library (Priestner & Tilley, 2010)
2000
21st Century Service Models
2010
Access
Community Building (McCook, 2000; Hill, 2009)
Totally DIY Library (Choh, 2003)
Civic Library (Schull, 2004)
Open Library (Larsen, 2007; Johannsen, 2012)
Community/ Campus Engagement (Goulding, 2009; Williams, 2009)

Questions

- What **competencies** (knowledge, skills, abilities, and behaviors) will information professionals require to perform effectively in the 2020 information landscape?
- What **subject matter** should form the core curriculum (i.e., required units, modules, courses, sequences, etc.) for a master's program in library/archival/information studies?
- What should be the volume of learning (total credits) and degree of **flexibility** (required versus elective)?
- To what extent should **real-world projects** and field experiences be incorporated into professional education?
- What mode(s) of **delivery** (face-to-face/online/blended; synchronous/asynchronous) should be used for professional preparation and continuing education programs and courses?

Themes

- Data-intensive institutions
- Contextually-situated information work
- Solution developers (and not service providers)
- Cross-boundary interdisciplinary teamwork
- Collaboration, co-working, and partnership
- Communication and conversation
- Engagement centered (and not collections oriented)

Implications

- Higher level technology skills essential for everyone
- Contextual understanding is a critical success factor
- Backroom tasks reinvented as frontline contributions
- Traditional specialties overlapping and coalescing
- Relationship management becomes a key competence
- Real-world experience fully integrated in curriculum
- More core, fewer electives?

Real-world experiential learning

"Holistic and individualized approach to learning inside and outside the classroom"

- Immersive learning via mini placements in research labs of diverse disciplines as part of data stewardship courses
- Personalized learning with group support via co-supervised **field experience** with schedule of reflection and evaluation
- Competency development via **individual research** projects for employers as electives (following research methods course)
- Employment experience via sustained quality-assured partner site placement with schedule of reflection and evaluation

"Enhance our ability to partner both internally and with… partners locally, nationally, and globally"

Concluding question (Wed. plenary)

Do the concepts and principles of Radical Change apply to Library & Information Science as a field?

- ✓ Interactivity – dynamic hi-tech environment with increasing participation, contribution, and sense of control by end-users
- ✓ Connectivity – services based on community engagement, partnership development, and relationship management
- ✓ Access – open movement and social media breaking down longstanding barriers and facilitating collaborative practices

+ Changing formats + Changing perspectives
+ Changing boundaries

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