Title:

Graduate Perspectives on Professional Competencies and Curriculum Development

Abstract

Information Science Education has been under increasing pressure to respond to profound transformations in the information landscape. Digitization, automation, and the datafication of everyday life are reshaping and expanding the roles of information professionals across libraries, archives, and records management. Traditional functions remain important but are increasingly supplemented by demands for competencies in both digital and social domains. These demands range from information technology and data governance to community engagement and outreach to diverse groups. This study reports on a mixed-methods survey of University of Iceland Information Science graduates examining study experiences, workplace preparedness, and job satisfaction through a 35-question survey distributed via professional associations. The overall research questions were the following: a) How do graduates evaluate the IS program, and in which areas do they identify gaps or limitations? b) How do graduates perceive changes in their work and their ability to manage evolving and expanding professional demands? And c) How do graduates assess their career expectations, professional readiness, and overall job satisfaction? Our results showed that graduates were confident in decision-making, critical evaluation, and information handling, but noted gaps in electives, practical learning, and preparation for system-level roles. They asked for more exposure to information systems, AI, and workplace projects. Satisfaction was high, though some felt unprepared for expanding digital roles. The findings pointed to both strengths and limitations in Icelandic Information Science education which have led to strategic curriculum developments implemented in the school year of 2026/2027, including a more consolidated curriculum and strengthened international collaboration through shared courses and Erasmus initiatives.

Keywords: Information Science education, Professional competencies, Graduate perspectives, Digital competence, Curriculum development.

Authors:

Ragna Kemp Haraldsdóttir & Jamie Johnston