

EXPLORING *AND* EXPANDING THE SALZBURG CURRICULUM

On October 19, 2011, a group of library and museum innovators from more than 31 countries gathered in Salzburg, Austria to discuss "Libraries and Museums in an Era of Participatory Culture."

During the event, co-sponsored by the Salzburg Global Seminar and the Institute of Museum and Library Services, one of the working groups developed a framework for a comprehensive and joint library and museum curriculum.

The following skills are proposed as essential for librarians and museum professionals in a participatory culture. The working group proposed that library and museum professional education would benefit from the inclusion of these topics in coursework:

TRANSFORMATIVE SOCIAL

ENGAGEMENT: Participatory culture includes establishing and maintaining the community connections with things like activism, advocacy, and relevant public programming.

MANAGEMENT FOR

PARTICIPATION: Participatory culture requires that institutions must have clear goals and be aware of long-term sustainability. There must be teamwork to put those new ideas into motion and sustain them. This includes teaching others the necessary skills to launch, complete, and sustain projects.

ASSET MANAGEMENT: Participatory culture requires that institutions promote ongoing dialogue with their communities to assess what resources are important, when particular resources are important, and why resources are important. It goes beyond collecting things like books or artifacts and also considers what other resources a community needs.

TECHNOLOGY: Participatory culture encourages co-learning and co-building with emerging technologies in order to engage with communities.

CULTURAL SKILLS: Participatory culture requires an active role in designing communications and services for broad community demographics. Developing communication skills is imperative and can impact everything from the way a community perceives the institution (language barriers, etc.) to the types of literacies the institution considers in its programming (such as visual learning vs. hands-on learning).

KNOWLEDGE, LEARNING, AND INNOVATION: Participatory culture creates dynamic museum and library spaces that the community uses to learn, build, and share. Innovation is needed in order to build and maintain strong community ties.

The Salzburg Curriculum framework is just the beginning. We invite everyone to visit the website and contribute to the conversation!
<http://salzburg.hyperlib.sjsu.edu>

The working group and initial IMLS grant was led by Dr. R. David Lankes, Syracuse University, School of Information Studies. The dissemination phase is being led by Dr. Michael Stephens, San José State University, School of Library and Information Science. Melissa Arjona serves as research assistant and site architect.

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The Salzburg Global Seminar and the Institute of Museum and Library Services working group organized the discussion around the following mission statement:

"The mission of librarians and museum professionals is to foster conversations that improve society through knowledge exchange and social action."

The following values permeated the discussion:

- Openness and Transparency
- Self Reflection
- Collaboration
- Service
- Empathy and Respect
- Continuous Learning/Striving for Excellence (which requires lifelong learning)
- Creativity and Imagination

The following curricular topics were discussed:

- Transformative Social Engagement
- Technology
- Management for Participation
- Asset Management
- Cultural Skills
- Knowledge/Learning/Innovation

The topic of **Transformative Social Engagement** was further developed and defined as containing the following areas of emphasis: activism, social responsibility, critical social analysis, advocacy, and understanding community needs.

The working group formulated questions about the current state of library and information science and museum education:

- Q1.** How many of the values and topics presented on this sheet as relevant are currently taught in academic programs?
- Q2.** How might these values and topics be taught?
- Q3.** How can incorporating these values, teaching these topics, and fostering the development of new skills development enable library and museum users – guests – constituents – to learn, create social change, and improve their lives?

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Please visit salzburg.hyperlib.sjsu.edu or scan the code with your smartphone to explore these ideas and see videos from R. David Lankes.

