Proposed Curriculum for Library and Information Science (LIS) education to meet the emerging Trends in Artificial Intelligence (AI)

Section 1: Contribution Details

Contribution	Detail
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Section 2: Abstract Text

Recent innovations in Artificial Intelligence (AI) have brought about mixed feelings in higher education. Some educators have embraced it while others feel that it should not be entertained. However, the realisation that AI is here to stay, and that the world should find ways of dealing with it and perhaps embracing it is more realistic than disparaging it. With the foregoing, there is a growing need to revise Library and Information Science (LIS) education to meet the emerging trends in AI. It is imperative for LIS professionals and graduates to be very conversant with these trends so that they remain relevant. To achieve this, there is a need to revise LIS education by introducing AI in the existing courses such as information literacy and computer literacy. There is also a need to hold workshops for professionals already working in the field. This study reviewed two existing programmes at master's level from the University of KwaZulu- Natal in South Africa and the University of Zambia in order to ascertain how the curricula could be improved to meet the emerging trends in AI . It specifically sought to find out if there were any AI components in the existing courses, what aspects of AI should be introduced in the curricula, as well as the opportunities and challenges that AI has brought to LIS education. It implored a qualitative approach by doing a content analysis of the curricula. The findings reviewed that indeed there is a need to revise the LIS curricula for graduates to remain relevant in the field. It further recommended specific aspects to be included in the curricula.