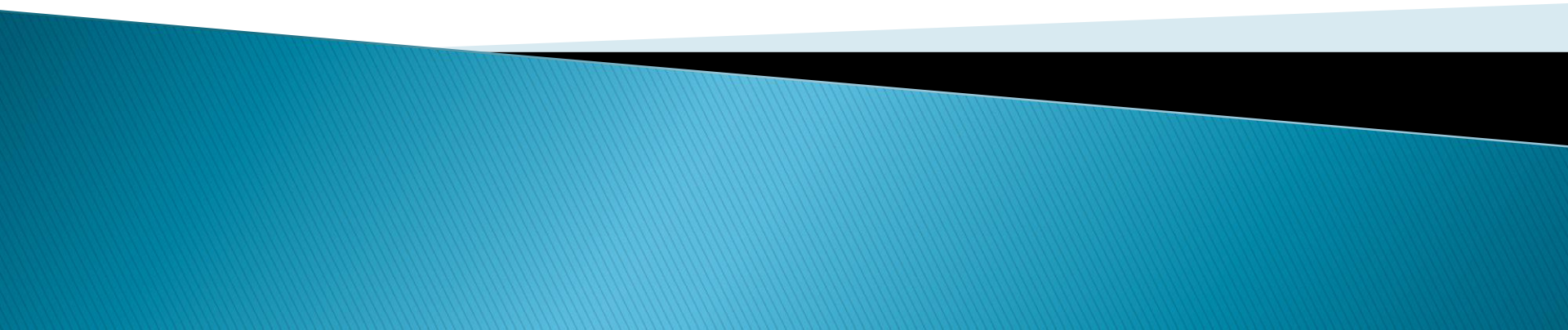


Information Literacy and Education

Teaching ILS at the University of Botswana



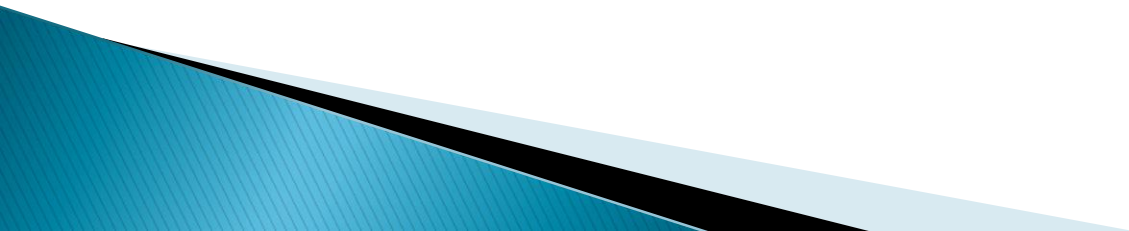
by

Rose T. Kgosiemang
University of Botswana Library, Gaborone.
Botswana.

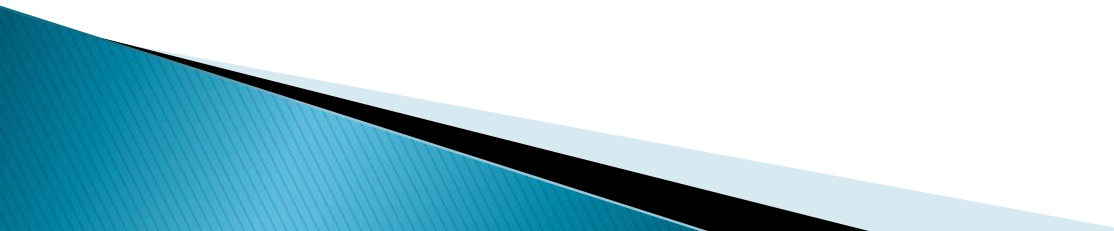
kgosiert@mopipi.ub.bw

Introduction

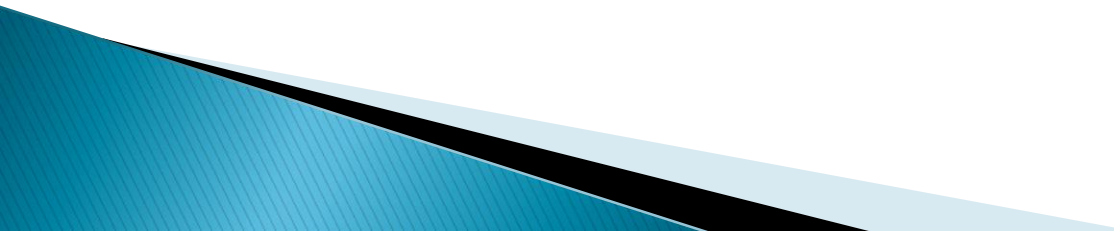
- ▶ The library is the centre of any educational institution. Therefore, it has a role to empower users by ensuring that they have the knowledge and skills to effectively become lifelong learners



Definition of concepts

- ▶ User Education: defined as various programmes of instruction, education and exploration provided by libraries to users to enable them to make more efficient and independent use of information sources, resources for which those libraries provide access (Fleming, ed. 1990). It further notes that the focus of user education in academic libraries is upon such programmes offered within formal educational establishment other than schools which offer learning opportunities to the post-16 age group (Fleming, ed., 1990)
- 

User education cont.

- ▶ Bhatti (2010) views user education as systematic efforts to teach a set of principles or search strategies relating to the library, its collections or services using pre-determined methods in order to accomplish a defined set of objectives. Moyane, Dube and Hoskins (2015 : 30) note that user education offers comprehensive instruction in the use of resources while other terms such as library orientation lacks in depth focus found in user education.
- 

Bibliographic Instruction(BI)

BI is regarded as a “grass roots” service started by reference or undergraduate librarians who perceived an instructional programme as a solution to many of the problems they encountered daily at the service desk (Reiford and Henrickson, 1980 : 1).

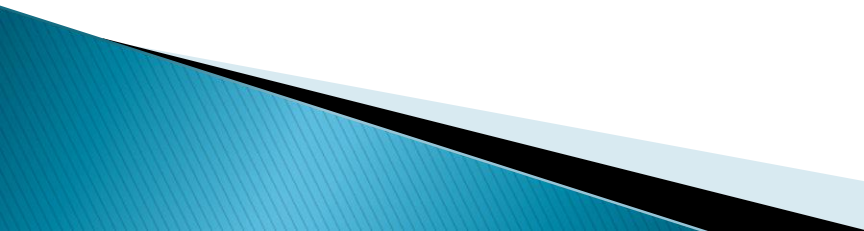
BI definition cont.–

Melon, ed. 1987) Melon, ed. (1987) observes that bibliographic instruction focuses on teaching at the expense of learning. Smalley (1977) offers a slightly different perspective when noting that a primary assumption underlying most programmes in bibliographic instruction is that librarians are teachers and that the activities in which they engage in the execution of programmes they devise constitutes teaching. Further, Smalley (1977) further notes that librarians can without difficulty transfer their library professional expertise inherent in their everyday activities as librarians in more formalized educational settings.

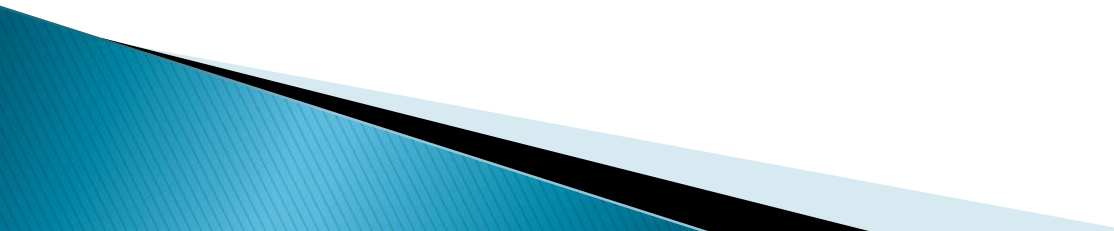
Information Literacy Skills

- ▶ Williams (2010 : 148) describes information literacy as the ability to recognize when information is needed and having the ability to locate, evaluate and effectively use the needed information. The American Library Association (1989) also defines information literacy skills as
- ▶ ...the ability to know when there is need for information, to be able to identify, locate, evaluate and effectively use the information for the issue or the problem at hand

Background on the teaching of Information Literacy Skill at UB

- ▶ 1994 – Bibliographic Instruction offered in collaboration with Science faculty (see Appendix 1)
 - ▶ 1994 – ILS Course Outline (Appendix 2)
 - ▶ 1994 – Meeting planned for ILS (Appendix 3)
 - ▶ 1994 – minutes of meeting (Appendix 4)
 - ▶ 1999 – Minutes of meeting between Social Science and Science
 - ▶ 1999 – Joint Workshop (Appendix 6)
 - ▶ 1997– ILS Equipment Justification(Appendix 7)
 - ▶ 2002–2010 – Information Literacy Skills offered in collaboration with Computer Science Departments as part of the General Education Course (GEC 121/122)
- 

Purpose of the Study

- ▶ Share University of Botswana's experiences in the teaching of IL
 - ▶ Show how proliferation in the use of modern technology; access to the internet; changes in the teaching of IL has altered use of the library as a place for knowledge creation
 - ▶ Show how these modern changes have affected librarians opportunity to fully contribute to the education process
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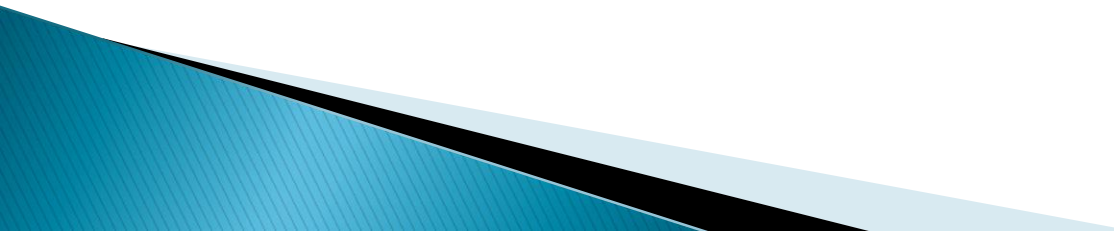
Review of the Literature

Seeks to do the following :
To find out what educational roles library
professionals play

Review of the literature cont.–

Librarians roles have evolved from being providers of information to facilitators of teaching and learning
(Moyane, Dube and Hoskins, 2015 : 32)

Review of the Literature cont.–

- ▶ Notes that academic librarians role has always involved teaching, research and critical thinking with the goal of educating learners (Warnken, 2004)
 - ▶ Technology has dramatically transformed and expanded librarians instructional roles (Warnken : 2004)
- 

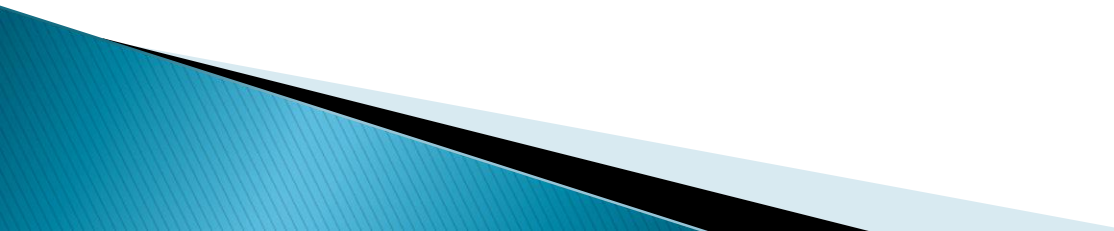
Review of the literature cont.–

Librarians require training and qualifications as educationists in order to play their full part in the provision of a quality teaching learning environment for students (McNamara and Core (1998) cited by Peacock (2001))

Methodology

- ▶ Personal experience teaching information literacy skills
- ▶ Primary sources (Memos)
- ▶ Desk research

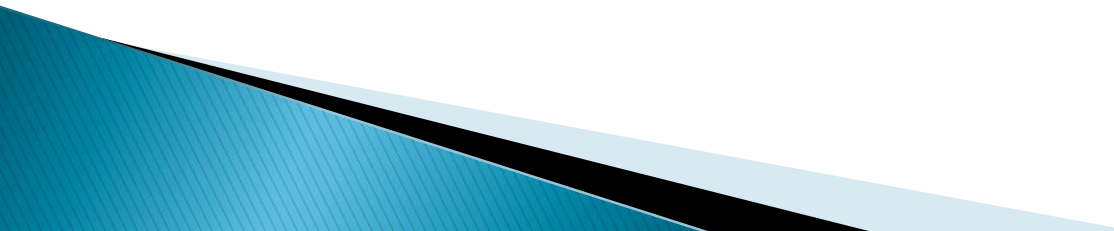
Challenges Affecting UB Librarians Effective Teaching of IL

- ▶ Lack of a teaching experience by most of the staff
 - ▶ Lack of professional development geared towards teaching ILS
 - ▶ Reduced times allocated for the teaching of ILS
 - ▶ Declining student intake at the University of Botswana
- 

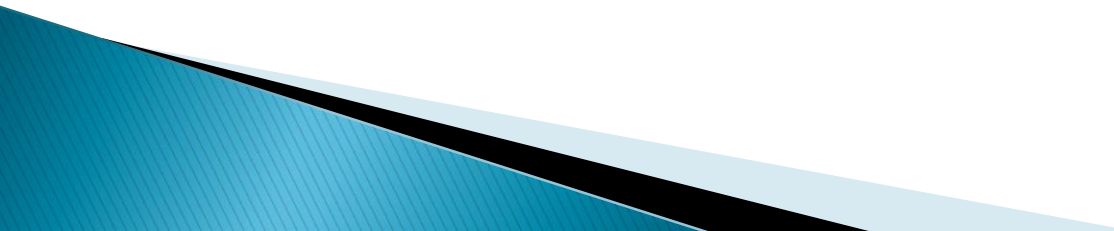
Challenges cont–

Ineffective collaborative partnership between
academics and librarians

Conclusion

- ▶ The main purpose of this paper was to share the experience of UB librarians in the teaching of ILS.
 - ▶ Evidence has shown a lot of initiative and contribution made by UB library in providing lifelong learning skills to students
 - ▶ The literature has clearly stated how changes in technology has impacted librarian's roles in teaching.
 - ▶ What remains is for librarians to keep abreast of the new developments
- 

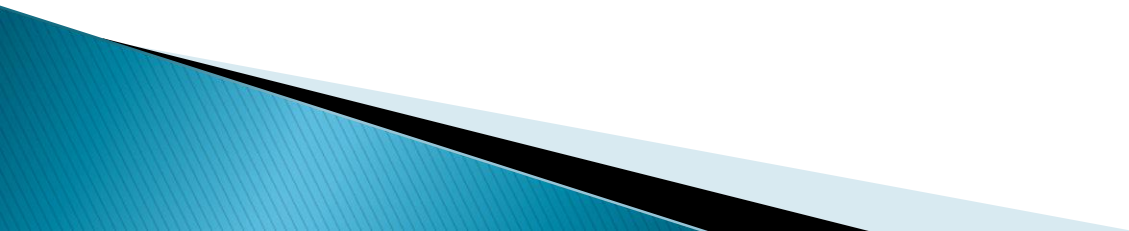
Recommendations

- ▶ User education be offered only when students are aware of their information needs and not at the beginning of the academic year
 - ▶ User education sessions should be made compulsory and should be assessed
 - ▶ User education should be linked to the course
 - ▶ Librarians need empowerment for them to be effective and confident
- 

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Appendixes



APPENDIX 2



University of Botswana

Private Bag 0022 Gaborone Botswana
Telephone 351151 Fax 356591 Telex 2429BD

APPENDIX 1

MEMORANDUM

Reference: LIB/G.1

To: Mr. F. Ubogu
Mr. T. Adeniran
Mr. T. Yeboai ✓

From: University Librarian

Date: 15th August 1994

Subject: INFORMATION SKILLS COURSE IN BIOLOGY

Thank you very much for the latest information on the above. Although the time allocated for the course is sizeable, I am happy that the issue of information skills training is being tackled in conjunction with the Library.

Kindly monitor performance as much as possible to facilitate evaluation of the course offer after a period. I hope this programme will be shared with subject librarians and teaching departments. Your curriculum, will be of interest.

Best wishes.

H.K. Raseroka
UNIVERSITY LIBRARIAN

cc: Deputy Librarian
Reference Coordinator

Appendix 4

Information Skills

UNIVERSITY OF BOTSWANA LIBRARY

MINUTES OF THE MEETING OF SENIOR LIBRARY STAFF HELD ON THE 17TH OCTOBER, 1994 AT 9.00 IN THE UNIVERSITY LIBRARIAN'S OFFICE

PRESENT:

| | |
|---------------------|-------------|
| Mrs D. M. Mbaakanyi | Chairperson |
| Mr P. N. Ubogu | |
| Mr O. R. Adeniran | |
| Mr O. Awuku | |
| Mr T. Yeboah | |
| Ms E. Asafu-Adjaye | |
| Mrs A. Mbangiwa | |
| Mrs B. Mbanjo | |
| Ms E. Kgosiemang | |
| Mr J. C. Kufa | |
| Mr K. Belay | |
| Mr E. Lumande | |
| Mr E. R. T. Chiware | |
| Mrs B. T. Fadzani | Recorder |

This meeting was held to inform staff about the information skill course offered Mr Ubogu, Mr Lumande, Mr Yeboah and Mr Adeniran for biology course students.

1. Information Skills Course

- Reported: i) that the provision of the Information Skills course by Library staff had been reported to the Library Committee.
- ii) that the faculty representatives would be introducing the subject to their faculties and library staff need to know more about the course to help faculty representatives explain to their departments.

2. Brief Introduction of the Course

- Reported: i) that the course was introduced in response to complaints from employers that the products of the university were not competent in information seeking skills.
- ii) that the objectives of the course were to develop skills in the effective acquisition, interpretation and communication of information from literary sources through a specific literature search and subsequent written report and oral presentation.
- iii) that course was part of the Biology programme -RS401 information skills 1, was offered to third year students doing single major in Biology.

Appendix 5

Minutes of the meeting of the Social sciences and Science Faculty subject teams held in the Social science unit office on the 29th April 1999 to discuss the Information Literacy skills Programme

Present :

| | |
|------------------|-----------|
| B. Mbanbo | Chairing |
| M. Dumbungu | |
| E.E. Leboise | |
| E. Ntsho-Audjire | |
| A.A. Oydokun | |
| A.M. Mbaugwa | |
| A.A. Nkanga | |
| K. Doko-Ampem | |
| S.B. Ratapo | Recording |

The chairperson by way of introduction informed the meeting that it has been decided that subject librarians should meet and discuss ILS and identify issues common to all Faculty subject teams (FSTs) and those peculiar to individual FSTs. Also gave background / historical information on ILS at UFS library. The meeting was informed that by the year 2000 ILS will fall under the Centre for Communication and Study skills Unit (CSU). Further that it will have a common curriculum but will also recognise specialisations of individual faculties.

The meeting discussed two main issues:

1. Curriculum of the current ILS programmes

Emphasised that every ILS programme should have goals and objectives

*The curricula of all the units for ILS were assessed and the following issues were found to be common to all: introduction to the library, organisation of information, information sources, reference sources, topic analysis, access tools, OPAC, indexes and CD-Roms. Evaluation of information is only reflected in the Business and Science units ILS curricula.

*Issues arising from the discussion:

- n * It was observed that different terminology is used by different units to refer to the same issues and that this should be harmonised so that some standardisation can be obtained
- n * That there should be a common core of materials taught
- n * That evaluation of students in the form of e.g. tests should be included. It emerged that there is variation in evaluation of students and a call was made for the standardisation of evaluation methods.
- n * That the extent of negotiation and time given by faculty is the reason for the variation in the length of ILS programmes in the different faculties. It was therefore suggested that the length of the programmes should be standardised

2. Issues and concerns over ILS

- n
- n
- n That the NDP 9 review committee had said that ILS is not a core business of the library and as such the library should not teach it while on the other hand the CSU has recommended that the library should teach those components of the course that concern the library - the meeting therefore seeks clarification on these two contradicting views. Also that the librarians see the need to offer the instructional service
- n

Appendix 6



University of Botswana

MEMORANDUM

Centre for Academic Development
Teaching and Learning Unit (formerly HEDU)

Prof. Tony Morrison
Director
The University of Botswana
Private Bag UB 00702
Gaborone, Botswana
Telephone (267) 355 2203
Facsimile (267) 355 2084
email morrison@noka.ub.bw

File Reference

To: CSSU and Library Staff
From: Tony Morrison
Date: May 11, 1999
Re: Joint Workshop
Copies to: Dir. Raseroka, Prof. Kumar, Dr. Rasebotsa, DVC (AA)

The workshop The joint one day workshop between CSSU and Library staff will be held on Tuesday 18 May in Room 222, Block 238 (Educational Technology)

Background information I have included with this memo a number of documents that will hopefully help discussion. Please read them before the workshop.

If participants feel they have resources or other information to share with the group please bring 30 copies to the workshop.

Suggested Programme **Facilitator: Tony Morrison**

Aim: to develop a cooperative relationship between two major providers of student communication and study skills.

Objectives: By the end of the workshop participants will:
• Have an understanding of the respective roles of HEDU and CSSU in the provision of services to students.
• Be able to work cooperatively to coordinate and plan study skills and communication skills courses for the benefit of students at the university.

Appendix 7

JUSTIFICATION FOR AUDIOVISUAL EQUIPMENT
BUDGET ESTIMATES 1997-1998

INFORMATION LITERACY SKILLS INSTRUCTION

Education requires more and more that students develop life-long learning skills and information literacy is a vital component of the learning process.

Number of teaching hours

During the academic year 1994-1995 a programme totalling 18 hours for Information Literacy Skills was developed for BS 401 and BS 403. In 1995-1996 Information Literacy Skills instruction was integrated into the SAHS and Nursing Education Courses. Instruction in each course totalling 18-20 hours spread throughout the first semester and into the second. BS403 received 8 hours per week for one semester. BS401 received 4 hours per week for one semester. Year 3 and Year 4 students in all Humanities departments were given a scaled down version of 3 hours instruction for each year. The time table for the 1996-1997 academic year is attached.

The amount of teaching hours is more than doubling each year as more departments are requesting courses. It is expected that eventually every student should receive full information literacy skills instruction as an integrated component of one of the courses studied.

Facilities and Equipment

Information Literacy Skills instruction requires the librarians to demonstrate and give instruction in the use of the various information resources which are available both within the University of Botswana Library and Information System and from external systems.

Ideally, much of the instruction should be given in a small hands on networked computer environment. However, until the library has such facilities or timetabled access to computer laboratories in the faculty buildings, instruction will have to be through group demonstration using audio-visual equipment. In order to be effective, especially where large classes are involved, such instruction requires high quality projection equipment.

Since the library does not yet have suitable classrooms for such instruction, in addition to using the late night study for large groups, a semipermanent area accommodating up to 40 students is being set up in the Multimedia area of the library.

In addition, because of the increasing number of courses, and the need to split larger classes into smaller groups librarians will have to conduct several modules of the information literacy skills instruction in the lecture rooms. This will require carts or trolleys to transport the library materials and audiovisual equipment.

More video cassettes have been acquired and their use has been increasing. As more students become aware of their availability this use is expected to increase even further. Therefore an additional combined television/vcr would be useful. The more powerful OHP to be used with the LCD for computer based presentations would also be used for training library staff. A combined video projector would be even better for large group presentations.