

## CALL FOR PAPERS. A SPECIAL ISSUE OF EDUCATION FOR INFORMATION ON

### Emerging interdisciplinary curricula in the information sciences

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Library and Information Science (LIS) education has been traditionally concerned with all aspects of data, information and document management, ranging from collection, classification and storage, to retrieval, dissemination and preservation. As more information is produced and managed in digital form, digital methods and approaches open up new possibilities in any aspect of the information management cycle. Over the last decade, data-intensive training programs have made their entry into Information Science (IS) education as data-related skills are becoming increasingly necessary in nearly all disciplines and domains.

At the same time we have witnessed the emergence of new interdisciplinary fields of investigation such as Digital Humanities that share common concerns with IS related to the proper management, analysis, retrieval and preservation of digital contents as well as the production of new cultural contents.

On the other hand, computer science and engineering, have always studied the techniques for the proper treatment of digital information and data under the heading of “information systems” or “knowledge representation and reasoning” with perhaps little attention paid to social, ethical and usability issues. As digital information pervades our daily lives, computer science and engineering are compelled to pay an increasing attention to those aspects and to open up to humanistic and social disciplines. Therefore, we want to investigate the effectiveness of a broad interdisciplinary approach when contrasted with a more focused domain oriented or disciplinary approach (after all information is managed in any field of human investigation but the concerns may be different).

In this special issue of *Education for Information*, we invite researchers, teachers and professionals to submit original research, review articles, or position papers on new interdisciplinary curricula, especially data-related, in (Library and)Information Science education. Potential types of programs include, but are not limited to:

- Digital Humanities
- Data Sciences
- Information Systems
- Domain-specific programs like e-health, bioinformatics, e-government, business informatics etc.

The specific aspects to be explored include but are not limited to the following:

- The premises for creating them
- Course content and disciplinary (im)balances therein

- Intended students
- Sustainability
- Success rates in terms of job placement
- Disciplinary versus inter/cross/trans-disciplinary approaches to information management (e.g., computer science / LIS, museology/IS, history/IS...)
- Collaborative nature of data-related curriculum
- Challenges of cross-disciplinary data-related curriculum.

We welcome conceptual, methodological, theoretical, and empirical papers (approximately 6,000 words) as well as shorter position papers (approximately 1,500 words). Submissions should be original works not previously published nor undergoing review for publication in another journal at the time of submission.

This special issue is being co-edited by Koraljka Golub (Linnaeus University, Sweden), Angela P. Murillo (Indiana University-Indianapolis, USA), and Maria Simi (University of Pisa, Italy).

**Questions, comments, and inquiries can be directed to Koraljka ([koraljka.golub@lnu.se](mailto:koraljka.golub@lnu.se)), Angela ([apmurill@iu.edu](mailto:apmurill@iu.edu)), or Maria ([simi@di.unipi.it](mailto:simi@di.unipi.it)).**

Practical Information:

Submissions are due by **15 July 2019**.

Formatting guidelines for Education of Information are available here:

<https://www.iospress.nl/journal/education-for-information/?tab=submission-of-manuscripts>

Manuscripts should be submitted via the journal's platform at <https://mstracker.com/submit.php>.

Authors should indicate in their cover letter that their submission is for the "Special issue on Emerging cross-disciplinary educational trends in information science."

Submissions will be blind peer-reviewed, hence, authors should remove all identification information from the manuscript file and place them in a separate file/page.

About the journal

Founded in 1983, Education for information (EFI) is a quarterly refereed academic journal publishing research articles on issues related to teaching and learning of information scientists and professionals for an information society. EFI welcomes a broad perspective on issues related to pedagogy and learning in the information and communication disciplines (ICD) such as Library and Information Science, Communication and Media studies, Journalism, Archival studies, Museum studies, Psychology, Cognitive science, and Digital Humanities.

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