A Bibliographic Approach to Fundamental Issues of Knowledge and Information Science (KIS) Education in Iran

Ehsan Geraei (Corresponding author)
Assistant Professor, Knowledge and Information Science, Faculty of Arts and Humanities, University of Lorestan, Khorramabad, Iran.
geraei.e@lu.ac.ir

Gholamreza Heidari
Associate Professor, Knowledge and Information Science, Faculty of Education and Psychology, Shahid Chamran University of Ahvaz, Ahvaz, Iran.
ghrhaidari@gmail.com

Morteza Kokabi
Professor, Knowledge and Information Science, Faculty of Education and Psychology, Shahid Chamran University of Ahvaz, Ahvaz, Iran
kokabi80@yahoo.com

Abstract

Purpose: This study aims to present a picture of the fundamental issues of Knowledge and Information Science (KIS) education in Iran

Methods: Uses systematic review, content analysis and co-word analysis. Overall, 194 articles were retrieved and analyzed.

Findings: Findings are presented in 17 categories. These include Pathology, seeking a model for learning, searching for specific theory or model for education, curriculum content, training history, the names given recently to the field vs job positions, the failed School of Knowledge and Information Science at the University of Tehran, specialization in the field, foreseeing, attitudes towards the discipline, employment & job market, training & education needs, quality assessment & accreditation, distance learning, ICT & education, educational resources, and other issues.

Originality/value: The dynamics of KIS Education depends on internal and external key driving forces. Findings showed that researchers pay less attention to external driving forces influencing KIS education. This is for the first time that a picture of the most important research subjects of KIS education in Iran is presented.

Keywords: Keywords: Knowledge and Information Science, Bibliographic approach, Content analysis, Iran.