

Exploring the core: After almost a decade of IT integration into LIS education

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ABSTRACT

This research will investigate the status of the information technology knowledge and competencies being taught in required courses in LIS programs. The goal of required courses in LIS programs is to ensure that students who graduate from the program earn core knowledge in the field regardless of various career paths. In such a view, LIS required courses provide an overview of librarianship and information professions, introductions to fundamental concepts including shared understandings and values in the field. The required courses in some programs focus on LAM (Library, Archive, Museum) contexts while those in other programs focus on general information problems expanding the scope to the outside of vocational training. Still, as many LIS programs use the competencies document (e.g., ALA's core competencies for librarianship) to plan their curriculum, ALA-accredited LIS programs keep a robust general core curriculum with their required courses. LIS education has long embraced the impacts of IT, from faculty's different knowledge backgrounds and competencies to the preparation of LIS students for the expanded job markets and career opportunities. Hall's study in 2009 presented that the LIS core curriculum has grown to include both research and information technology in addition to the more traditional subjects.

This research will be conducted in multiples steps, starting with a literature review, data collection, and content analysis of the required courses descriptions on the ALA accredited MLIS programs' websites in relation to information technology and competencies. The research will discuss what comprises 'the core', regarding information technology and competencies in LIS programs.

ALISE RESEARCH TAXONOMY TOPICS

curriculum; education programs/ schools; information Technologies.

AUTHOR KEYWORDS

Required courses; LIS education; information technologies; IT competencies; core knowlwdge.