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## SUMMARY

The thesis discusses changes that have occurred in library and information science (LIS) education in selected Spanish and Polish universities, upon implementation of the Bologna Process (BP) and launching the European Higher Education Area (EHEA).

The main purposes of the thesis are: 1) to determine situation of LIS education in Spain and Poland (till 2013), 2) to identify and characterize areas of Spanish and Polish LIS education, that are influenced by PB reforms, 3) to determine participation of university stakeholders (internal and external) in the transformation of Spanish and Polish LIS education under the Bologna Process reforms.

In order to solve research problems, mixed methods research (MMR) was applied. Empirical data were collected using survey techniques and techniques of oral in-depth interview. The objects of study were university staff (teaching and scientific), students and external stakeholders of universities (employers).

The research results demonstrated that Spanish and Polish LIS education is following the world trends. The observed tendencies include: predominance of academic forms in LIS education; adoption of study system based on cycles; combining library studies and information studies within a single curriculum; the abandonment of typically librarian training and domination of information studies; increasing role of new technologies, manifested in LIS curricula. Between Spanish and Polish LIS education some similarities can be noticed: access to studies, number of centres that offer a degree in LIS, implementation of study system based on cycles, usage of learning outcomes in curricula design. In the same time some differences can be mentioned: different traditions in LIS education, different duration of available degrees, various trends and practices in offered studies naming.

According to research results, LIS education has been impacted by the BP with respect to the following issues: degree structure, curricula, mobility of students, quality assurance and cooperation with university stakeholders. The degree of BP influence on mentioned issues was evaluated. The results indicate that the most important changes in LIS education resulting from the BP include: modifications of curricula (implementation of study system based on cycles, new methods for describing curricula, update of curricula *e.g.* including general subjects related to the assigned field of study); changing the field of study after first degree; improvement of didactic methods by increasing the participation of the student in the learning process; implementation of quality assurance systems.

International student mobility, establishment of joint degree programmes are the least noticeable changes in LIS education, that result from the BP.

Research data reveal that collaboration of university stakeholders in surveyed LIS centres exists, although the extent of it, is still low and unsatisfactory. Participation in internal quality assurance systems and curricula designing process is provided, however employers and students do not participate sufficiently in bodies responsible for mentioned activities. Moreover, it is observed that the study system based on cycles is not accepted among students and employers (particularly in Poland).

Findings of the study enabled to develop a set of recommendations for LIS studies related to the BP and EHEA reforms. The results of the study can be practically used to improve the educational offer in LIS field, competitiveness of LIS centers, as well as to improve cooperation of university stakeholders and LIS departments.

**Key words:** library and information science education, Bologna Process, Spain, Poland, degree structure, LIS curricula, mobility of students, quality assurance, collaboration of university stakeholders

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