



4TH KLISC INTERNATIONAL CONFERENCE

THEME: Empowering Libraries and Information centres for
knowledge Ecosystems: Innovations and Transformations.

SUITABILITY OF THE CURRENT KENYAN LIS
CURRICULUM FOR THE DIGITAL AGE.

23/05/2024

Background

Technology is having a transformative effect on the domains of library and information science (LIS).

Because of the quick developments in technology, LIS education is currently seen as an interdisciplinary field that combines recently developed and related fields.

Rethinking the LIS curriculum is essential to address the aforementioned developments and satisfy the demands of the technology-driven, new information age.



Empirical studies

- Kassim et al (2023). LIS masters' curriculum did not fully fulfill all the expectations and needs of the graduates, employers and society.

Assessing library and information science graduates' skills and knowledge against 21st century employability demands. University of Dar es Salaam.

- Chunxiang et al (2019) , identity and accreditation, Survival and thriving, curriculum update and enhancement, and course delivery format and content.

Challenges in LIS Education in China and the United States

Rotich (2021) , insufficient Information and Communication Technology (ICT) courses in the curriculum to give graduates the abilities they needed to operate in a digital workplace.

LIS curriculum at four universities in Kenya

Related Studies

- Akhilesh (2022). Mismatch between the skills required in the job market and the skills imparted by the Indian LIS schools.

An Evaluation of Library and Information Science Curricula and Professional Perspectives in India.

- Gathegi and Mwathi (2007), curriculum review lacks benchmarks, such as the proposed American Library Association's competencies to manifest the knowledge, skills and experience needed by information professionals. KLA lacks similar competencies.

Challenges in LIS Education in China and the United States


Empirical studies

- Agava and Underwood (2020). Concluded that what was taught in the LIS modules did not translate into comparable knowledge and competencies in the workplace.

ICT proficiency: perspectives of Tangaza University College librarians in Kenya.

- Rukwaro and Bii (2016) revealed that LIS education in Kenya was facing the following challenges: inadequate teaching staff, shortage of teaching materials and infrastructure, LIS programs do not sufficiently address current job market requirements, variations in the names of the program etc.

LIS Education and Training in Kenya: Emergence, Evolution, Challenges and Opportunities



Objective of the study

To assess the suitability
of the current Kenyan
LIS curriculum for the
digital age

Methodology



This was a descriptive study.

Semi-structured questionnaires were used to collect data.

6 head of departments & 58 University Librarians=64.

Results



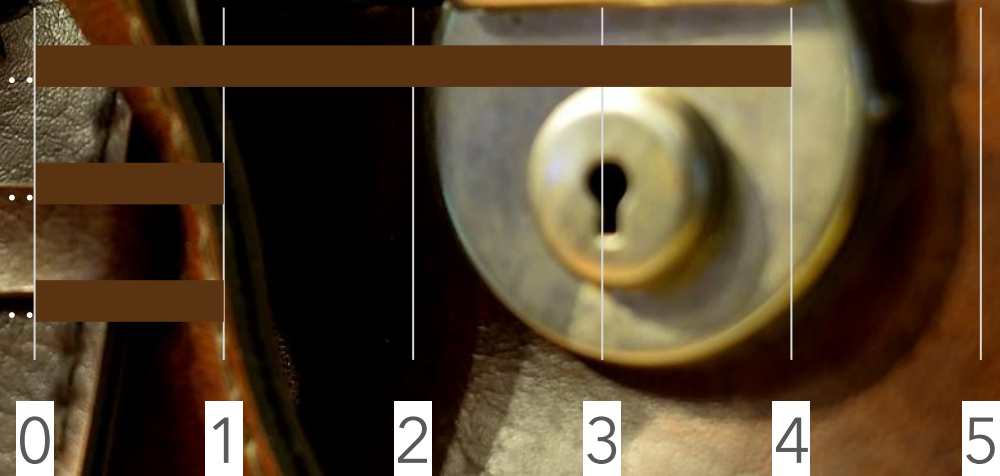
LIS Departments

School of Information Science...

School of Pure and Applied...

School of Information and Media...

School with LIS department



Results



LIS Curriculum

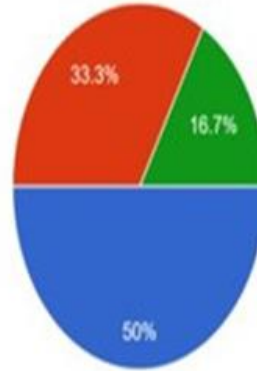


Figure 4: LIS curriculum Review

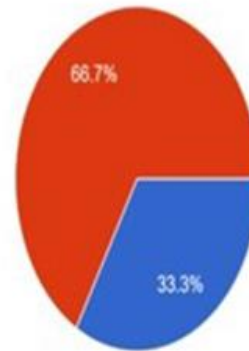


Figure 5: LIS curriculum last reviewed

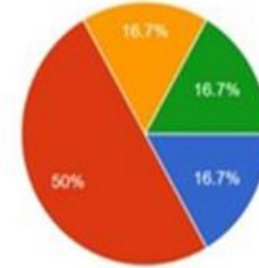


Figure 6: General satisfaction with the current LIS curriculum

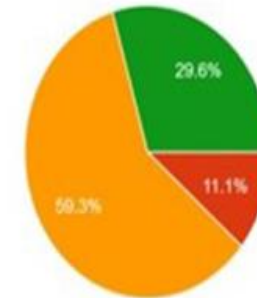
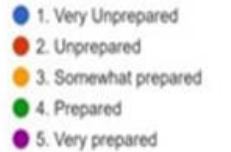


Figure 7: Preparedness of LIS graduates



Results



Alignment of the curriculum with current trends

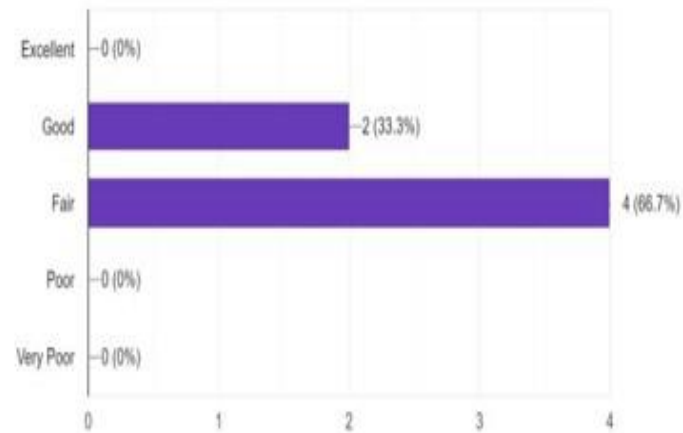


Figure 8: Alignment of the curriculum with current trends/

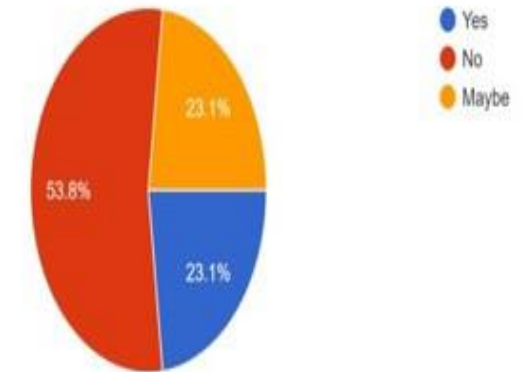


Figure 9: LIS graduates' understanding of the emerging trends

Results

Alignment of the curriculum with current trends

Table 1: Overall skills recent LIS graduate excels in

Skills	Frequency
User services (circulation and reference services)	6
Information search and retrieval	3
Classification and cataloging	6
Library marketing	1
E-resource knowledge	1
Organization of information materials	1
ICT task	4
Information literacy	2
Social media platform in libraries	3
Collection development	1
Use of KOHA	1
Theory	1
None	1

Table 2: Technological skills LIS graduate should have

- Database knowledge (information search and retrieval)
- Management of e-resources, institution repository, and KOHA library management system
- Reference management software
- Software development, web design, and presentation skills
- Research and publishing skills
- AI tools knowledge
- Library automation, RFID, RDA, FRBR, FRAD, ICTVE
- Digital literacy
- Using SharePoint

Results



Improvement of the current LIS curriculum

- The program to be more practical-oriented especially in ICT emerging trends in LIS
- Teach exactly what is expected in the working environment, e.g. Introduce and practice KOHA, Digital repositories, off campus software's etc.
- To train librarians to fit in this technology driven society where library users' needs have changed greatly due to the advent of the Internet.
- Some of the courses may be out of date and some new ones maybe of no use
- Learn research and editing skills
- Continuous learning, monitor the developments in the in the digital space and the impact it has on 'Information'
- Collaborate with diverse Communities of Practice both Global and Local level such as KM4Dev, Africa KM Community and Information Society of Kenya
- Provide Professional Development Opportunities encourage Lifelong Learning
- Foster Critical Thinking and Problem-Solving Skills
- Develop Communication and Interpersonal Skills

Conclusion

The Kenyan LIS curriculum does not adequately meet the market needs despite the regular reviews

LIS education has no standardization in Kenya.

- Current LIS Professional need continuous training on the digital trends available.

Call to action

- Collaborative Curriculum Review.
- LIS should be more practical oriented.
- KLA should come up with competencies to manifest the knowledge, skills and experience needed by information professionals.
- LIS profession should take part in curriculum reviews



Thank you

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