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ALIA NEWS

LIS education: final report released

How can Australian library and information science (LIS) education produce, in a sustainable manner, the diverse supply of graduates with the appropriate attributes to develop and maintain high quality professional practice in the rapidly changing 21st century?

This very question was the focus of a national research project to explore future directions for LIS education in Australia. Funded by the Australian Learning and Teaching Council (ALTC), *Re-conceptualising and Re-positioning Australian Library and Information Science Education for the 21st Century* also represented the first significant investment of funding for a national research project into LIS education and the final report has now been released.

The project was undertaken with a team of 12 university and vocational LIS educators from 11 institutions around Australia between November 2009 and December 2010. Collectively, these 11 institutions represented the broad spectrum and diversity of LIS education in Australia, and enabled the project to examine education for the information profession in a holistic and synergistic manner. Participating institutions in the project included Queensland University of Technology (Project Leader), Charles Sturt University, Curtin University of Technology, Edith Cowan University, Monash University, RMIT University, University of Canberra, University of South Australia, University of Tasmania, University of Technology Sydney, and Victoria University.

The purpose of the project was to establish a consolidated and holistic picture of the Australian LIS profession, and identify how its future education and training can be mediated in a cohesive and sustainable manner. The project's primary objective was to develop a *Framework for the Education of the Information Professions in Australia*. The intent of this framework was to present a series of recommendations to progress the national approach to LIS education, and to guide Australia's future education for the information professions.

The project's final report outlining the key findings and observations is now available to download at **www.liseducation.org.au**. Also included is the *Framework for the Education of the Information Professions in Australia*, which contains 11 recommendations that can be used by the LIS profession, most notably its educators, as strategic directions for the future of LIS education in Australia. Comments and questions from all members of the LIS profession about the final report are encouraged and welcome, and can be submitted via the project website or to Helen Partridge (Project Leader) at h.partridge@qut.edu.au.

As the initial national project of its kind, the intent of *Re-conceptualising and Re-positioning Australian Library and Information Science Education for the 21st Century* was to provide foundation research that will inform and guide future directions for LIS education and training in Australia. For this reason it is envisaged that Australia's information educators will continue to build upon this work in 2012 and beyond.

Since this project has now come to a close, on behalf of the project team I would like to extend our thanks to all members of the LIS profession who generously gave their time to participate in data collection activities. In addition the project team would also like to recognise the efforts of the Project Reference Group and give thanks for their support and contributions throughout the project. Finally, thanks and acknowledgement must also be given to Australian Learning and Teaching Council, as without their financial support this project would not have been possible.

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