

# Linked Data in core LIS curricula

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# A snapshot of LIS core curricula

	UMD	UNC	SJSU
User perspective	Serving user needs	Human information interaction Information resources and services Resource selection and	Information and society Information retrieval
Cataloging	Creating information infrastructures	Organization of information	Online social networking
Technology		IT competency - base level	
Capstone	Field study	Masters thesis Research methods Proposal preparation	Advanced topics or thesis
Research methods			Research methods
Leadership	Achieving organizational excellence	Management for information professionals	Information organizations and management

# How does accreditation impact curricular design?

II.3 The curriculum
II.3.1 fosters development of library and information professionals who will assume an assertive role in providing services;
II.3.2 emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;
II.3.3 integrates the theory, application, and use of technology;
II.3.4 responds to the needs of a diverse society including the needs of underserved groups;
II.3.5 responds to the needs of a rapidly changing technological and global society;
II.3.6 provides direction for future development of the field.
II.3.7 promotes commitment to continuous professional growth.

- Standards in draft form, curriculum guidelines not changed
- Somewhat content agnostic - technology focused

- <http://www.ala.org/accreditedprograms/standards>

# More on Recent IMLS Grant to UC Davis to Investigate Future of Academic Research Library Technical Services

Filed by [Gary Price](#) on  October 29, 2013



Here's a bit more about the \$493,000 National Leadership Grant that IMLS awarded to [UC Davis University Library](#) on [September 23rd](#).

## Proposed draft revision Standard II: Curriculum

	DRAFT Standard II: Curriculum
and objectives and evolves in planning process. Within this provides, through a variety of of theory, principles, practice, n of service in libraries and texts.	II.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process <b>involving all of the program's stakeholders</b> . Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts. <b>The curriculum is revised regularly to keep it current.</b>
recordable information and nologies to facilitate their of library and information knowledge creation, n, acquisition, organization preservation, analysis, dissemination, and	II.2 The curriculum is concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use. The curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and

# Three instructional design questions

- How can you build a core "cataloging" or "technology" class that also teaches linked data?
- How can you sequence a class to bring everyone along?
- What resources would you use with LD instruction?

# How can you build a core "cataloging" or "technology" class that also teaches linked data?

Information Organization conceptual area	Curriculum integrated areas	Selected tools
Information seeking and use	Discovery and visualization services	Google fusion tables, ViewShare
Metadata schema and standards	Information architecture	eXchanger, metadata generator ViewShare
Information sharing and interoperability	Metadata exchange, web services, data publishing, semantic web	MARCEdit, eXchanger XML/XSL editor GoogleRefine web
Metadata rich web services	Web service design, semantic web	OAI/PMH harvester, ViewShare
Digital object management	Digital object curation and management	Jhove, ViewShare, various data publishing tools

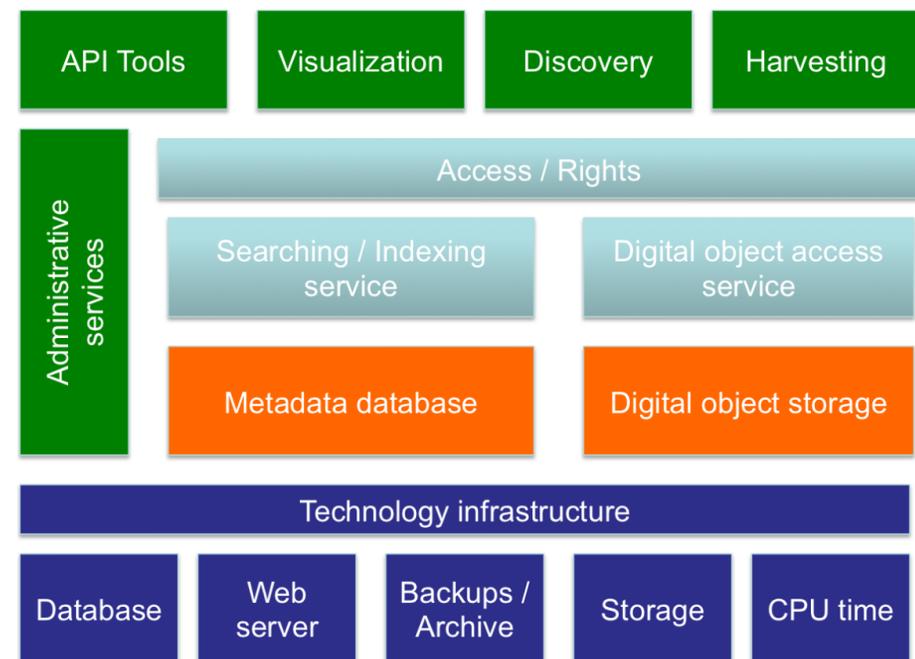
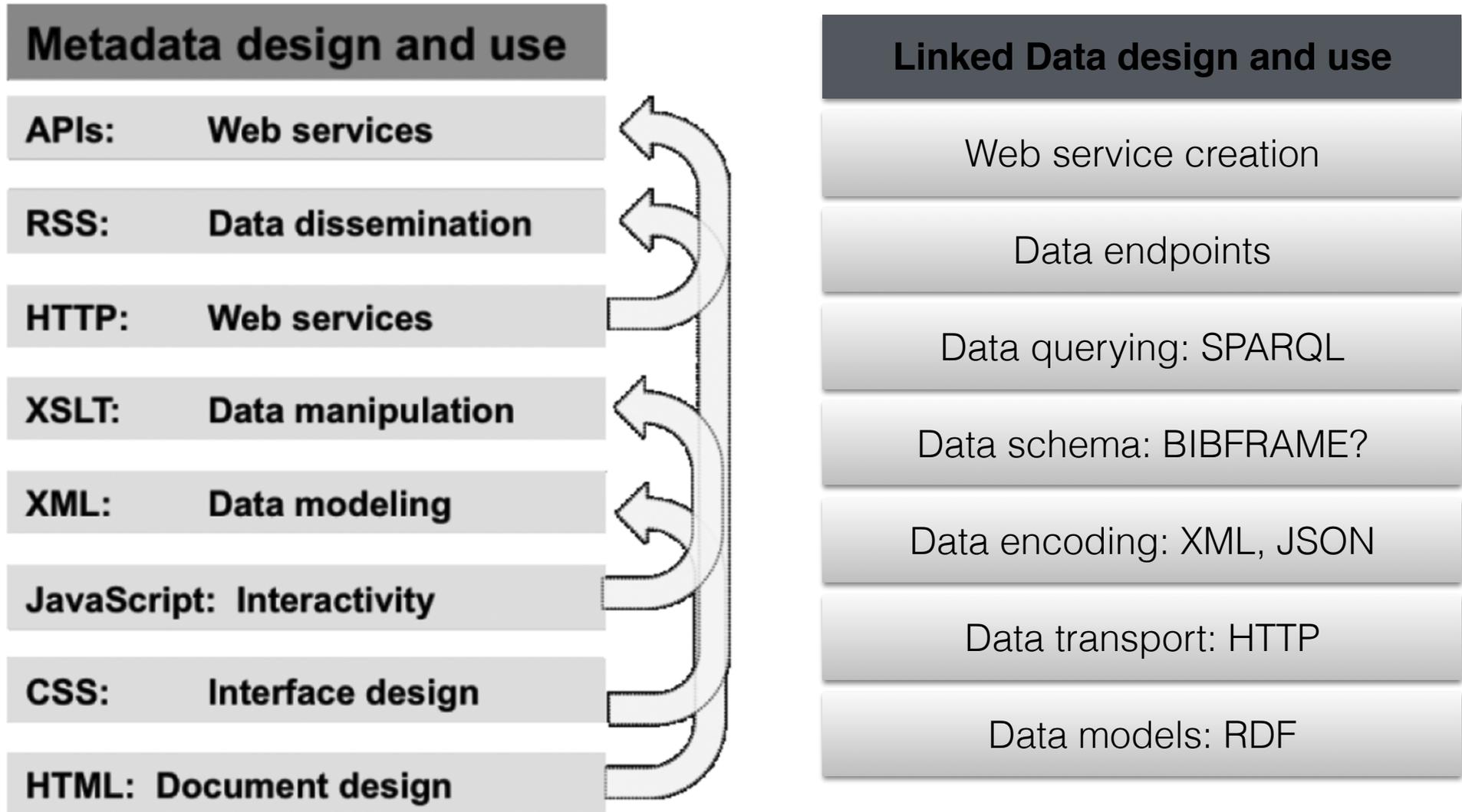


Figure 1 Service-focused anatomy of a digital library

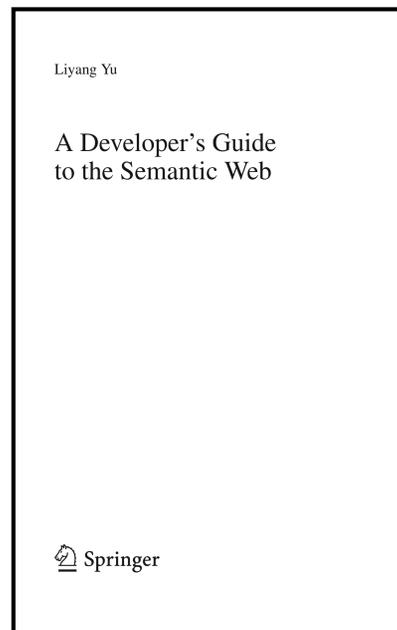
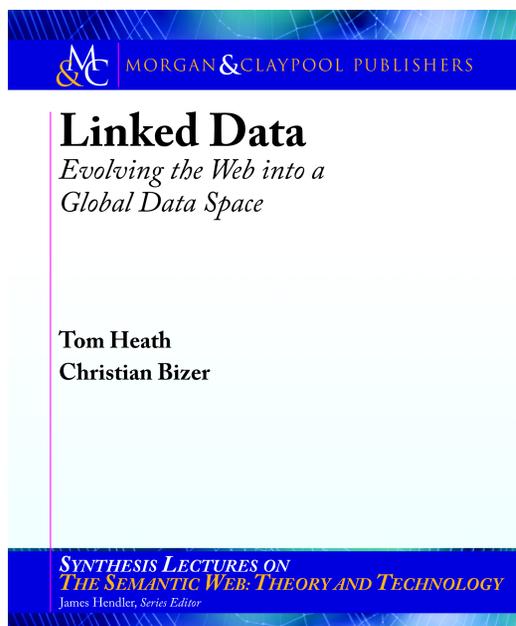
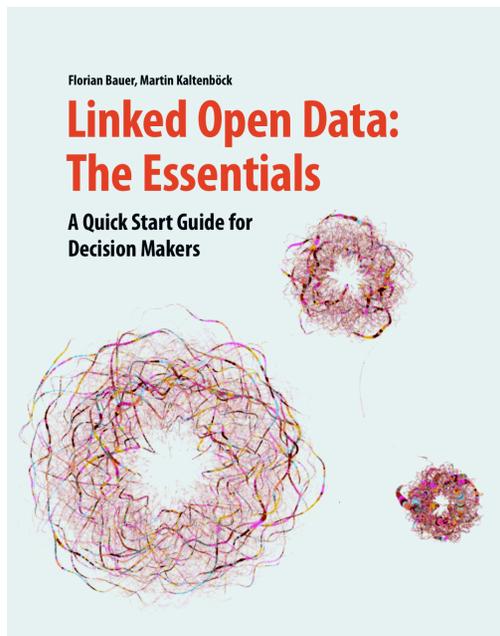
Technical Services Quarterly V.31 issue 2: Library and IT curriculum integration Part I. The case for a designed curriculum

# How can you sequence a class to bring everyone along?



**FIGURE 2.** Upward cascading instructional design.

# What resources would you use with LD instruction?



Varying levels of complexity

Assumed skill foundation

LIS focus?

Cross-domain relevance

# Un-answered questions

Is Linked Data a niche part of the field? Is cataloging a niche part? What must graduates know?

Is LD mature enough to eclipse other Information Organization or Information Technology content?

How would we design instruction for our current professionals?

What skills and theories will form the foundation of our profession in five years?

# Thank you

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