- Revisión bibliográfica -> Scopus
  - 131 resultados de:
    (TITLE-ABS-KEY((curriculum OR curricula) AND ("digital library" OR "institutional repository"))) AND (education) AND (LIMIT-TO(SUBJAREA,"COMP"))
  - 11 resultados de:
    (TITLE-ABS-KEY((syllabus) AND ("digital library" OR "institutional repository"))) AND (education) AND (LIMIT-TO(SUBJAREA,"COMP"))
  - Sin limitaciones de año de publicación
-

La relación entre el Curriculum DL y las Ciencias de la Computación: una revisión bibliográfica

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Apéndice I

Resumen del vínculo de los artículos con el Curriculum DL y CS2013

N	Título del artículo	Curriculum DL	Áreas según CS2013
1	A comparison between needed competencies of academic librarians and LIS curricula in Pakistan Mahmood K. 2003	New competencies in academic librarians in the Asia/Pacific region, especificamente en Pakistan, en el que participaron 70 chief librarians of universities and postgraduate level colleges from the public and private sector. The validated list of competencies is compared with the curricula of LIS programs. The paper highlights the deficiencies in the curricula and their implementation and recommendations are given to improve the situation.	- IM-Information Management - NC-Networking and Communication
2	A study of XML in the library science curriculum in Taiwan and South East Asia Chang N., Huang Y., Hopkinson A. 2010	XML en el curriculum a partir de tres 3 research methodologies: information gathering from the internet; questionnaire surveys; in-depth interviews. Results of the analysis show that LIS schools should provide optional XML-related courses with practical sessions, and library associations should provide regular XML-related continuing education to enhance LIS students' professional qualifications. This study will provide LIS schools and library associations in Taiwan and South East Asia with the necessary information to take into account the needs of LIS schools in their curricula and to plan future XML-related courses and provide directions for the planning for continuing education for LIS specialists.	- CN-Computational Science - IM-Information Management - PL-Programming Languages
3	A survey of digital library education Saracevic T., Dalbello M. 2001	Estado del arte de la educación de las bibliotecas digitales en instituciones académicas, basadas en tres preguntas: - ¿Por qué se enseña DL? - ¿Qué se enseña sobre DL? - ¿Cómo es la enseñanza sobre DL?	- HCI-Human-Computer Interaction - IM-Information Management - IS-Intelligent Systems - NC-Networking and Communication
4	A survey of digital library education in library schools in Africa Baro E.E. 2010	Realizan un estudio sobre la educación de las DL en África, determinando si la enseñanza parte de departamentos de Computer Science o LIS. *a hybrid curriculum that brings together the complementary strengths from diverse departments such as CS, informatics, information technology, and mass communication.*	- HCI-Human-Computer Interaction - IM-Information Management - IS-Intelligent Systems - NC-Networking and Communication
5	Computer science professionals and Greek Library Science Dendrinos M.N. 2008	This paper attempts to present the current state of computer science penetration into librarianship. upgraded educational curricula of Greek Library Science departments Digital services - focus on metadata Data are library materials and metadata is information about data. Semantics (esquemas de metadatos) Hasta linux y servidores...	- HCI-Human-Computer Interaction - IAS-Information Assurance and Security - IM-Information Management - IS-Intelligent Systems - PL-Programming Languages - OS-Operating Systems
6	Curriculum Development for Digital Libraries Pomerantz J., Wildemuth B.M., Oh S., Fox E.A. 2006	Launched a curriculum development project in the area of digital libraries Educational resources will be developed based on the ACM/IEEE-CS Computing Curriculum 2001	- CN-Computational Science - HCI-Human-Computer Interaction - IAS-Information Assurance and Security - IM-Information Management - IS-Intelligent Systems - NC-Networking and Communication - PL-Programming Languages
7	Digital library education in computer science programs Pomerantz J., Oh S., Wildemuth B.M., Yang S., Fox E.A. 2007	Identify the "state of the art" in digital library education in computer science (CS) programs, we analyzed CS courses on digital libraries and digital library-related topics. DL curricula continue to evolve (particularly if supported by interdisciplinary curriculum development projects such as the UNC-VT project. LIS and CS programs view some DL-related topics differently The similarity with topics in LIS courses stops: Services (27, 13%), Digital Objects (23, 11%), Information/Knowledge Organization (21, 10%), and Preservation (17, 8%) were the next most frequently addressed topics in CS courses.	- IM-Information Management
8	Digital library education in Iran: Perspectives of Library Information Science educators and academic librarians	Results show that the current LIS education curriculum in Iran does not sufficiently teach LIS students and librarians digital library principles and concepts	- CN-Computational Science - IAS-Information Assurance and Security - IM-Information Management - IS-Intelligent Systems

	Behrooz Rasuli, Nader Naghshineh 2014		
9	Digital library educational module development strategies and sustainable enhancement by the community Yang S., Kanan T., Fox E. 2010	The Digital Library Curriculum Development Project (http://curric.dlib.vt.edu) team has been developing educational modules and conducting field-tests internationally since January 2006. There had been three approaches for module development in the past. posting the modules to Wikiversity.org Implementación de unos módulos y evaluación de los mismos	- CN-Computational Science - HCI-Human-Computer Interaction - IAS-Information Assurance and Security - IM-Information Management - IS-Intelligent Systems
10	Digital Library Research (1990-2010): A Knowledge Map of Core Topics and Subtopics Son Hoang Nguyen, Gobinda Chowdhury 2011	a digital library (DL) research knowledge map of core topics and subtopics (1990-2010 Chowdhury and Chowdhury grouped DL research into 16 areas [1]. More recently, two research groups have attempted to find out the core topics in DLs: the first research was conducted by Pomerantz et al (2006) on a sample of 1064 DL publications (1995- 2006) that produced 19 modules (core topics) and 69 related topics [3]; and the second was conducted by Liew (2008) with 557 publications (1997-2007), producing 5 themes (core topics) and 62 related or subtopics [2]. The major research objective is to identify the core topics and subtopics of DL research (1990-2010) to build a DL knowledge map. Based on literature review and analysis of the call for papers from 37 conferences volumes of 3 major international DL conferences: JCDL(2001-2010), ECDL(1997- 2010) and ICADL (1998-2010), a list of 15 core topics and 210 subtopics was created. Searches were conducted on the SCOPUS database using the list of topics to validate and expand the list. The resulting list of topics was structured into a DL **knowledge map comprising a list of 21 DL core topics and 1015 subtopics.**	- CN-Computational Science - HCI-Human-Computer Interaction - IAS-Information Assurance and Security - IM-Information Management - IS-Intelligent Systems - NC-Networking and Communication - PL-Programming Languages - SE-Software Engineering
11	Education and training for digital librarians: A Slovenia/UK comparison Bawden D., Vilar P., Zabukovec V. 2005	Identifican las competencias más importantes que requieren los profesionales en el dominio LIS. comparison of education and training programmes in two countries, the UK and Slovenia.	- HCI-Human-Computer Interaction - IM-Information Management - IS-Intelligent Systems - NC-Networking and Communication
12	Future Model Curriculum Digital Library India S. M. Shan, Sumeer Gul, Tariq Ahmad Shah 2010	No hace una vinculación explícita de las áreas de CS, pero a partir de un relevamiento del estado de la educación DL en la India, hacen una propuesta sobre la base de los principales problemas que deben estudiarse.	- HCI-Human-Computer Interaction - IAS-Information Assurance and Security - IM-Information Management - IS-Intelligent Systems
13	Information technology units in bachelor degree of library and information science (lIS) curriculum in Indonesia Anna N.E.V. 2010	discover and describes the type of information technology (IT) units in bachelor degree of LIS education curriculum through the universities' official websites. Indonesia Recommended, such as e-business, information architecture, human computer inter- action and interface design that applicable on world wide web environment	- CN-Computational Science - HCI-Human-Computer Interaction - IAS-Information Assurance and Security - IM-Information Management
14	Interdisciplinary curriculum development for digital library education Yang S., Fox E.A., Wildemuth B.M., Pomerantz J., Oh S.	The Virginia Tech (VT) Department of Computer Science (CS) and the University of North Carolina at Chapel Hill (UNC-CH) School of Informa- tion and Library Science (LIS) are developing curricular materials for digital li- brary (DL) education, appropriate for the CS and LIS	- CN-Computational Science - HCI-Human-Computer Interaction - IAS-Information Assurance and Security - IM-Information Management - IS-Intelligent Systems - NC-Networking and Communication - SE-Software Engineering

	2006	communities. Educational modules will be designed, based on input from the project advisory board, Computing Curriculum 2001, the 5S framework, and workshop discussions The developed curriculum should contribute to producing well-balanced digital librarians who will graduate from CS or LIS programs. 19 DL modules (components)	
15	Moving digital libraries into the student learning space: The GetSmart experience Marshall B.B., Chen H., Shen R., Fox E.A. 2006	Relación de las DL en el aprendizaje del estudiante en general	- IM-Information Management
16	Results of a digital library curriculum field test [CITA] Oh S., Yang S., Pomerantz J., Wildemuth B.M., Fox E.A. 2016	The DL Curriculum Development project was launched in 2006 13 modules of a digital libraries (DL) curriculum in 37 classes by 15 instructors and their students Suggestions to improve the modules based on the interviews and questionnaires were discussed as well. Currently, 56 modules are readily available for use through the project website or the Wikiversity site improving the modules in five areas, specifically: the learning objectives, the body of knowledge, readings, learning activities, and logistics for offering each module.	- CN-Computational Science - HCI-Human-Computer Interaction - IAS-Information Assurance and Security - IM-Information Management - IS-Intelligent Systems - NC-Networking and Communication - PL-Programming Languages
17	Teaching digital libraries in Spain: Context and experiences García-Marco F.-J. 2009	In Spain the period 1996–2008, with a focus on the digital libraries topic. The results and conclusions follow the paths marked by Saracevic & Dabello in 2001 and are coincident with other recent assessments, remarkably summarized by Pomerantz et al. [17] as follows: There are, however, currently no formal degree programs in digital librarianship. A few Library and Information Science (LIS) and Computer Science (CS) programs offer specific courses on DLs, and a small number of LIS programs have begun offering certificate programs in digital librarianship.	- CN-Computational Science - HCI-Human-Computer Interaction - IAS-Information Assurance and Security - IM-Information Management - IS-Intelligent Systems - NC-Networking and Communication
18	Tendencias en el perfil tecnológico del profesional de la información Jorge Morato, Sonia Sánchez-Cuadrado, María-Teresa Fernández-Bajón 2016	Las tecnologías obligan a actualizar las competencias profesionales. examinar 735 ofertas de trabajo publicadas en portales generalistas y para. 170 ofertas específicas. Los resultados confirman la tendencia positiva en la demanda laboral de las competencias tecnológicas atribuibles a los profesionales de la documentación. Oferta de Laboris.net LinkedIn. COIE de la Universidad Carlos III de Madrid Conocimientos tecnológicos clave Es necesario adaptarse a los nuevos contextos con el fin de facilitar al usuario una información accesible, relevante y de calidad. Es preciso no sólo actualizar el CV para completar el actual con las nuevas demandas, sino también difundir el potencial de la titulación entre los empleadores que precisan gestionar la información.	- CN-Computational Science - HCI-Human-Computer Interaction - IAS-Information Assurance and Security - IM-Information Management - IS-Intelligent Systems - NC-Networking and Communication - OS-Operating Systems - PL-Programming Languages
19	The impact of IT on job qualifications for librarians in the digital age and implications for LIS education Yang Y., Chen T., Sun J. 2012	El rol de los bibliotecarios esta cambiando por las ICT Background educacionales de los bibliotecarios Caso de China a partir de una búsqueda en portales de trabajo Skills: word processing, Windows operating systems, Microsoft Office Suite Online browsing knowledge Web Development Programming Languages XML programming	- HCI-Human-Computer Interaction - IAS-Information Assurance and Security - IM-Information Management - PL-Programming Languages
20	Trending Tech Services: Library and IT curriculum integration Part I. The case for a designed curriculum Mitchell E. 2014	Curriculum Technology integration K–12 Tools en tres áreas: Information Organization, Information Seeking, and Information Technology	- IM-Information Management