

Reform on the Model of Library and Information Science Adults Education in Mainland China

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Abstract. Having analyzed current status of overall adults education and adults education for Library and Information Science in Mainland China. This study put forward a tentative model of Library and Information Science Adults Education for revising running mechanism in combination with the development law of adults education and the characteristics of Library and Information Science.

1. Introduction

Library and Information Science(LIS) is recognized as promising discipline with a higher practical content and a faster development degree of integration, which is also the booming rise fast development of the discipline in Mainland China. However, different from western educational system, LIS education in Mainland China appeared to be separate majors, namely, Library Science, Information Resource Management and Archival Science at undergraduate stage. Currently education forms of LIS discipline in Mainland China mainly includes General Full-time Education(from Junior College level to Doctoral Level) and Adults Education(Below Undergraduate Level). With society's rapid development and changes, the traditional higher education patterns have shown their deficiency, which could not meet the needs of students themselves. The convenience and flexible of adults education in Mainland China are more and more praise highly by the general public[1]. As a strong practical discipline, the application of adults education into LIS has significant advantages in effectively matching professionals to the real demands of job market. In this view, this article will focus on exploration of new model design of LIS Adults Education.

2. Overview of Adults Education in Mainland China

At present, Adults Education in Mainland China mainly focused on junior college and undergraduate level, adult education at the postgraduate level has not been widely carried out. The current running forms of adults education are mainly 4 types: Self-taught Higher Education, Distance Education, Adult University Education and Open University Education[2].

Table 1. Educational level of Higher Adult Education.

	Duration	Qualification Requirements for entrance
Junior College(Start from High School equivalence)	2.5-5 years	High School diploma or equivalent
Undergraduate(Start from High School equivalence)	5-7 years	High School diploma or equivalent
Undergraduate(Start from Junior College equivalence)	2.5-5 years	Junior College diploma or equivalent

Table 2. Running forms of Higher Adults Education.

	Running Mode
Self-taught Higher Education	Candidates shall take every subject examination by self-study
Distance Education	Course shall be conducted through distance learning.
Adult University Education	Course shall be based on face-to-face mode on holidays.
Open University Education	Course shall be based on a combination mode of face-to-face and distance

Along with the continuously develop of adults higher education, the quantity of its teaching is concerned more and more by the society. The essential problem of emphasizing academic credentials but neglecting knowledge training remains the same as it has always been. There are many reasons

leading to the essential problem. Firstly, getting enrollment of any program with only high school equivalence qualification is much easier than that with junior college equivalence qualification, and as a result candidates can move very fast from high school level to undergraduate level without critical full-time training. Secondly, there are four present types whose teaching modes have been largely overlapped. Lastly, the assessment of students' courses has been always neglected, which may lead to mismatch between academic accreditation and real academic competency.

3. Overview of LIS Adults Education in Mainland China

The United States is one of the earliest countries to carry out adults education in LIS, whose origins can be traced back 19th century. In 1896, New York State Library College offered the first summer class of LIS Adults Education. Since then, LIS Adults Education in USA have begun to accept on-the-job students, offering continuing education such as evening classes, weekend classes, summer courses and intensive training. At that time, the United States explored a special teaching mode for LIS Adults Education, namely, Extension Class. Florida State University and Empolia State University have sent teachers to other states for teaching incumbents, as well as providing full degree programs[3]. By the end of the 20th century, 31 universities had offered Extension Class, 12 of which offered complete master's programs[4].

Compared with the United States and other counties developed in LIS Education, the development of LIS Adults Education in Mainland China is relatively lagging behind, which is mainly reflected in the fact that the curriculum design could not combine the learning characteristics of adults education students, and is similar to the curriculum design of LIS in general higher education, which did not meet the needs of actual development. In addition, another prominent problem in the LIS curriculum design in adults higher education lies in the fact that there is a disconnection between the practical course teaching and the theoretical course teaching, neglecting the cultivation of students' LIS professional ability, which leads to its failure to achieve the basic goal of cultivating applied professional talents.

Based on current problems existing in the adults education and the feature of LIS discipline, a pilot adults education scheme of exploring new framework and curricula of LIS can be tentatively launched. The tentative plan shall be based on only undergraduate level(start from junior college equivalence) and integration mode of four types forms.

4. Model Design of LIS Adults Education under Integration Mode

4.1 Qualification for Entrance

- (1) Candidates for admission to the programme shall have a junior college diploma or above.
- (2) In case candidates held the education certificate from abroad, equivalence qualification from Overseas Student Service at the Ministry of Education is required.
- (3) Candidate should not have full-time academic status which can be checked in <https://www.chsi.com.cn/en/> (China Higher Education Student Information) before qualification screening

4.2 Organization of Entrance Exam

Table 3. List of entrance examinations.

Required exams	Duration	Full mark
College Chinese	2 hours	100
College English	2 hours	100
Computer Application Foundation	3 hours	150
Library, Information & Archives Management Foundation	3 hours	150

Note: (1).College Chinese and College English exams are conducted by China Ministry of Education, Computer Application Foundation and Library, Information & Archives Management Foundation exams are conducted by concerned academic institution.

(2).Pass mark shall be determined by concerned academic institutions.

4.3 Curriculum

4.3.1 Remedial Courses(In case prequalification from disciplines other than LIS)

Table 4. List of remedial courses.

Library Science; Information Resource Management; Archival Science	
Course Name	Credits
Library and Information Science Foundation	4
Information Management Foundation	4
Archival Science Foundation	4

4.3.2 General Compulsory Courses

Table 5. List of compulsory courses.

Library Science; Information Resource Management; Archival Science	
Course Name	Credits
Introduction to the Theoretical System of Socialism with Chinese Characteristics	2
Advanced English-I	3
Advanced English-II	3
Advanced Mathematics (Management Category)	5
Information Organization	4
Information Retrieval	4
Practical Training(Practice Report)	6

4.3.3 Specialized Compulsory Courses

Table 6. List of specialized courses.

Library Science	
Course Name	Credits
Library Management	6
Bibliography Studies	4
Cataloging	4
Digital Libraries	4
Information Resource Management	
Course Name	Credits
Information Resources Construction	6
Information Service and User Research	4
Big Data Analysis	4
Informatics	4
Archival Science	
Course Name	Credits
Archives Management	6
Archives Documentary Inheritance	4
Archives and Documents Compilation	4
Documentation and Secretariatology	4

4.3.4 Elective Courses

Table 7. List of elective courses.

Library Science; Information Resource Management; Archival Science	
Course Name	Credits
Probability and Statistics	4
Foundation of Programming(C Language)	4
Foundation of Programming(C++ Language)	4
Principle and Application of Database	4
Classification	3
Information Law	3
History of Library Development	3
Information System	3
Library and Information Science English	2
Special Archives	3
Data Mining	3
Specialized Compulsory Courses Category(8 courses)	36
Public Elective Courses Category(90 courses)	180

Notes: (1).In case candidates want to choose courses from “Specialized Compulsory Courses Category”, they should take the courses from the specializations other than their own one.

(2).Each candidate shall obtain at least 18 credits(except public elective courses) from the above elective courses and specialized compulsory courses.

(3).At same time student also shall obtain 6 credits from the public elective courses category. Public elective courses shall be determined by concerned institutions.

4.4 Learning Mode

Candidates should complete their studies through a combination method of online-based and offline-based; There are two semesters in a year and all courses are available very semester; Course exams can be written mode, online mode or combination of both modes.

4.5 Requirements for Graduation and Degree Awarded

Duration of whole program is between 2.5 - 5 years. Student can only get credits if they scored more than 60 points in each course. After obtaining all required credits above, they are able to be awarded undergraduate diploma of Library Science, Information Resource Management or Archival Science.

In case candidates want to obtain Bachelor degree, they should meet all following conditions:

(1) The student must have undergraduate diploma already and awarded time should be less than one year before application of Bachelor degree.

(2) The average credit score(
$$\frac{\sum_{i=1}^n \text{Marks}_{(\text{Course}.i)} \times \text{Credits}_{(\text{Course}.i)}}{\sum_{i=1}^n \text{Credits}_{(\text{Course}.i)}}$$
) of the compulsory courses must

be higher than 75.

(3) The student shall pass the “English Test for Bachelor Degree” organized by province either during study or before application of Bachelor degree.

5. Summary

Despite increasing research on LIS education in Mainland China, literature is extremely silent with regard to the link between LIS education and adults education in Mainland China. Current available literature is also very old and outdated. There is even no literature regarding the model design for LIS Adults Education. Based on the limited references, this study outlined above has exposed overview of adults education and Adults Education for LIS, along with exploration of a tentative model of LIS Adults Education in order to replace the former deplorable and messy running mechanism. A well designed mode demanded by the actual needs of society requires a particular emphasis in line with international mainstream standards. If concerned adults education institutions could not prepare themselves to cope with updating the framework of LIS education, their graduates may not be competent in the job market.

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