Linked Data in core LIS curricula

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# A snapshot of LIS core curricula

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

<table>
<thead>
<tr>
<th>DRAFT Standard II: Curriculum</th>
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<tbody>
<tr>
<td><strong>II.1</strong> The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process involving all of the program’s stakeholders. 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. <strong>The curriculum is revised regularly to keep it current.</strong></td>
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<tr>
<td><strong>II.2</strong> 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</td>
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<td><strong>II.3</strong></td>
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</table>

and objectives and evolves in the planning process. Within this provides, through a variety of theory, principles, practice, and service in libraries and texts.
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?

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

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?

**Metadata design and use**
- **APIs:** Web services
- **RSS:** Data dissemination
- **HTTP:** Web services
- **XSLT:** Data manipulation
- **XML:** Data modeling
- **JavaScript:** Interactivity
- **CSS:** Interface design
- **HTML:** Document design

**Linked Data design and use**
- Web service creation
- Data endpoints
- Data querying: SPARQL
- Data schema: BIBFRAME?
- Data encoding: XML, JSON
- Data transport: HTTP
- Data models: RDF

**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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