



The discipline of library and information science

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DESCRIPTION

This paper presents a case study of two different graduate courses on the historical foundations of Library and Information Science (LIS) that used curated playlists from a public radio programme on the history of ideas and video and audio lectures from an online course on the history of information as supplemental learning materials. Additionally, it discusses a few of the drawbacks of assembling audio visual resources connected to LIS from various web sources with examples. How many students, practitioners, and the general public get a comprehensive understanding of our area without using the conventional educational techniques like lectures, text based readings, and assignments? The purpose of the paper is to assist LIS educators in broadening their educational approaches and engaging learners outside of the traditional classroom setting. By including these types of multimedia resources in course designs, instructors can encourage students to actively and imaginatively apply what they learn in class to the analysis of historical events, biographies, and social movements, develop technical skills that will help them in their professional development, and create deliverables that can be shared on open platforms to reach an audience outside of LIS classrooms.

This study examines the connections between social epistemology, library and information science, and information philosophy (SE). It is stated in the first section that there is a natural relationship between philosophy and LIS but that SE cannot give LIS a solid theoretical base. Instead, SE should be viewed as having a shared interest with LIS in the study of information, which will be studied by a brand-new discipline called PI. The philosophical field that examines the conceptual nature of information, its dynamics, and issues is described as PI in the second section. A type of applied PI is specified as LIS in the third part. It is suggested that PI should take the place of SE as the philosophical field that can best lay the conceptual groundwork for LIS. In the conclusion, it is

proposed that the "identity" crisis that LIS experienced was the inevitable result of a legitimate but eager search for a philosophical counterpart that has only lately emerged, namely, PI. The growth of LIS shouldn't be dependent on a repurposed theory. As an applied PI, LIS can successfully advance the development of fundamental theoretical research in PI and hence give its own foundation. By choosing subjects covered in the early issues of the journal of information science and tracing their influence on subsequent developments, primarily but not completely through JIS papers, certain advances in the information science discipline are discussed. There are five key topics covered: The information discipline as a whole, its foundations, and the nature of information, the connections between the discipline and the profession, and information science education. The discipline of Library and Information Science (LIS) has grown during the past century. It is so prevalent that textbook authors are writing on its specialised topics, including, naming a few, knowledge organisation, digital libraries, library effectiveness, and library users. Generalists in the LIS area have evolved into experts, as if scarcely anyone is interested, let alone competent, in a general or adequately advanced textbook covering the entire field. This book is welcome as a result. Its fourth edition, which was released in 2014 (previous editions were published in 2000, 2004, and by Neal-Schuman, USA), is adequate evidence of its usefulness and widespread recognition in the profession. The book has a high brand value and a lot of legitimacy because it was produced by two reputable publishers, Facet in London and the American Library Association (ALA).

Ten rationally sequenced chapters make up this relatively lengthy volume, which begins with general considerations of a library and its social and intellectual environment before moving on to the considerably more specialised but trans disciplinary subjects of information regulations and intellectual freedom. Aside from that, there are four appendices that list ALA accredited library schools in the US, discuss ALA standards for library school accreditation,

discuss major library and information science associations in the USA and IFLA, and, finally, contain the UNESCO/IFLA manifesto on public libraries from 1994.