Miwa, M. (2006). Trends and issues of LIS education in Asia.

Presented at the Asia-Pacific Conference on Library & Information Education & Practice 2006 (A-LIEP 2006), Singapore, 3-6 April 2006, Nanyang Technological University.

TRENDS AND ISSUES OF LIS EDUCATION IN ASIA:
China, Korea, Singapore, Taiwan, and Thailand

2006.4.4 A-LIEP

Makiko Miwa
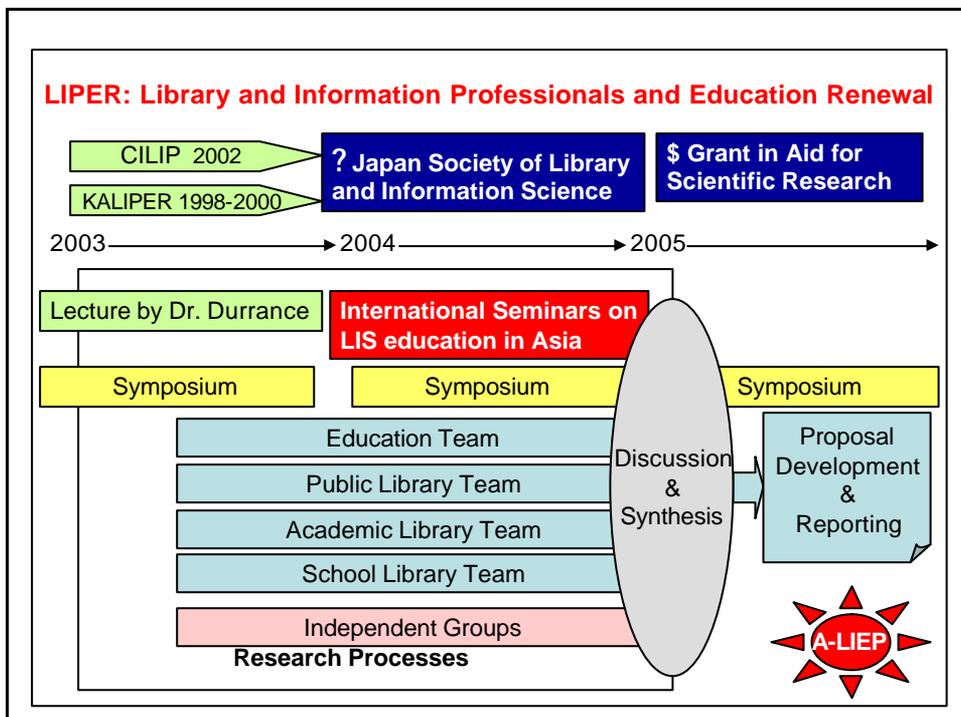National Institute of Multimedia Education

NIME

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Outline

- Background
- The LIPER Project
- Procedure
- Findings
- LIS Education in Japan
- Implications

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Background

- Guidelines for Professional Library/Information Educational Programs in 2000 (IFLA)
- CILIP (England) defined Areas of Knowledge and Practice
- KALIPER (North America)
- Reform of Higher Education in Japan
- ? LIPER (Library and Information Professions and Education Renewal)

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LIPER: Library and Information Professionals and Education Renewal

CILIP 2002
KALIPER 1998-2000
? Japan Society of Library and Information Science
$ Grant in Aid for Scientific Research

2003 ———→ 2004 ———→ 2005 ———————→

Lecture by Dr. Durrance
International Seminars on LIS education in Asia

Symposium   Symposium   Symposium

Education Team
Public Library Team
Academic Library Team
School Library Team
Independent Groups
Research Processes

Discussion & Synthesis

Proposal Development & Reporting

A-LIEP

Presentations of LIPER at A-LIEP

- Tsuji, et al. (6A) Survey on Faculty of Library and Information Science Education in Japan.
- Nagata, et al. (7A) Body of Professional Knowledge Required for Academic Librarians in Japan.
- Kasai. (8B) School Library Challenge in Japan— LIPER-SL: Library and Information Professions and Education Renewal, School Library Research Group Report.

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Procedure

- Invited LIS educators from five neighboring countries
- Presentation and discussion
  - current state of LIS education
  - qualification systems for librarianship
  - recent changes in curricula and job markets
  - collaboration and credit exchanges
- Content analysis of papers and discussion

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Findings

- Historical Evolution
- Mission and Curricular Emphasis
- Accreditation System
- Job Market
- Trends among Educators
- Trends among Students
- Issues in Each Country

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Historical Evolution

Name: Library Science => Library & Information Science => Without "Library"

Level of Education: Junior college & college => Graduate education (without thesis)

Core Courses: Organization of books and journals => information & knowledge management using ICT

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Mission and Curricular Emphasis

Polarization	Country	Mission	Curricular emphasis
Library skill	Thailand	Librarian training	Organization of information and knowledge
	Korea	Librarian training	Organization of information library service and management
	Taiwan	Coordinate ICT into LIS	Knowledge integration and application
	China	Information resource management	ICT, copyright, media, publishing, communication
ICT skill	Singapore	Provide trained information professionals for the intelligent island	Information literacy, records management, organization of information and knowledge, digital library

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Accreditation System

China: five-level library professional system (may be revised soon)

Korea: five-level library professional system

Singapore: the Library Association of Singapore (LAS) has set up a Standards and Professional Committee to study accreditation and competency standards and procedures

Taiwan: determined by the civil service examination. approximately 120 (10-20% of new graduates) are employed

Thailand: Thai Library Association (TLA) & LIS schools assume responsibility in the accreditation of LIS schools and continuing education of information professionals.

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Job Market

Country	Library	Business
China	Shrinking due to over-supply	
Korea	Some opportunity	Higher salary
Singapore	Shrinking due to economic recession	IM graduate skills are not fully recognized
Taiwan	Some opportunities	
Thailand	High demand	High demand for IM graduates

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Trends among Educators

Singapore: Those with Ph.D. seek to teach attractive courses (e.g. knowledge management; taxonomy; ontology) rather than traditional library oriented courses

China: Approximately 10-30 faculty members per program (largest program has 80 faculty members)

Thailand: Many received Masters from Chulalongkorn University and Ph.D. from overseas (many from Australia)

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Trends among Students

China: Most of graduates go to graduate courses. They prefer Ph.D. to two masters

Taiwan: More students in night programs than daytime programs for graduate courses

Thailand: Number of students increased after they change name of the program from "Library Science" to "Information Science". Library job market is not attractive for graduates with ICT skills. More students prefer Ph.D. to masters. Graduates lack English (speaking/writing) skills

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Issues in China

- LIS programs increased dramatically in 80s - 90s.
- Difficult for students to find employment in the library market.
- Universities under competition closed LIS departments and programs.
- Graduates have no job opportunities in libraries.
- Many LIS programs have broadened their areas of study by adding new topics e.g. consulting, publishing, editing, and communications to traditional library and information science.
- Many LIS programs have been consolidated into schools of management, economics and/or commerce.

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Issues in Korea

- Reform in Higher Education => department system.
- Comprehensive evaluation of college and universities.
- LIS expanded fields of interests for new applicants and limited the numbers of credits to be certified.
- Serious breach between research and practice in LIS.
- Redefine the identity of academic knowledge in LIS.
- Intend to develop new research areas which are theoretically and methodologically relevant to the professional practices and reality of library operations in the Korean context.

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Issues in Singapore

- Attracting students to traditional LIS programs has been very difficult
- Curricula and education systems take into account the needs of the information industry as a whole.
- Recently established LIS program has been criticized as over-emphasizing ICT, even though library and information management jobs require it.
- Skills and knowledge of information professionals are not well recognized by employers of information/knowledge induesty

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Issues in Taiwan

- Facing difficulties in connecting undergraduate and graduate LIS programs.
- Facing a breach between LIS education and professional practice.
- LIS programs are expected to strengthen aspects of communication and ICT skills within the area of LIS.
- Graduates without LIS education can become librarians if they pass the civil service examination for library professionals.
- Gap between the knowledge and skills of experienced professional librarians with limited education and new graduates with a high level of education.
- Students with ICT skills in LIS tend to have limited backgrounds in art and literature, and tend to emphasize tools rather than theoretical knowledge.

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Issues in Thailand

- Retained the traditional aspects of library and information science
- Graduates of LIS programs are well-prepared for highly regarded positions as professional librarians in the library market or as information professionals in business sectors.
- There are no big issues or problems faced by LIS education in Thailand.

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LIS Education in Japan

- **Level of Education**: Mostly in junior colleges and undergraduates, mostly as extra curricula training courses.
- **Name**: "Library Science", "Librarianship", or "Library and Information Science".
- **Goals**: Split between "professional training" and "information literacy skill training".
- **Curriculum**: Traditional librarianship for public libraries with print-oriented curriculum, while ICT and KM are ignored.
- **Qualification System**:
  Shisho (Public Library):Library Law enacted in 1950.
  Shisho Kyoyu (Schools): School Library Law enacted in 1953.
- **Job Market**: Very few (30+) has opportunity in public library market (from more than 12,000 graduates/year).
- **Trends among Educators**: One or two full-time faculty members.
- **Trends among Students**: Many seek to obtain the National qualification for librarians.
- **Issues**: Few programs cover a wide range of library and information professionals with graduate courses.

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Implications=Conclusion

- Need for new job markets for LIS graduates,
- Need to connect research and practice,
- Need to redefine the identity of LIS,
- Need to enhance information professionals' social standing, and
- Need to match qualification systems with employment procedures.

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