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The best way to predict the future [of Australian information education] is to invent it!

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In recent years there has been considerable discussion afforded to challenges facing the future of library and information science (LIS) education. This presentation will outline a seventeen-month national project that will inform the future directions of LIS education in Australia.

Funded by the Australian Learning and Teaching Council (ALTC), the project was undertaken by eleven institutions representing university and vocational LIS education in Australia. Recognizing the three major and equal players in the education process, the project was framed around three areas of consideration: LIS students, LIS workforce and LIS educators. The project utilized a community based participatory research approach. Consequently, over 50 members of the LIS sector have directly contributed to the project as



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members of the reference group, in addition, the project has involved over 300 LIS students, more than 200 recent graduates, over 150 employers and 69 LIS educators.

The main findings and observations from each area of consideration have highlighted a range of challenges for LIS education that need to be addressed. These findings and observations have grounded the development of a Framework for the Education of the Information Professions in Australia. The framework presents 11 recommendations to progress the national approach to LIS education and guide Australia's future education for the information professions. The framework will be used by the LIS profession, most notably its educators, as strategic directions for the future of LIS education in Australia. This is the first national project of its kind and as such represents a bold and radical move within LIS education in Australia.

