Transforming Library Science Education (LIS) for a Global Marketplace

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Knowledge Workers

Created in late 1950s

Connected with

Knowledge jobs

"non-routine" problem solving

Require

Education
Expertise
Experience
# Knowledge Economy Employment by Occupational Group

**United States, 2010**

<table>
<thead>
<tr>
<th>Occupational Group</th>
<th>Number in Millions</th>
<th>Share of All Knowledge Workers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total of all Occupations</strong></td>
<td>127.1</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Knowledge Worker Total</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>6.0</td>
<td>15.4</td>
</tr>
<tr>
<td>Business and Financial Operations</td>
<td>6.1</td>
<td>15.6</td>
</tr>
<tr>
<td>Computer and Mathematical</td>
<td>3.3</td>
<td>8.4</td>
</tr>
<tr>
<td>Architecture and Engineering</td>
<td>2.3</td>
<td>5.9</td>
</tr>
<tr>
<td>Life, Physical and Social Sciences</td>
<td>1.1</td>
<td>2.8</td>
</tr>
<tr>
<td>Community and Social Services</td>
<td>1.9</td>
<td>4.8</td>
</tr>
<tr>
<td>Legal</td>
<td>1.0</td>
<td>2.6</td>
</tr>
<tr>
<td>Education, Training, and Library</td>
<td>8.5</td>
<td>21.7</td>
</tr>
<tr>
<td>Arts, Design, Entertainment, Sports, and Media</td>
<td>1.7</td>
<td>4.3</td>
</tr>
<tr>
<td>Healthcare Practitioner and Technical</td>
<td>7.3</td>
<td>18.6</td>
</tr>
</tbody>
</table>
Knowledge Workers

Created in late 1950s

Knowledge jobs
Require
Education
Expertise
Experience

Led to more confusion

Connected with
Knowledge Workers

Created in late 1950s

Connected with

Led to more confusion

Education
Expertise
Experience

Knowledge jobs

Require

facilitate knowledge

Use knowledge
Knowledge Workers

Created in late 1950s

Connected with

Led to more confusion

Knowledge jobs

Require

Education
Expertise
Experience

facilitate knowledge

Use knowledge

Knowledge workers

The Connector
The Gatherer
The Navigator
The Anchor
To move for change

1. 
   - The percentage reflected optimistic feelings in regards to the profession with a change from information professional to knowledge worker
   - The change drive schools and departments of what was known as department of library science to be:
     - Information science, information studies,
     - change the belonging of mother organization
     - Moreover changing the courses’ titles

2. 
   - Aligning programs with a range of competencies as a measure of accreditation
   - Not a myth !!!!!!
     - Information Science did not developed from a nuclear domain which then, as with sciences, diversified into several branches. In fact, it is coalesced from aspects of several existed discipline

A problem:
The content still limited to staff
- knowledge
- Experience
- language
Outputs qualification be assessed according to these competences. Self assessment to approve meeting the competences.

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<table>
<thead>
<tr>
<th>New Trends in Information Technology</th>
<th>Special Issues in Library and Information</th>
<th>Theses</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include core modules only</td>
<td>INFO6510</td>
<td>INFO6610</td>
<td></td>
</tr>
</tbody>
</table>
The strength of a number of competencies has weakened as a practice while it has become associated with resources as an integrated package.
Librarians  NOT  Libraries

Knowledge agent

Publishers, providers, authors, users

Information professional
Mediator, Facilitator, Coacher
Interdisciplinary professional knowledge that achieve the mother organization’s aims and objectives and the professional learning outcomes (based on standardize competencies)

Information professional Mediator Facilitator, trainer
Not a monodiscipline, but interdisciplinary in nature

Not systematically acquired

- Negotiation
- Leadership
- Licensing
- Coaching
- ethics
- behavior
- Self regulation

The International Coach Federation (ICF) defines coaching as “a strategic partnership in which the coach empowers the client to clarify goals, create action plans, move past obstacles, and achieve what the client chooses.”

https://www.td.org/insights/what-exactly-is-coaching-the-core-competencies
<table>
<thead>
<tr>
<th>Competency</th>
<th>Series 1</th>
<th>Series 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT &amp; Com</td>
<td>1.8</td>
<td>2.1</td>
</tr>
<tr>
<td>Custom</td>
<td>1.4</td>
<td>2.1</td>
</tr>
<tr>
<td>Plan</td>
<td>1.3</td>
<td>1.5</td>
</tr>
<tr>
<td>Leader</td>
<td>1.3</td>
<td>2.0</td>
</tr>
<tr>
<td>Literacy</td>
<td>1.8</td>
<td>1.5</td>
</tr>
<tr>
<td>Collect</td>
<td>2.1</td>
<td>1.9</td>
</tr>
<tr>
<td>Records</td>
<td>1.9</td>
<td>1.4</td>
</tr>
<tr>
<td>Government</td>
<td>2</td>
<td>1.3</td>
</tr>
<tr>
<td>Research</td>
<td>2.3</td>
<td>1.5</td>
</tr>
<tr>
<td>Using</td>
<td>2.2</td>
<td>1.5</td>
</tr>
<tr>
<td>Know</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>Organ</td>
<td>2.1</td>
<td>1.4</td>
</tr>
</tbody>
</table>

Mean Average of acquired competencies from learning and work.
University Objectives

Objective 1: Produce graduates who have the ability to embrace and develop innovative approaches in the field of information.

Objective 2: Produce graduates capable of conducting research and managing research projects.

Objective 3: Produce graduates capable of identifying the needs for continuing education in the information field and performing the task of training information specialists.

Objective 4: Produce graduates with a focused knowledge in specific areas of Library and Information Science who have also the ability to hold senior manager positions in libraries, learning resource centers, and information centers.

Learning Objectives

Learning outcome for Objective 1: graduates be able to apply a text analysis in language other than Arabic in a way that enables applicants to design and carry out literature review and qualitative research.
- Grow through life-long learning: learning how to learn and how to acquire knowledge, planning for continuing education programs for the benefit of the staff working in information institutions.

Learning outcome for Objective 2: Graduates will:
- Demonstrate high level of conducting research in general and in using quantitative and qualitative research in the field of information in particular. Effectively use data analysis packages, such as SPSS.

Learning outcomes for objective 3:
Grow through life-long learning: learning how to learn and how to acquire knowledge, planning for continuing education programs for the benefit of the staff working in information institutions, instituting, solving problems, and discussing new issues.

Learning outcome for Objective 4: Be aware of contemporary issues and the ability to discuss them in the field of Information.

Courses:
- INFO6220 English Reading 1
- INFO6210 English Reading 1
- INFO 6310 Research Methods
- INFO6320 Stat.Data Analy
- INFO7 Thesis
- INFO6110 Spec. Top. In IS
- INFO6510 Spec. Top. In IS
- INFO6410 Current Trends in IT
- INFO6610 Current Issues in IS
Remember!

• We should recognize LIS as a profession, not by citations but by deep believe

• LIS as a profession is dramatically changing in practice and understanding

• LIS knowledge is not standing by itself, it is interdisciplinary (traditional basics and broking the boundaries with most related disciplines) in understanding, practicing, and presenting

• Accreditation is not self assessment by LIS professionals, it is a collection of interdisciplinary competencies, should be assessed by a team of involved professionals
University & College Requirements and Electives

- 17 credits required
- 9 credits electives

Corresponds to University Attributes

Department Requirements

- 55 credits required
- 3 credits electives

Corresponds to major competencies

Interdisciplinary Knowledge

- Information Studies +
  - (management, Information Systems, economics)

27 credits required

9 credits electives

Corresponds to job market needs

Electives

- 27 credits required
- 9 credits electives

Specializations

Information Studies (General)

Archive

Search

Information & Resource Learning

Archive Institutions

Corresponds to job market needs
I am not done with my work yet

Time is over

Thank you