The Salzburg Curriculum

Libraries and Museums in an Era of Participatory Culture

Curriculum Framework

FRAMING

As discussed at the Seminar (and derived from The Atlas of New Librarianship), the mission of librarians and museum professionals is to foster conversations that improve society through knowledge exchange and social action. One of the unique aspects of this curricular framework is that it sees the preparation of librarians and museum professionals in a unified way. Despite ongoing discussions of the links between the two professions, these connections are rarely, if ever, seen in how each group is prepared for their work.

This framework is dedicated to lifelong learning both in and out of formal educational settings. It is intended to be applied to continuing education as well—not just degree programs.

The curricular topics discussed below are driven by the following core values (in no particular order):

- Openness and transparency
- Self-reflection
- Collaboration
- Service

- Empathy and respect
- Continuous learning/striving for excellent (which requires lifelong learning)
- Creativity and imagination*

* While the other core values in this list are fairly self-explanatory, the last item bears some elaboration. Developing new ideas and being able to adapt to new circumstances is a professional value and should be expected of all librarians and museum professionals.

CURRICULAR TOPICS

Six major skill sets have been identified as being of particular value. Each major set is followed by a list of specific skills needed by all library and museum professionals.

Transformative Social Engagement

This is likely to be the largest addition to the standard canon of library and museum curricula. These skills take the core concept of service from a passive stance—being ready and prepared to serve—to an active one.

Skills	Notes and Discussion
Activism and advocacy—the latter of which falls into two types: Professionals advocating for the community Professionals teaching the community to be advocates	
Social responsibility	
Critical social analysis	Information professionals need to be able to critically analyze what is happening within their communities. This goes beyond simple demographics and surveys to true understanding.
Public programming—fitting to a larger agenda based on community needs	
Sustainability of societal mission	
Conflict management	
Understanding community needs	

Technology

Technology is a core skill, but the components and very specific skills rapidly change. Rather than focus on super-specifics like Facebook and HTML, this framework looks for larger skills in technology, such as the ability to constantly retrain and teach others.

Skills	Notes and Discussion
Crowdsourcing/outreach	
Ability to engage and evolve with technology	
Ability to impart technology skills to community across generations	
Creating and maintaining an effective virtual presence	

Management for Participation (Professional Competencies)

This part of the curricular framework focuses on the interface between the professional and the institution they may work for/with.

Skills	Notes and Discussion
Institutional sustainability	
Advocacy for institution	Here advocacy pertains to organizing the information professionals to advocate for themselves and their institution/organization.
Economics	The basic management of finances and budgeting.
Ethics and values	Such as those listed in the "Framing" of this curriculum.
Sharing: benefits and barriers	
Collaborate—this skill is twofold: With peers Within interdisciplinary teams	
Assessment/analytics/impact	

Asset Management

The following skills comprise collection development and collection management. Many of the traditional skills of artifact curation and cataloging in libraries fall into this category. Obviously, the list of specific skills points to a large and rich tradition of skills

education in both libraries and museums. They are not further described not because they are unimportant, but because they are already so well known.

Skills	Notes and Discussion
Preserve/safeguard	Preservation is seen as the protection of an item removed from its regular use. Safeguarding acknowledges that, in many library and museum settings, artifacts are still very much in use (from ceremonial garb to fishing poles) and they must be maintained for continued use.
Collect	
Organize	

Cultural Skills

Skills	Notes and Discussion
Communication	
Intercultural: the ability to analyze and function in micro- and macro-cultures including age and gender	The term "intercultural" was chosen specifically over multicultural, because the focus here is on interaction of diverse community components. The idea is not to work in a given stovepipe, but to bring these diverse groups together.
Languages/terminology	
Support for multiple types of literacies	

Knowledge, Learning, and Innovation

Much of the current instruction for librarians and museum professionals focuses on functions and tasks. It is important that professionals know about theory and how people learn and know. If these professionals are seeking to change and improve knowledge, they must wrestle with the very nature of knowledge itself.

Skills	Notes and Discussion
Knowledge is constructed	
Improvisation or innovation	This skill lines up directly with the value of creativity and imagination. The value says we want it, this skill says that techniques can be taught that foster these skills.[1]

Interpretation	
Dissemination	
Information seeking	

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