Chapter 1
The Future of LIS and Media Training in the Global Era:
Challenges and Prospects

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ABSTRACT

There is growing concern among information science practitioners and librarians on their relevance in the constantly changing world of technology where their work is seemingly under threat. This has been caused by increase in technological advancement and processes that are automating the processes which basically entailed their work. This chapter thus seeks to provide these practitioners, particularly their trainers, with some insight into the future prospects and the place of LIS and media in the coming years by attempting to define roles and processes that they may play for them to remain as relevant as they have always been.

INTRODUCTION

We are now living in a digital era which is continuously experiencing technological transformation at a neck breaking speed. Every day, we wake up to new inventions in diverse fields that are technologically based and which are slowly but surely changing the course of traditional processes. Knowledge organization and management has experienced tremendous technological input that has resulted to digitization of information. In the past few years, procedures for digitizing books at high speed and comparatively low cost have improved considerably with the result that it is now possible to digitize millions of books per year. This means that traditional library system where books were accessed physically from the library is gradually but surely diminishing as people, more so the elite are shifting focus from physical

library to digital libraries. This may be attributed to the myriad advantages that the digital system has over the current conventional ones which include; multiple access, no physical barrier, round the clock availability, unlimited space, ease of access and retrieval as well as added value in terms of quality. This is the future of LIS and media and is one that cannot be wished away.

BACKGROUND

The future of LIS and media training is concerned with educational processes which involve the sharpening of skills, concepts, changing of attitude and gaining more knowledge to enhance the performance of employees and potential employees in the field of LIS and media with the aim of equipping them with requisite skills that will enhance their future operations and work (Reed, 2016). Initially trainees in this field were educated on the conventional way of handling information and knowledge in addition to basic computer skills. However, with the advent of technology especially digital communication soft wares, the conventional mode is at risk and no longer sufficient. Questions thus arise for trainers and trainees, do they move from conventional training models and shift to digital models? If so, what are the challenges? And what are the possible prospects amidst the challenges of this futuristic mode of training?

The above questions highlight substantial concerns in regard to the future practice of LIS and media training. For instance, in traditional libraries the ability to find works of interest is directly related to how well they were cataloged by the staff in that library while cataloging electronic works digitized from a library's existing facilities or any other avenues may be as simple as copying or moving a record from the print to the electronic form. In addition, people are now accessing books, cheaply and easily over the internet using myriads of tools and avenues such as Channels in communication applications like Telegram whereby someone asks for a particular book and is availed to him or her instantly in both digital print and audio format, or e-books site where all you need is to sign up and ask for a book you need and you get it impromptu.

Globally trainers and their trainees can no longer face the future with founded certainty bearing in mind the current wave of technological and digital changes which is constantly disrupting the norm in the practice of organization and management of knowledge (Mills, 2017). The role of these practitioners in the coming future is no longer definite. This is because currently their major role is acting as intermediary between knowledge/information and users who would wish to access and derive such information. Consequently, they are being trained on intermediary related processes such as storage, access and retrieval of information, a feature which is being continuously replaced by technology, specifically digital communication and access systems.

Library and Information Science

Libraries across the world present a diverse picture based on the perceptions that people have towards it, there are a variety of assumptions and in some cases facts as to how the existent of a library is perceived, some believe that the libraries is a safe house for researchers relentlessly pursuing various projects, others believe it is a facility intended for students who they occasionally see flock these precincts arming themselves with recorded information of previous scholars, while others believes it is a place where interested professionals go to keep up with the findings of their colleagues in different fields. As such the general global assumption whether it is of the striking and mindboggling *Dokk 1 in Aarhus,*

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