Title	An analysis on E-Learning in Academia from the viewpoint of Knowledge Management: A Case Study of Library and Information Science Schools
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Abstract

Keywords: E-Learning, Knowledge Management, Library and Information Science, Perceptions of LIS academic administrators, KM and EL research Scholars' views, EL and KM adoption model.

This case study ascertains how many Library and Information Science (LIS) schools are embracing and adopting E-learning (EL) to provide LIS education. To investigate the current state of EL offerings in LIS schools worldwide, this study obtains the perceptions and views of LIS academic administrators on the use of EL systems in LIS schools from the viewpoint of knowledge management (KM). This study also explores the insights and views of EL and KM research scholars worldwide to build an adoption process model of EL and KM for sharing, updating and adopting the essences of EL and KM.

The literature review reveals that LIS schools have been drastically changing and embracing modern information and communication technologies (ICTs) to deliver education for the last two decades. Many authors have investigated EL offerings in LIS schools either in national or in regional perspectives. Therefore, there is a significant gap in the literature to explore a global scenario of EL offerings in LIS schools. In addition, the literature review indicates that there is also another gap concerning a theoretical model of adopting EL and KM system for sharing, updating and adopting the essences of EL and KM.

To achieve the aims and objectives of the study, we carried out an online survey of 370 LIS schools' homepages worldwide and a content analysis of LIS master's programs offered by EL, followed by an email questionnaire sent to 85 LIS academic administrators who embraced and adopted EL to provide education in their schools, and face-to-face interviews with 17 KM and EL research scholars worldwide for their insights and views among the participants of two international conferences held in 2010 in Japan and Thailand. Initially, we selected 370 LIS schools from the ALA Directory of Accredited Programs, the IFLA World Guide to Library, Archive and Information Science Education 2007, the Directory of Library and Information Science Programs in Asia, based on their programs at the graduate level, and available web access to their homepages in the English language. The results of the online homepage survey of 370 LIS

programs reveal that 85 of the programs (around 23 percent) are offering EL to deliver education services, and LIS programs are embracing EL to provide easy access to professional qualifications, to overcome geographical barriers, and to offer independent learning opportunities. The email questionnaire analysis of LIS academic administrators confirms the homepage survey results and reports the major merits and the significant demerits of EL. In addition, the results of the face-to-face interviews show that there is a close relationship between KM and EL in terms of goals, objectives, technologies and components, as well as technologies, goals, processes, people and contents that have been identified as overlapping areas of KM and EL.

This study proposes an adoption process model of EL and KM as theoretical implications for sharing, updating and adopting the essences of EL and KM. We expect the conversion of tacit into explicit knowledge and vice-versa, as well as the transformation of tacit to tacit knowledge and explicit to explicit knowledge from this model. Knowledge Science will thus be enriched by nurturing new concepts and facilitating more opportunities to enhance collaborative, innovative, open and distributed knowledge sharing and adopting culture.

Regarding the practical implications, this study suggested establishing more consortia among LIS schools, providing support staff, etc., and recommended that preparatory training on ICTs for the faculty members should be arranged; Financial and administrative support should be provided for EL growth; Availability of emerging tools, standard educational contents should be ensured; and gathering experiences from other LIS schools would be helpful.

The present study provides directions and suggestions for future research to undertake a comparative analysis of the perceptions of LIS academic administrators of EL-providing and non-providing LIS schools. Future work also includes the continuing development of the adoption process model of EL and KM and research on incorporating new capabilities and methods into the model for knowledge sharing towards building a knowledge-based society. This study intends to test and verify the proposed model in future, and suggests exploring EL offering LIS schools in the language other than English.