



Per un'internazionalizzazione dell'insegnamento in biblioteconomia

12 marzo 2010
Milano Palazzo delle Stelline
Sala BRAMANTE
h. 9.30-13.00



Introduction: outcomes and definitions of internationalisation of LIS education

Anna Maria Tammaro
University of Parma

Organizzatori

- Il Seminario è organizzato dall'Università di Parma in collaborazione con l'Università di Milano
- La lingua del Seminario è italiano ed inglese.

Relatori

- **Giovanni Solimine**
(Scuola Speciale
Archivisti e Bibliotecari)
- **Fabio Venuda**
(Università di Milano)
- **Elena Corradini**
(Biblioteca di Ala, Alumni
International Master
Information Studies)
- **Federica Marangio**
(IFLA, Alumni
International Master
DILL)
- **Patrice Landry** (Chair
IFLA Professional
Committee)
- **Bruce Kingma**
(President WISE, Provost
Syracuse University)
- **Terry Weech**
(University of Illinois)

Obbiettivi

- Quali sono i progressi verso l'internazionalizzazione della formazione dei bibliotecari?
- Cosa pensano gli studenti del profilo internazionale del bibliotecario?
- Quali sono le più avanzate esperienze di collaborazione?

MAKING THE MOST OF THIS SESSION

- Please stop us if:
 - You can't hear
 - You can't understand (language)
 - You need more information (comprehension)
- Please participate!
 - You will learn more if you ask questions!

Mobility and Recognition

- Internationalisation is identified with the growing mobility of students, teachers and professionals.
- The need for reliable and objective information on the educational programmes which are available has arisen from the needs of the increasing mobility of students. (Fang, Nauta et al. 1987; Dalton and Levinson 2000).

LIS Intercultural Dimension

The focus is primarily on:

- Foreign language training and gaining intercultural experiences (Abdullahi, Kajberg et al. 2007).
- In addition, it is assumed that by enhancing the international and intercultural dimension of teaching, research and higher education institutions themselves, the quality level of higher education systems is boosted (Boaz 1986).

LIS International Curriculum

- UNESCO was the first to seriously consider the design of a harmonized programme (UNESCO 1984).
- EUCLID research: *European Curriculum reflections on LIS education*, up to this point has limited itself to reviewing the course content and the length of instruction of educational programs (Kajberg and Lorrington 2005)

LIS International curriculum

- The most prominent form of curricular internationalisation is the delivery of a programme in a language different from that of the country in which the programme is offered, such as English language taught courses.
- Experts classify this type of offering as “internationalisation at home or IaH” (Abdullahi and Kajberg 2004).

LIS trans-national Courses

- Enrolment of international students is a particular form of mobility (Abdullahi, Kajberg et al. 2007) (OECD 2004):
 - people mobility: a person goes abroad for educational purposes,
 - program mobility: it is not the student but the educational offering which crosses the border
 - institution mobility: an institution or education provider invests abroad for educational purposes.



LIS international collaboration

- The objective is to foster the international cooperation in LIS and professional networks.
- Joint or double degree, with a common curriculum, a joint diploma and recognised period of study abroad

LIS internationalisation in Europe

- The European experiences of internationalisation in LIS achieved up until now have emphasised the concept of individual mobility (ERASMUS PROGRAMME) and curricular harmonization (Abdullahi and Kajberg 2004).

Outcomes of Conference in 2002

- LIS education should be research oriented
 - International curriculum should reinforce competences as:
 - Transferable skills
 - Capacity of solving problems and use skills in different environments
- (Pors 2002)

Outcomes of Conference in 2008

- The main benefits of internationalisation are:
 - Improving the quality of learning and teaching, and recognition.
 - Developing teachers' skills with exchange of experience and knowledge
 - Developing educated professionals with an active role in Society
 - Better intercultural comprehension.
- The main issues of internationalisation are:
 - Provision of resources
 - Difficulty in communication
 - Real willingness of LIS schools to apply the Bologna objectives
 - Different library concepts in LIS
 - Confusion for Italy between Master and Laurea Specialistica