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# what do we need to be teaching, learning, and studying?

LIS education at the intersections

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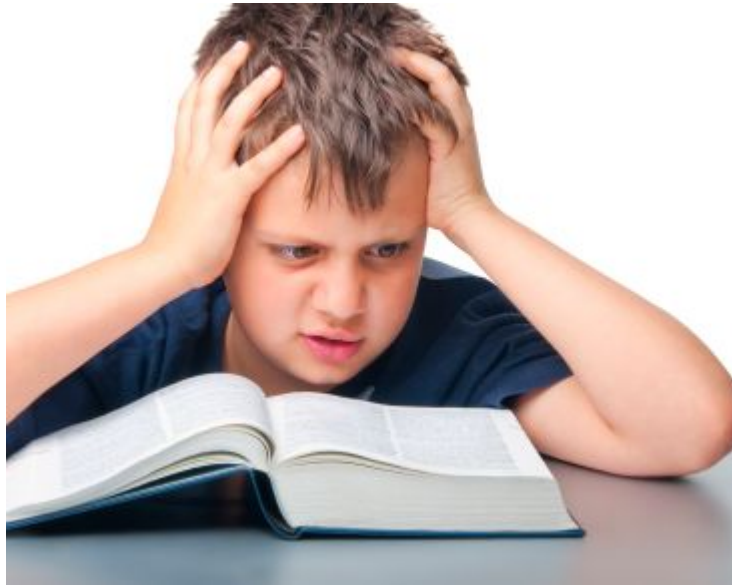
# Employers think LIS students should know . . .

Reference . . . Instruction . . . GIS . . . Volunteers (use of, limitations on using them, managing them) . . . Public process for capital projects, funding campaigns (levy lid lift, for example), and new library initiatives . . . How to conduct and incorporate strategic planning processes . . . At-risk populations (how best to serve them, identify them in a particular community) . . . Children and teens in the library (restrictions versus encouragement; how to handle behavior issues, ranges of ability to work and be in the library independently at various ages and levels of maturity) . . . Governance models in various states (county, city, district libraries; consortial libraries) . . . Funding models . . . Libraries as a community hub (how is this evolving) . . . Libraries as “second-responders” for individuals in crisis . . . Facilities and indoor/outdoor spaces designed to be appropriate for a variety of uses, user styles, etc . . . Collection development for a public library as compared to an academic or special library . . . Cooperative agreements with other libraries for DBs, collection development, shared programs, staff training . . . Access versus ownership (esp with online resources) . . . Developing the appropriate online resources for one’s community, and how best to promote them . . . Emphasizing a unique strength of each public library, no matter how small: local history, local experts, local genealogy . . . Early literacy and readiness to read . . . Partnerships with local schools, preschools, daycares . . . How to work with one’s state library (and with the many different state library models) . . . Estate planning (encouraging people to think of the library as a beneficiary) and annual campaigns as part of the library’s ongoing operations . . . Outreach to community centers, senior centers, museums, arts/performance centers, and other community/cultural organizations . . . Safety and security for staff and patrons . . . Working with homeless populations . . . Working with and nurturing friends groups . . . Large and small libraries (similarities and differences) . . . What role does preservation have in the public library (microfilm, digitization,

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# Tech 'em up



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Where's the restart button?

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# Prepare 'em for social work . . .

## Libraries add social workers for homeless patrons



By Jakob Rodgers The Gazette  
Tuesday, Jan. 15, 2019 12:03 PM



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# Give 'em some business sense



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# Soft skills, soft skills, soft skills





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# Students have some ideas too . . . lots of them

This year, I need to learn about . . .

Mentimeter





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# Some LIS educators think successful professionals . . .

- Are collaborative, problem solvers, creative, socially innovative, flexible and adaptable
  - Have a strong desire to work with the public
  - Are entrepreneurial, disruptive, challenging
  - Have a commitment to social justice
  - Are collaborative and interdisciplinary
  - Give and take direction
  - Know when to take initiative and how to do it.
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# LIS education looking to practice

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Technological competence . . . Lead and manage projects . . . Facilitate learning and education through both direct instruction and other interactions . . . Work with and train others . . . Marketing and advocacy skills . . . Understanding assessment . . . Public speaking and written communication skills . . . Strong desire to work with the public . . . Problem solving, think and adapt quickly . . . Knowledge of the principles and applications of fundraising, budgeting, policymaking . . . Relationship building among staff, patrons, community partners and funders . . . Collaborate with a range of community stakeholders, leverage community resources to partner for social change . . . Focus on learning and youth; learning and older adults . . . Digital assets and archive thinking

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# Or not . . .



**Ondatra iSchoolicus**  
@LibSkrat



You: "Library school should teach a class in—"

Me: \*instablock\*

6:58 AM · 8/31/19 · [TweetDeck](#)

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# Praxis at the intersection

*Practice informed by theory*

*Innovation informed by, not impeded by, history*

*Education and practice acknowledging and embracing their joint responsibility for shaping the field*



re·spon·si·ble

/rəˈspɒnsəb(ə)l/

*adjective*

having an obligation to do something, or having control over or care for someone, as part of one's job or role.

"the department **responsible for** education"

Similar: in charge of in control of at the helm of accountable for liable for ▼

- being the primary cause of something and so able to be blamed or credited for it.  
"the gene was responsible for a rare type of eye cancer"
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