Convergence of libraries, archives, museums in research and curriculum offerings:

Europe Experience

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Outline

European Commission and Europeanisation of HE education

- Cultural Heritage: Communication of memory
- EU LIS schools

LIS schools and convergence in LAM

- Traditional courses taught
- Training courses

Conclusions and reflections
Cultural Heritage: communication of memory

“The communicational aspect refers to the ways memory is shared between human beings in time and space by employing 1) codes to express it (e.g. language), 2) media to transfer meanings (e.g. books, compact disks etc.) and 3) channels which are used to spread meanings (e.g. telephone, computer networks etc.). Communicational and social aspects of memory are interrelated: on one hand, the social role of memory to serve the interests of the present resulted in political, economical, cultural impacts on its communication and on the other hand codes, media and channels used to transfer meanings of memory shape its perception”.

Manžuch, Vatanen, and Aparac-Jelusic (Manžuch, Vatanen, and Aparac-Jelusic 2005)
EU LIS schools

- About 200 LIS schools (EUCLID 2005); 17 specialised in Archives only and 11 Archives schools (ICA SAE Registry); about 15 Museum schools (Smithsonian registry)

- Convergence: Heritage studies, Information retrieval, Collection, Information and Knowledge management, History, Management, Information policy and legislation

- Divergence: Paleography, Appraisal, Record management, Business archives, Audiovisual, Conservation and Restoration, Museology
Europeanisation of HE

- Three level of qualifications and academic cycles
- Accreditation is leaded by Government (except UK)

- Mobility and recruitment of LIS professionals still difficult for an occupation not recognised as a profession everywhere

- Memory institutions need to re-organise their roles with digitisation
<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Information seeking and Information retrieval</td>
<td>100%</td>
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<tr>
<td>Library management and promotion</td>
<td>96%</td>
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<tr>
<td>Knowledge management</td>
<td>86%</td>
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<tr>
<td>Knowledge organisation</td>
<td>82%</td>
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<tr>
<td>Information literacy and learning</td>
<td>76%</td>
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<tr>
<td>Library and society in a historical perspective</td>
<td>66%</td>
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<tr>
<td>The information society: Barriers to the free access to information</td>
<td>64%</td>
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<tr>
<td>Cultural heritage and digitisation of the cultural heritage</td>
<td>62%</td>
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<td>The library in the multi-cultural information society:</td>
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<td>International and intercultural communication</td>
<td>42%</td>
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<td>Mediation of culture in a special European context</td>
<td>26%</td>
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</tbody>
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LIS schools: traditional subjects taught (EUCLID 2005)

Operational competences: related to technical tasks and procedures (i.e. system librarian)

Managerial competences: professional competences characterizing the different profiles are those which are usually considered the core of the profession (i.e. library manager)
Digital libraries, archives and museums in Europe

- 1997 CENL and TEL The European Library
- 2005-2010 i2010 Strategy, Digital libraries initiative
  - 2008 Europeana
- 2010-: Digital Agenda Initiative
  - Agenda for new skills and jobs in Cultural Heritage sector
  - Scientific information
- FP7 Project in cultural heritage, digital libraries and preservation (2006-2010). Objectives focused on Access and Digital preservation
Digital curation training

- European Projects:
  - APARSEN
  - DigCurV
  - NESTOR
  - Digital Preservation Coalition
Digital curation: Subjects taught
(DigCurrV 2012)
Education for digital curation

Interdisciplinarity with Information Technology

- It shows how central tasks of digital preservation like process description and preservation planning require expert knowledge of traditional librarian and information technology skills as well as new knowledge which is described as digital preservation skills. (Bahr et al 2011)

- The comments on what could have been done better highlighted the difficulties of satisfying audiences with a variety of job roles, institutional contexts and digital preservation knowledge....some areas of the events should distinguish between information needed for librarians, archivists and managers, and that required by IT professionals or developers (Casarosa 2011)

Multidisciplinarity: putting the past in the future?

- Digital curators manage, maintain, preserve, and add value to digital data, reduce threats to long-term value, mitigate the risk of digital obsolescence, and enhance the usefulness of digital data for research and scholarship (Franks, Oliver 2011)

- Educating students to work in digital curation requires students to acquire a broad vision of LIS/IS institutions that looks beyond the silos of traditional information practice towards the convergence of a wide variety of data in both virtual and physical forms (Harvey 2011)

Convergence curriculum: Common Core

The theoretical framework should accommodate the needs of the various groups of professionals.

What is the common core?

The structure of educational programmes should have sufficient flexibility.
A metacommunity is a group of diverse subdisciplines who share a common knowledge base (or a metadiscipline).
Conclusions

There are current assumptions or hypotheses that convergence is driven first by technology and should be stimulated by public financing.

Where do we see the impact of convergence on our future roles? and what benefits can accrue from such convergence (financing, visibility, scalability, efficiency, etc.)?
Questions for reflection

What kind of research and development (RTD projects) would best stimulate these common approaches?

Linked to this question: how should the legacy of the past be handled whilst preparing for the future?