iSchools Building on the Strengths Found in the Convergence of Librarianship, Archival, and Museum Studies to Improve the Education of Managing Digital Collections

A summary of a workshop held in connection with the iSchools Conference
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Abstract

In many iSchools, the convergence of professional education for Librarianship, Archival, and Museum (LAM) Studies is becoming relevant to the discussion of improving and expanding the iSchool curricula related to the management of digital collections in these cultural institutions. This paper is a summary of the highlights of the emerging issues identified from the discussion in the February, 2013 workshop on how iSchools participate in research and education relevant to the skills needed of information professionals in libraries, archives, and museums relevant to the application and access to the digital collections held by these institutions. The six workshop presentations and resulting discussions indicated a disparity in the curricula not only among institutions in a given country or region, but as well around the globe. During the discussion there was a general agreement about the inclusion in the core curriculum of general introductory or intermediate level information technology courses, but there was disagreement about the specifics and the level of details to be desired.

Keywords: Digital collections, iSchools education, Libraries, Archives, Museums, convergence

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Introduction

The topic of the Workshop at the February, 2013 iConference was the identification of factors that contribute to the convergence of Librarianship, Archival, and Museum (LAM) studies. Foremost among these factors is the shared interest in managing digital collections' in different, but similar contexts found in these three cultural heritage institutions. The topic has attracted wide discussions at professional conferences and at Schools of Library and Information Science. The underlying push towards the convergence of education for these distinct, but related professions, can be found in recent Library and Information Science (LIS) literature, specifically in works by Partridge & Yates 2012; Trant 2009; Cox & Larsen, 2008; Markey, 2004, & 2007; Choi and Rasmussen, 2006; and Ribeiro, 2007. These authors have urged that whatever their subject matter, professionals in libraries, archives, and museums will increasingly

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