

13th Annual Library and Information Association of South Africa Conference

Monday 03 October 2011 - Friday 07 October 2011

East London International Convention Centre



Book of Abstracts

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1

Development in library services with the advent of ICT based products & services: a continuous process

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The aim of present study is to highlights how much libraries have been exaggerated with the advent of Information and Communication Technology (ICT) based products & services and their priorities shifted to on them for instance library automation, digital archives (digital library, institutional repository), library 2.0 and library services on mobile phone. By the help of this paper the author has draw his attention towards the innovation & development of ICT and its implications in the field of Library & Information Science (LIS), it create much changes in entire library management system. With the development and application of ICT, the libraries have shifted from the traditional to hybrid library, then automated library, digital archives stages, library 2.0 and mobile phone services. With the effect of these changes, the structure of library has also changed in a dynamic way in a continuous process.

Summary:

In the era of information explosion, the tremendous amount of information is being generated and transmitted from every corner of the world in the form of print materials, research articles, lectures, presentations video conferencing, technical reports, standards and patents etc. In the early stages of 20th century, libraries were facing the problems, of how to cater and fulfill the users' demand in minimum span of time. The solution was to adopt the ICT based products & services. To deal with new challenges and increasing demand of users, libraries are reconsolidating; reshaping, redesigning and repackaging their services and information products by incorporating ICT based products & services i.e. Library Automation, Digital Archives, Librart 2.0 and Library Services on mobile phones.

2

Attitude of Academic Community towards Institutional Repositories in India: A Case Study

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Institutional repositories are digital collections of research articles that have been placed there by their authors. This is known as 'self-archiving'. These repositories expose the metadata of each article in a format compliant with the Open Archives Initiative Protocol for Metadata Harvesting (OAIPMH). To access the contents of these archives, one can use Google or one of the specialized search engines for a more focused and efficient search. Institutional repositories may be multidisciplinary and located in universities or other research-based institutions, or they may be centralized and subject-based, such as the one covering certain areas of physics and related disciplines, called arXiv. Self-archiving is an international movement that is developing fast, and some grant funders are also now planning central archives to house the articles of their grant-holders.

Purpose: The paper explores and analyzes the attitude of the Indian academic community towards the institutional repositories and also evaluates the level of utilization of the archives in India.

Methodology: Questionnaire method is used for collecting data. The choice of selecting this method depends upon a distance factor. This method of data collection is the tool which is more frequently used in mail survey research than any other method of data collection. This is the best tool for collecting information in all the areas as it covers a larger population in a shorter time. The targets users are the academic community.

Keywords: Institutional repositories, open access, OAI-PMH, self archiving

Summary:

A study has been conducted in the academic institutions to analyze their attitude and also the use or non-use of the Institutional archives.

3

The truth about information seeking activities: socio-economic background and educational schooling play a role

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The discussion paper attempts to emphasize that socio-economic background and educational schooling play a role in information seeking. The paper will mainly focus on the current educational schooling differences between the Government schools in South Africa, the lack of school libraries, and inadequate library collections of public libraries in disadvantage areas and the differences in resources used by learners in poorer areas to access information.

Information seeking requires the necessary skills for searching information in an effective and efficient manner. Education and in particular the education a student receives at school will affect how they search for information. South African students come from culturally diverse backgrounds and those attending previously disadvantaged schools will have limited experience on seeking and accessing information. Spink & Cole, (2001: 57) points out that people from a poorer background deals differently with information. Thus, the alternative methods use to seek and access information will derive from their socio-economic backgrounds and educational schooling.

The education system in South Africa is complex and influenced by politics, economics, and educational beliefs (Maile, 2004: 112). It is a common knowledge that still today; previously disadvantaged schools have limited learning resources and lacks school libraries and computer rooms. In most cases, parents are poor and have limited or no literacy training, and cannot read or write. Parents from children at previously disadvantaged schools pay very low school fees because they do not have the money to send their children to former Model C schools where they will receive better education (Ndimande, 2006: 145).

The former Model C schools are located in predominantly white suburban areas. Although Model C schools ceased to exist, and have accepted learners from diverse backgrounds, they still use better resources than previously disadvantaged schools and expect that parents pay more for a better education. The former Model C schools are fully equipped with learning resources, school library and computer rooms to aid learners with the necessary computer literacy skills.

Learners from former Model C schools have a higher Matriculation passing rate (Calitz, 2010) and entrance level to Higher Education, contributed to a direct result from exposure to the use of their academic literacy skills and technological skills needed for information seeking. A South African student brought up within a poorer social background, lacks the financial privileges that contributes to a level of education suitable to enhance a platform where information seeking activities best explore.

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Speaking up, Speaking out: Advocacy for libraries

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Library users have more options than ever for finding information and recreational reading. In some minds, these options signal the end of the traditional library. Librarians need to be clear about the value that they add to readers, and be prepared to speak up about their contribution to readers, to institutions and to society. This session will help participants understand the processes supporting good advocacy: identifying the needs of the listener, defining and clarifying the message, delivering the message clearly and assessing the impact. Canadian examples from both school and public libraries will be used for illustration.

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The South African Library for the Blind: Are we the one-eyed King in the land of the Blind?

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The South African Library for the Blind (SALB) is the only organization of its kind on the African continent. The Library established itself as a leading library for the blind not only on the African Continent but also internationally over a period of 92 years. The development of the SALB over the years is the result of the efforts, dedication and hard work of many people.

Although the SALB delivers services to one specific market only it is a highly dynamic environment in terms of technology, accessible reading material and unique service delivery strategies. It is not possible to be responsive to the needs of our market if the SALB does not assume a leadership role. In order to render services and products that meet the requirements of the members of the library two broad focus areas are applied. The one focus is on internal initiatives to ensure maximum staff commitment and buy-in to deliver on the mandate of the Library. The paper will highlight initiatives taken by the Library such as its Staff Wellness Program and the involvement of staff in developing the Organizational Culture of the Library.

The second focus is on service delivery initiatives. Three initiatives will be highlighted, i.e. the innovative Tele book reading club, the Library's service expansion program through the establishment of digital mini-libraries in public libraries and the SALB's involvement in the International TIGAR project to address Copyright and the exchange of local and internationally accessible reading material across borders.

The SALB may not be the one-eyed King in the land of the Blind but it is one of the main role-players. The Library applies unique and innovative strategies to render the kind of products and services required. This is done in partnership with other libraries and organisations and to be as responsive to member needs as possible.

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Investigation of clients' perception of accessing library catalogue via mobile technology

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Abstract

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The paper reports on an investigation into the perceptions of the University of Johannesburg's (UJ) undergraduate students with regard to accessing the library catalogue via mobile technology software called AirPAC. AirPAC is a wireless e-catalogue that allows users to view documents on alternative devices such as mobile phones and personal data assistants (PDAs). Users can search the catalogue, read full text articles and books, and renew their loans and request books from their mobile phones. Access to a computer or the internet remains a challenge for many students in South Africa; however, access to mobile phones is more universal. Hence AirPAC becomes a relevant tool for assisting users in accessing the Library's catalogue. This new innovation is an important step in establishing service-oriented technology that will enhance learner support.

The primary reason for this investigation was to discover whether mobile technology is really fulfilling the mission of taking the library to the people by understanding the perceptions of its clients. It further seeks to discover – whether mobile access to the library catalogue and electronic collections improve learner support by the library? The results of this investigation will assist the leadership of UJ Library and Information Centre (UJLIC) in evaluating its investment in AirPac and its concomitant actions. The success of the product will not only depend on the perceptions of the students, but also upon the commitment of the UJLIC leadership in implementing the product. Hence, the researcher interviewed a representative of the UJLIC leadership in an attempt to determine their vision for the future development of mobile technology services for library clients.

The investigation was conducted over all four campuses of UJ. Data was accessed by distributing closed questionnaires using the simple random sampling method. The number of questionnaires distributed was proportionate to the size of the undergraduate student population on the various campuses. The research population was limited to undergraduate students who physically visit the Library. This selection was based upon expediting the research.

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Advocacy for the Open Access mandate implementation at the University of Pretoria : a case study

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Introduction

This paper will describe the advocacy campaign for the implementation of the Open Access mandate at the University of Pretoria.

The University of Pretoria embraced the Open Access movement with enthusiasm as it enhances the

visibility and impact of an institution and its authors. Its first Open Access repository UPeTD was implemented in 2000 and the submission of electronic theses and dissertations became mandatory in 2003. The second institutional repository, UPspace was implemented in 2006 and the policy for mandatory submission of research papers was formally adopted in May 2009.

What is advocacy?

According to the ALA website, advocacy is defined as “the process of turning passive support into educated action by stakeholders” and the Canadian Association of Public Libraries defines it as “advocacy is a planned, deliberate, sustained effort to raise awareness of an issue. It’s an ongoing process in which support and understanding are built incrementally over an extended period of time and using a wide variety of marketing and public relations tools.”

Helieisar rightfully mentions that to write and plan advocacy plans is the easy part, but it is more difficult to put those plans in action.

Ghosh identified 4 P’s that are essential for advocacy:

- Passion : commitment to meeting the audience needs
- Purpose : setting goals by defining problems, causes and solutions
- People : Identifying and analysing role players
- Persuasion : Developing messages and selecting strategies and tools.

The advocacy campaign at the University of Pretoria

At UP these elements were implemented as follows:

Passion: In order to showcase the benefits of the Open access research outputs, the Open Scholarship Office started submitting research output on behalf of the authors.

Purpose: By the adoption of the mandate the goal was set clearly, namely to assist the University of Pretoria in providing open access to scholarly articles and conference papers resulting from research done at the University, and which are wholly or in part supported by public funding, staff and students are required to submit peer-reviewed postprints of their articles and published conference papers to UPspace, the University’s institutional repository (<https://www.up.ac.za/dspace/>), AND give the University permission to a) make the content freely available and b) to take necessary steps to preserve files in perpetuity.

People : Different stakeholders were involved and approached in this advocacy process : Deans of the faculties, University Senate, the Department of Research and Innovation, Department of Library Services’ information specialists, Departmental heads, UP researchers and students.

Persuasion : A variety of strategies and tools were utilized in the advocacy campaign. This involved the development of training material, posters, bookmarks, web site development, presentations at various committees, meetings or research groups, talks, emails to faculty to encourage the submission of articles, annual Open Access day celebrations, forging of partnerships and campus competitions.

Conclusions

Librarians can play a leading role in developing an Open access culture at their institutions. Open access campus advocacy is an ongoing process and mandate implementation is a challenging endeavour. It is obvious that successful advocacy strategies involve time, commitment and cooperation from various stakeholders.

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Ghosh, M 2011 Advocacy for open access : a selected review of the literature and resource list. Library Hi Tech News, no. 2, pp. 19-23.

Helieisar, A. (2008), “Library advocacy in Micronesia”, paper presented at 74TH IFLA General Conference and Council, World Library and Information Congress, 10-14 August, Que’bec, available at: www.ifla.org/IV/ifla74/papers/093-Helieisar-en.pdf

Summary:

Elsabé Olivier was appointed as Open Scholarship Manager at the Department of Library Services, University of Pretoria in 2007. As such she is responsible for managing UPeTD <http://upetd.up.ac.za/UPeTD.htm> - the electronic theses and dissertations repository and openUP <http://repository.up.ac.za/upspace/handle/2263/76>, the collection of full text research articles published by UP staff which is housed in UPspace, their digital research repository. This also entails training of University of Pretoria staff and students as submitters, marketing of these two initiatives, negotiating copyright for archiving purposes and extensive liaison with national and international role players. She obtained her B.Bibl.Ed degree at the Rand Afrikaans University (now called University of Johannesburg) and her Hons.B.Bibl at UNISA. Formerly she had been working as an information specialist in the field of Education for 17 years - at UNISA, the former Onderwyskollege Pretoria and the Education (Groenkloof) campus of the University of Pretoria. In 2010 she was elected to represent South Africa on the Networked Digital Library of Theses and Dissertations

(NDLTD) Board, and she will be serving a three year period. NDLTD is an international organization dedicated to promoting the adoption, creation, use, dissemination, and preservation of electronic theses and dissertations (ETDs).

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Share and share alike: the case study of the LAB

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Share and share alike: the case study of the LAB

In an era of rapid growth of relevant technology for the delivery of information, sharing of output and resources becomes easier. However, this technology brings with it other burdens such as an ever increasing subscription price tag which makes information an extremely expensive commodity. In response to this ever increasing cost of information, libraries and associated institutions are sharing their output and resources through open access forums such as repositories. More recently, the benefit of improved visibility of output and resources has taken precedence over the cost factor.

The academic libraries are taking the lead role in terms of developing institutional repositories and sharing research output with information seekers of the world. The time is ripe for government and quasi-government institutions to get on the band wagon and develop repositories that will benefit to the community and the country. This paper, investigates the potential of the Gauteng Justice Centres of the Legal Aid Bard (LAB) sharing its knowledge with similar type of institutions and all other types of information seekers. Institutions such as the LAB need to take-up leadership positions for the dissemination of knowledge that it resident within their specific institutions.

The paper is based on a master's dissertation on the knowledge sharing practices of the Gauteng Justice Centres of the LAB. As a legal organization, the LAB is a knowledge-based organization and therefore generates substantial knowledge which should be shared. Hence, the core research question ?????.

The researcher used a questionnaire to solicit empirical data. Self-administered questionnaires were used to survey the views of the legal professionals regarding their knowledge-sharing practices. Three hundred and twenty (325) questionnaires were distributed, of which 143 were returned.

There were a number of findings that were gleaned from the analysis process which includes that while knowledge-sharing and knowledge management took place at the LAB, it was not guided by a strategy of the organization; rather it took place on an ad hoc basis. It was nevertheless woven into the daily activities of the respondents. Further, knowledge management was listed in the five year strategic plan of the LAB. This information, however, was not widely communicated throughout the organization. Had the library been central to the access of knowledge, this information could have communicated organization-wide.

As indicated, academic libraries are taking the lead in the growth and development of repositories to off-set exorbitant subscription costs and more recently to improve the visibility of the research output of the respective academic institutions. It is incumbent on institutions like the LAB to join this open access movement and share its knowledge. The LAB and other legal aid boards throughout South Africa need to share their knowledge.

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The evaluation of a digital information literacy program

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The evaluation of a digital information literacy program

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Abstract

The paper will report on the evaluation of a digital information literacy program (DILP) to determine the program's effectiveness in enhancing students' digital information literacy skills. The program was originally designed and developed for the South African student, as member of Generation Y, but was adapted after identifying the demographics and characteristics of Generation Z. This information was incorporated in the existing DILP, therefore making the DILP applicable to and useful for both Generations Y and Z. New learning technologies were also identified and incorporated in the existing DILP to enhance students' learning experience.

An analysis of reported research indicated that there is a lack in the evaluation of programs, such as the DILP, to determine their effectiveness in enhancing the digital information literacy skills of students by using an outcomes assessment instrument.

This paper will therefore highlight the lack of research which includes meaningful assessment of students' acquisition of digital information literacy skills, using outcomes assessment, with special reference to South Africa.

The development of an outcomes assessment instrument, which is based on internationally benchmarked information literacy competency standards and their outcomes, will be presented. The paper will further show how the outcomes assessment instrument was designed to ensure validity and reliability of the instrument.

The quasi-experimental design and the combined research approach will also be discussed. The testing of the DILP using the outcomes assessment instrument will be presented. The presentation will also include an overview of the analysis of the quantitative and qualitative data, in order to determine the effectiveness of the program.

Finally, evidence will be provided of the effectiveness of the program in order to evaluate the DILP and prove its worth as an educational program. Recommendations are made on how digital information literacy programs may be improved to be more effective in enhancing students' digital information literacy skills.

Moving Beyond “Outreach”: Reflections on Two Case Studies of Community Library Services in South Africa

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The proposed paper will examine the contribution, real and potential, of public libraries in South Africa to providing access to the information or knowledge society and to sustainable development. The discussion is grounded in two case studies of two community libraries - one rural, one urban.

An important strategy in South Africa's plans to improve its position in the global economy is to align itself with other emerging economies, like Brazil, China and India. But surely the biggest hurdle must be the huge gap in South Africa between rich and poor – claimed by some to be the biggest in the world. More than 48% of South Africans live below the poverty line. There is a strong thread of evidence in the literature of the role of information in the sustainable development required to narrow the poverty gap. The developed countries of the so-called “North” have systems for easy and wide access to information – by means of e-government, e-medicine, e-education, and, so on. However, less than 10% of South Africans have access to the Internet. The point of departure for the speaker's research is the developmental model of library proposed in the recent Library & Information Services (LIS) Transformation Charter, a vision document emanating from the South African National Council of Library and Information Services. The Charter suggests that UNESCO's eight Millennium Development Goals (MDGs) might provide a framework for developmental library services. However, the Charter's country-wide investigations, as well as the speaker's own research since the late 1990s, have uncovered some of the daunting challenges ahead.

The proposed paper will report on two ongoing case studies, which might throw light on how the Charter's vision could become a reality. One is of a group of dual use school community libraries in a remote rural region and the other focuses on a community library in a township on the outskirts of Cape Town. The argument is that what are often viewed as “outreach” programmes point the way to new models of library service which will be meaningful to far more than the present tiny minority of South African library users.

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Impact of self-loan technology on circulation services in South African academic libraries

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The aim of this paper is to investigate the extent to which the introduction of self-loan technology has impacted on the circulation services in South African academic libraries. The study addresses the following specific research questions: to what extent has self loan technology impacted on the organisation of circulation sections, the roles of circulation services supervisors, the job satisfaction of circulation supervisors, the skills of circulation librarians, and the quality of lending service? A survey method was used to obtain the views of circulation services supervisors on the impact of self-loan. A total of 6 (out of 23 academic libraries in South Africa) which had implemented self-loan circulation facilities were included in the survey. Self-administered questionnaires were used to collect data from the respondents. The study then adopted the existing technology impact measures

to measure the impact of self-loan technologies on circulation services in selected academic libraries in South Africa. Preliminary findings indicate that , the introduction of self loan technology has not had a great impact on South African libraries, but has had somewhat of an impact, as demonstrated by the total median of 3 in the responses of informants. However, it is worth noting that as Mbambo-Thata (2010) commented, this situation should be expected when the adoption of new technology is at the early stage. It will therefore be interesting if this study could be revisited when more libraries have adopted self loan technology and are also at the mature stage of adoption. Conclusions and additional recommendations are also offered in the paper.

References

Mbambo-Thata, B. 2010. Assessing the impact of new technology on internal operations: with special reference to the introduction of mobile phone services at UNISA Library. *Library Management*, 31(6): 166-475.

Summary:

Self-Loan service, Academic libraries, South Africa, Information Technology

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Leadership Role of the National Library and Documentation Centre of

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ABSTRACT

The National Library (NL) is a living organization as well as a social institution in the contemporary society. It is the heart of library system of most of the countries. Therefore, it is a major responsibility of a library to provide its service to all the members of their communities, regardless of age, race, nationality, religion, culture, political affiliation, physical or other disabilities, gender or sexual orientation, and any other status. To fulfill this role the NL/NLs of a particular country perhaps has to play both the collaborative and the leadership role. In analyzing these roles NLs all over the world could be categorized into two as libraries in the developed and the developing countries, while some NLs in the developed countries playing a more collaborative role (CR), some NLs in the developing countries are playing a more leadership role (LR). The history of the origin of the NL of Sri Lanka goes back to 19th century. Government Oriental Library (GOL) in Sri Lanka (then Ceylon) was established in 1870 and it can be considered as the first setup in establishing a library at national level. The long felt need of a NL for the country was at last fulfilled when the NL of Sri Lanka was declared open in April 1990. Most of the NLs in the developing world play a leadership role in their library communities. The National Library and Documentation Centre (NLDC) of Sri Lanka is playing leadership role in the field of Library and Information Services especially in emergency situations. The NLDC has been playing rebuilding of libraries in Sri Lanka which were devastated due to two disasters namely Tsunami disaster in 2004 and terrorist attacks of Northern and Eastern provinces which were destructed by a terrorist group (LTTE) in last 30 years. The interview method is selected to gather data required for this research. It involves conducting lengthy discussions with selected people. The purpose of the interview is to provide the researcher with a relatively flexible format for gathering data. The form of an interview-questioning by one person, answering by another can be used for variety of purposes (Dillon, 1990). The significant advantage of this method is the possibility and capability of obtaining the most realistic data. Therefore, the author selected an unstructured interview method for data collecting. Interviews are usually thought as structured and unstructured. The outcomes of the research are useful to different groups of people in Sri Lanka, mainly those who are working in managerial positions and members of the Directors of NLs. Secondly, the outcomes of the research useful to academic groups in the Library and Information Science (LIS) segment as

well as in the field of Organizational Management. Scholars, researchers and students in these disciplines and related disciplines may also be advantaged. Librarians/ library managers of other types of libraries also will benefit from these research findings.

Keywords: National Libraries, National Library of Sri Lanka, Leadership role, Tsunami devastation, Collaborative role

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Seeds of Hope: How Small Community Libraries – And Children Around the Globe - Are Contributing to Sustainable Development in Poor Rural Villages

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A tiny village in the heart of Limpopo Province finds renewed hope in books, education and a library's capacity to open the doors to the world. The Makuleke Library represents a token of opportunity in the aftermath of apartheid. Dignified and resourceful, the marginalized Makuleke people have long known that the answer to reversing their cycle of poverty was education. But without the educational tools and resources, their hands were bound and tied by a chain of post-apartheid. Through the efforts of the small USA-based non-profit organization, Sharing to Learn, children around the globe became aware of the plight of the Makuleke Community and subsequently raised their voices and their resources to change history. Through global education experiences, which link schools around the world with the impoverished community, children around the globe work towards the social equality and development of the Makuleke Community. By sharing their own resources, children as young as three years old have been able to be a part of the establishment of the community's first two libraries. They have given the gift of books and a more equal education. The children of Makuleke Village now have a chance to grow into the person that they wish to become through the books and services that our two libraries provide. Our libraries are learning centers; they are after-school schools. They house thousands of books and hundreds of educational resources, which are not available in the village schools or homes. In the past two years, we have witnessed an evolution of a culture of reading for knowledge and reading for pleasure. Students' comprehension, reading fluency, English language vocabulary, general study skills and self-confidence have all improved thanks to the two little libraries. And while those accomplishments merit celebration in their own rite, the Makuleke Village children have also gained something much deeper and more intangible – the healing quality of friendship. Our libraries have bridged the geographic and socio-economic divide; they have opened the door to global awareness, global education and global citizenship. Through dynamic learning experiences, children from opposite corners of the globe are able to learn with and from one another. In turn, the children gain confidence, a sense of worthiness and an understanding that skin color is not defining. Suddenly the children of the rural Limpopo bush aren't so isolated anymore. Our humble libraries are a seed of hope that allow communities of children to blossom.

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COMMUNITY IMPACT: VALUE OF LIBRARIES: NELSON MANDELA AND NELSON MANDELA BAY LIBRARIES

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The purpose of the paper is to discuss the value of libraries and the role they should play in building and developing the communities and or society .The main thrust of the paper is on demonstrating some innovative projects implemented by these 2 library services to support the Nelson Mandela community to meet their information and cultural needs .The paper will showcase how the 2 library services endeavour to continue in future , to engage in initiatives and projects aimed at uplifting the disadvantaged and information poor communities of the Nelson Mandela Bay metropolitan municipality .To this end the paper will highlight the need for forging formalised partnership between the 2 library services whose aim is community engagement ,maintaining the collaborative approaches to service delivery . Such a partnership will help in the development and shaping library and information services .This is an opportunity for a dynamic library management to lobby decision makers to support libraries in their community engagement efforts.

Key words:

Community, impact, value of libraries, disadvantaged communities, innovative projects, collaborative approaches, partnerships, community engagement

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The importance of the Dennis Jenkinson Tram Collection to East London Museum and Society.

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On the 31 March 2011 the Library Department of East London Museum received a much valued collection from Mister Dennis George Jenkinson. The collection consists of artifacts, notes, newspaper clippings, photographic material, talks and other printed material. Although the main focus of the collection is about tramcars and –lines, bits and pieces of information with regards to buses and the bus service of East London is also to be found amongst it.

Jenkinson made a study of the trams of East London and gave numerous talks about it to different groups and audiences like the Friends of the East London Museum, The Border Historical Society, Stroke Society, Probus Clubs and Rotary. The donation is thus a reflection of his interest, line of work, area of study and taste. His talks and study of trams also brought a particular community of East London together as it is a subject that brings fond memories back to them.

This collection is of particular interest to modern society as the tramlines in the main street of East London, that is indicated and encaptured in this collection, is at present being removed. The lines that lies beneath the surface of this street, namely Oxford Street, have made the surface of the road unsafe as it affected the road-handling and braking of vehicles. This activity has sparked off renewed interest in this mode of transport of yesteryear as it caught the attention of the local media and some of the older residents of East London.

This historical information provides a glimpse of the past from the perspective of one individual who is giving a forgotten society its rightful place in history. The value of this information to the Library of East London Museum and the community of East London lies in the fact that it preserve links with the past – a past that has often “been bulldozed out of existence” to make way for some modern finding and changes. By accepting and storing this information with regards to these trams in the Library, it is our endeavor to hold on to some expression of mankind’s ingenuity, advancement and achievements and its effect on society as a whole.

Summary:

On the 31 March 2011 the Library Department of East London Museum received a much valued collection from Mister Dennis George Jenkinson. Jenkinson made a study of the trams of East London and gave numerous talks about it to different groups and audiences. This historical information provides a glimpse of the past from the perspective of one individual who is giving a forgotten society its rightful place in history. The value of this information to the Library of East London Museum and the community of East London lies in the fact that it preserve links with the past – a past that has often “been bulldozed out of existence” to make way for some modern finding and changes.

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A Study on determinants influencing Information literacy and Information Seeking Behaviour of students in Academic Environment

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This study was undertaken to determine the needs of information services and information literacy and Information Seeking Behaviors among the students in Sur University College. This Study attempted to identify the students’ needs, accessibility, browsing, searching of information services, issues and concerns related to the availability of resources and the factors affecting the students accessibility and retrieval of information through survey questionnaire. This paper came out with the several important points about the issues related to the needs and availability of resources, how to meet and overcome of it. It also found the students information literacy on the usage of electronic resources. It also discusses the various challenges and the possibilities related to the building up of needs of information services.

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Managing change through innovative leadership: a case in South African academic libraries

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This paper presents and discusses the professional experiences of two academic librarians in South Africa. The focus is on a number of issues that involve leadership in academic libraries: transformation, subject specialisation, library and information services standards, further education, academia, and mentoring. Clearly, the issues are not exclusive to academic libraries but may also manifest in other library types as well.

The underlying objective of the paper is to reflect on the experiences, question the status quo and propose some practical solutions to some of the pressing problems. The paper paints a picture of a profession finding itself at a crossroads given, the impact of technology, closure of library schools, changing political environment, the need to implement global best practices in a developing country like South Africa. Central to the proposals for solution, is the need for leaders and managers with a fresh vision and ability to manage the many challenges, to secure a better future for the profession. In this period of constant changes, this may be a window of opportunities or further marginalisation of the library and information science profession.

Keywords: Leadership; technology; change management, culture, librarianship, lifelong learning.

Summary:

Brief Curriculum Vitae

Nqabisa Nongogo née Nkangana is the Senior Librarian at the Nelson Mandela Metropolitan University (NMMU) Library. She joined the institution in 2010. Before that, she has worked for the Library of Parliament of South Africa for 4 years. She started her career at the University of Cape Town (UCT) where she spent 8 years.

She holds two Masters' degrees in: Library and Information Studies and Project Management from UCT, an Honours degree in Information Studies from the University of Natal, a Post Graduate Diploma in Library Science and a Bachelor of Arts in Education from the University of Transkei. In addition, she is currently studying for a law degree (LLB - third year) with the Nelson Mandela Metropolitan University.

Ω

Mduduzi Ncongwane is the Branch Librarian at the University of South Africa (UNISA), Cape Town branch. He joined UNISA in September 2009 after working for the University of Cape Town for the past 12 years. He started his career at the Peninsula Technikon, now called the Cape Peninsula University of Technology (CPUT).

He holds two degrees in librarianship: undergraduate degree from the University of Zululand and an Honours degree from the University of the Western Cape. His five-year plan is to finish off his Masters in Information Technology degree and hopefully, begin with the doctoral studies.

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Mindful Leadership within Librarianship: Leading from within

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“The range of what we think and do is limited by what we fail to notice. And because we fail to notice that we fail to notice, there is little we can do to change. “ R.D. Laing

Mindfulness refers to the ability to take full cognizance of and appreciate the current moment and circumstance. It refers to letting go of limiting habits and judgements and fully engaging in the present moment, thereby increasing self-awareness and in the process developing a keen ‘open intelligence’ and poise in turbulent times. Mindful leadership refers to leading with this sense of openness and self-awareness, fully engaged with what is happening internally and within the environment.

The increasing complexity and pace of change within the profession and within the world of work require mindful leaders who are open and self-aware. These leaders have perspective on issues and trends, they let go of their narrow focus and they embrace change. This paper explores the complexities and ambiguities in the library profession and how mindful leadership and thinking can provide a fresh perspective on dealing with change in the profession and leading and inspiring others.

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An empirical study of the contribution of Olievenhoutbosch Community Library to its community towards leadership and development.

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The paper seeks to examine the role played by Olievenhoutbosch Community Library to its community in the area of leadership and development. A profile of Olievenhoutbosch community will be examined to determine the demographics of the Olievenhoutbosch Community Library patrons. A discussion of literature review of leadership and development will provide a basis for discussion in relation to the services rendered by the Olievenhoutbosch Community Library to its community. An analysis of what prompted the initiation of these programmes will also be discussed in the paper. The paper presents the leadership and development programmes put in place by Olievenhoutbosch Community Library, which consist of amongst others, Adult Basic Education and Training, career guidance, mentoring, HIV and AIDS projects, community sustainable development projects. A sample of Library patrons both currently involved in these programme(s) and those who exited the programme(s) have been selected to ascertain the relevance of these programmes in the community. The paper also looks at the context under which the programmes are conducted and analyzes its challenges and benefits to the community. Based on the findings of the research, the paper concludes with the discussion on the role played by Olievenhoutbosch Community Library in the area of leadership and development towards the community and the necessity of such programmes.

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What Students Want

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WHAT STUDENTS WANT

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03-07 OCTOBER 2011

ABSTRACT

A lot has been said and written about the need for libraries to transform services to suit the needs of the new library users – from primary school through higher education and community libraries. At university level, librarians face challenges regarding adequacy and the quality of services they provide. The needs of under-graduates may differ from those of post-graduates – all served by one library. When university programmes are accredited and the institutions audited by the Higher Education Quality Committee (HEQC) and professional councils, adequacy of library services as key resources in education and research is also assessed. Library users in the form of students and staff participate in sessions assessing the library services. Therefore, their opinion of library services matters. The question is: do we know what our library users, particularly students, want? Can our libraries as they are at present adequately provide for those needs? How can our libraries successfully re-invent themselves to meet the changing needs of the users? This paper will attempt to answer the questions by addressing issues around students' learning preferences: are existing library facilities and services designed to support learning preferences of the cohort of students we serve? Findings of a survey of preferences of students of the Tshwane University of Technology (TUT) w.r.t. learning spaces; methods; times; other facilities; etc. together with limitations experienced by the libraries will be shared. TUT is a multi-campus institution of higher learning with nine campuses serving more than 43,000 students. The campuses are spread over three provinces: six (6) in Gauteng; two (2) in Mpumalanga and one (1) in Limpopo. Born out of a merger of three technikons in 2004, disparities in infrastructure, facilities, equipment and staffing together with location differences; i.e. city, urban and distant campuses alone pose a big challenge with regard to equity of service provision; let alone adequately providing for the cohort of students entering the university annually.

Summary:

Learning preferences of the cohort of students are changing: are existing library facilities and services designed to support their learning preferences? Findings of a survey of preferences of students of the Tshwane University of Technology (TUT) w.r.t. learning spaces; methods; times; other facilities; etc. together with limitations experienced by the libraries will be shared.

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Zebra or Horse: How do you rate your workplace in terms of Cultural Diversity?

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Malan abst 2.

At first glance it would be easy to say that our workplace is a Zebra. If that is the case good for you but is it true? Do we measure the zebra according to the different races or BEE appointments in our workplace? Do we really understand what cultural diversity is? Why do we need to be concerned about diversity? Workforce diversity is one of the most widely discussed issues in our society today. Since the academic library is a mirror of society, a similar pattern might be found in its ability to function as a workplace. According to Chemers, "Organizations must provide ongoing educational opportunity to develop communication skills necessary for effective collaboration and work across cultures. Interpersonal skills needed to handle such situations of conflict do not come naturally. Volatile issues will come, and employees will need to know how to deal with backlash, diversity, prejudice and stereotyping." A learning organization with a climate that is responsive to the needs of its staff by being stimulating and supportive is most desirable by persons working in that environment. The learning organization model also makes it possible for staff to continually strive for new approaches in acquiring knowledge and information. When an organization's culture is inclusive and responsive it creates an environment that is receptive and better able to determine the degree of success for how diversity initiatives will be received, accepted, and implemented. (Love. 2001:73)

In this study diversity is defined as those attributes that make people different, having properties and characteristics of language, geography, gender, race, age, physical ability, sexual orientation, religion, skills and economics. Understanding diversity has become very complex because it also means directing attention to conflict among and within groups. Therefore, a critical need exists to determine ways in which we can identify and establish benchmarks, build upon our strengths, and improve areas that have not been developed. As we search for ways to meet the needs of the academic library staff, the question becomes how to manage this new multicultural workforce as well as maintain the value of diversity. Other than reporting the number of new employees hired, few libraries have found ways to assess and document diversity progress. (Love. 2001:74)

Diversity initiatives can be assessed, and those assessments can be used as a tool to manage and identify areas of continuous growth and development. However, we must be willing to look at all dimensions of diversity, develop new strategies that are inclusive, and work on them consistently and simultaneously. There is support for the notion that faculty, staff, administration, and the institution pay a heavy price for intolerance in the workplace. The cost impacts productivity, work relationships among staff, and how progress in growth and development is perceived. Data gathered through models, pilot studies and documentation can be used as a tool for strategic planning. It can also be used to see if you are a zebra or a horse.

Summary:

At first glance it would be easy to say that our workplace is a Zebra. If that is the case good for you but is it true? Do we measure the zebra according to the different races or BEE appointments in our workplace? Do we really understand what cultural diversity is? Why do we need to be concerned about diversity? Workforce diversity is one of the most widely discussed issues in our society today. Since the academic library is a mirror of society, a similar pattern might be found in its ability to function as a workplace.

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Alignment of the development plan of the subject librarian with the information needs of the academic staff: A case study of North-West University.

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Alignment of the development plan of the subject librarian with the information needs of the academic staff: A case study of North -West University.

Changes and demands in the working environment of the professional librarian create opportunities for improving, evaluating and reviewing their skills and knowledge. All these factors are important for excellent information delivery and the growth of the library profession.

In order to successfully improve, evaluate and review skills and knowledge a personal development plan is of the utmost importance. It gives structure and measurable criteria in reaching the goal of information delivery.

Another important element is building partnerships with stakeholders. The strategic plan of the institution and the user's expectations and needs must be taken into account when prioritising and planning action for skills development.

In the case of the academic library the librarian's skills and services must align with the mission of the University and other stakeholders, such as students, researchers, vendors and academic staff members.

To aid mentors and new subject librarians in the task of aligning a skills development plan and services to the expectations and needs of the faculty a variety of tools can be use. Assessment tools such as the strategic plan, research profiles, Lib-Qual and customised questionnaires are used to analyse the information needs and expectations of the academic faculty staff and the subject librarians.

The case study will focus on the "School for Social and Government studies" at the North-West University, Potchefstroom Campus. Results will be plotted on the Treetops Grid to identify areas that needs attention. Skills needed for the subject librarian will be incorporated into an action- and personal development plan.

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Roving and Roaming strategies to lead a successful Information Literacy intervention at the University of Fort Hare

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Due to the exponential increase in information available online, libraries are arguably experiencing reduced patronage. In most universities, students and other library users have easy access to a network of computers connected to the Internet from which they can also access the virtual library. In addition, some of the users can now access the Internet through their cellular phones thereby reducing library patronage except in cases where they want to browse print sources of information such as books and journals. Libraries are however responding positively to these developments by ensuring that users have also access to the Internet in the library through the establishment of learning commons and related space. There is great concern though about the quality of information and the ability of users to evaluate the information they find on the Internet. How then should Instruction Librarians ensure that once again users turn to them for guidance on which sources of information to use? What are the challenges faced by Instruction Librarians in trying to reach out to students scattered around the university network of computers? This paper seeks to present the concepts of roving and roaming as perfect options to reach students and other users in the comfort of their offices and other study areas. Instruction librarians at the University of Fort Hare (UFH) are going be surveyed to gather their views on the 'rove' and 'roam' strategies which the University library adopted in pursuit of its motto "convenience". The paper will shed some light on success stories and challenges that these strategies present.

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Transforming information services for the future

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Abstract:

Transforming information services for the future

This paper presents a critical reflection of selected Information Communication Technology (ICT) transformation and implementation challenges in heritage museums as information service centres.

Information centres throughout the world, including heritage museums, libraries, and tourism spaces collect, organize and disseminate information and knowledge to different user groups. However, heritage museum also collect objects of art and other artefacts that are archived for different purposes. These purposes include aesthetic appearance, historical value, social significance, and information service.

Nationally and internationally, libraries have been perceived as having evolved from mere hard copy reference venues to generators of electronic indexes, providers of digital knowledge, and distributors of diverse types of information. The same evolution is also evident with international heritage museums, which are constantly redefining themselves to serve and attract new audiences. This re-defined heritage museum focuses on widening access to heritage collections images and archived information through Internet searching, servicing researchers and scholars from a wide range of disciplines.

ICTs offer the opportunity to heritage museums to become more inclusive and competitive in the global information society, and to fulfill a role in transforming information service for the future.

It is evident that the advent of the Internet and other information technology applications of the new millennium prompt a critical re-evaluation of heritage museum research and information-sharing services for the future. Subsequently triggering an avalanche, for ICTs to become an integral component of the digital policies of most heritage museums and allowing them to satisfy the demand for On-line information-sharing.

However, it should be noted that the demands for on-line information access in heritage museums are not without negative attitudes, and technical challenges. ICT challenges in heritage museums include misconceptions that: computers and other new-media information equipment will replace heritage museum staff; curators will not feed computers with key information as a result of staff resistance; anxieties from some staff and end-users, and advanced information service demands and expectations from others, underscore the need to transform attitude. The lack of skills and the problems of hacking and viruses present technical problems. It is clear from this brief challenges then that an investigation into ICT transformation and information service challenges in heritage museums is warranted.

On the other hand ICTs have proven to be of importance with regard to the use of customized technological services and known applications such as e-health, e-government and e-commerce. As far as information service in heritage museums is concerned, there could be regular e-newsletter circulations aimed at updating heritage museum end-users about heritage museum activities, and the acquisitions of new artefacts and archival documents. Information societies continue to advance the exposure of ICT across the globe, with the use of TVs, radios, cell phones, e-global market reports gaining popularity day-by-day. Such developments also help to convert information poverty into information opportunities.

Heritage museums, like all other information centres, are expected to compete globally, and likewise are compelled to disseminate information digitally, and the general public sector in developing countries has experienced an increased recognition of the importance of ICTs to inform communities, and stimulating the need to learn as a fundamental service.

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This paper focuses on the opportunities and challenges of training LIS professionals in South Africa in what is seen as a drastically changing work environment. The environment in which LIS professionals are trained to work is now predominated by knowledge economy and information society perspectives. The labour market for LIS professionals is equally changing rather rapidly. LIS departments used to prepare professionals who worked in particular environments, but not anymore. Additional skills may be required to competently work in the expanded labour market of LIS professionals may be different from the skills which were required to work in the traditional library environments. As knowledge workers, LIS professionals are expected to competently contribute to the emerging South African knowledge economy. The major objectives of the paper include: finding out the challenges of training LIS professionals in a changing environment; establishing the opportunities of training LIS professionals in the changing environment; assessing the impact of information and communication technologies on the training of LIS professionals; establish the reasons behind the shrinking of LIS as a profession; and determine the skills required of LIS professionals to perform sustainably as knowledge workers in an emerging knowledge economy such as South Africa. A literature review will be conducted on the training of LIS professionals, the information society, the knowledge economy and any other relevant topic or sub-topic. Websites of LIS departments in South African universities will be visited to find out the kind of training different departments offer to LIS professionals. Findings of this study may inform trainers of LIS professionals on the kind of skills that are necessary for Library and Information Service providers in a changing work environment and an emerging knowledge economy.

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SCHOOL LIBRARIES UNDERPINNING QUALITY EDUCATION

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This paper looks at how school libraries may enhance quality teaching and learning in schools. This critical literature review examines research findings which link quality teaching and school library use, and school library provision. The paper reveals that dependence on textbooks, teachers and after-schools additional classes may improvement pass rates especially in grade 12, but if school teachers and their learners are encouraged to get additional information through research in the libraries, this will inculcate the spirit of life-long learning. The paper also looks at the conscious decision governments should take in providing library buildings and librarians or teacher librarians for every school. It also looks at the need of a sound relationship between school librarians, teachers and learners. To achieve this, there should a conscious effort from school managers and governments to support establishment of school libraries, especially in rural areas. Higher Education institutions must through their community engagement offices support establishment of libraries in schools and in communities.

The aim of the literature review is to examine evidence from research conducted which link learning in its widest sense, encompassing processes and attitudes, with library provision, including the type of resources, nature of access and staffing.

Literature reviewed show that there is a link between quality teaching and learning and the availability of libraries in schools. It also reveals that learners who are not exposed to library provisioning in their school career usually have problems when they go to tertiary institutions. Literature has also revealed that school that are without libraries are those in rural and in townships or squatters.

It is revealed that school libraries can have a positive impact on academic achievement particularly when accompanied by appropriate action to ensure that service delivery is efficient and effective. This is only possible if schools have school librarians who will service library users.

This paper lifts training of teachers and librarians very high in order to raise mutual understanding of each other's contribution and roles within the school library setting. Training should include information skills development, collection mapping, planning and evaluation.

Succinctly, this paper addresses the importance of libraries in schools to support quality teaching and learning. Quality teaching is also possible in a conducive learning environment. The paper exposes that there should be a sound relationship between teacher librarians and educators in a school in order to achieve the aspect of quality teaching and learning

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IN DEFENCE OF TRADITION: THE LIBRARY AS A MEANS TO AND AN END IN

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The title presents a paradox, whereby the paper addresses a rather contentious issue about the place of libraries in the 21st Century. South African librarianship is in a state of flux. Despite the opportunities and challenges that new technologies present to libraries, the question remains whether the library in a sense is not abdicating its social responsibility. Should the library have a social responsibility? The paper examines the current trends in librarianship and the role of libraries / librarians with the applications or embrace of new technologies against the thinking of traditionalists like Pierce Butler, Jesse Shera, Ranganathan, to name but a few. It furthermore draws on the views of others like John M Budd (2008), who in his book *Self – Examination* posts a number of questions on values, norms, democracy. This paper does not defy the great opportunities that new technologies can present but argues for a revisit of the fundamentals of librarianship and the necessity of traditionalism especially in a South African context. The paper furthermore draws on current research on the role of the library in socio – economic issues.

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Digital archiving at e.tv: embracing change in the pursuit of archiving merit and training

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In 2008, e.tv implemented a digital archive system in preparation for the launch of enews, South Africa's first 24-hour television news channel. This system would facilitate conversion of e.tv's tape-based archives, processed on analogue workflows, to a file-based computerized system, supported by a digital library and workflows. The system would facilitate simultaneous organisation of digital footage, as well as effective search and retrieval - a major advantage in the fast-paced 24-hour news environment.

Three years since implementation, e.tv Archives has not only made that transition but is fully immersed in the business of digital archiving and its accompanying strategies and workflows. During

this period the archive has undergone major changes, from massive physical renovations to the restructuring of tasks around digital systems and workflows. We have evolved from servicing a single channel to a multi-channel company, fast becoming a global player in the industry. The challenges we face as an operating division servicing the company's diverse needs has become the driving force to always seek innovative ways of accessing and delivering archive content to users using the digital technologies at our disposal. The myriad of changes brought on by the implementation of the digital archive has allowed us to maximize our capabilities as an archive service operation and to participate in the digital archiving international community of practice, sharing and exchanging expertise and experience in the pursuit of archive excellence. These broader changes within the digital archive domain also have specific implications for developing formal training programmes for practicing and future audio-visual archivists in South Africa in terms of addressing the gap between present academic curriculums and the workplace skills required.

Within the above context, this paper will focus on the dramatic changes e.tv Archives has undergone since the introduction of the digital archiving system in terms of the following aspects:

- The work culture, moving from an analogue to a digital environment
- The skills required to do the job, traditional skills evolving within the digital domain
- Internal training measures for trainees and interns
- The need for more targeted and structured tertiary training feeding into specialized libraries, specifically audio-visual archives such as e.tv archives.

This presentation would be of interest to all information professionals who have to deal with technological changes implemented within their work environments. It could potentially offer valuable insights in dealing with the associated challenges of adapting to new digital domain work cultures, a robust and evolving skills-set and, developing relevant internal and external training programmes in the interest of building productive and relevant information professionals for the future.

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Tracing similarities between AACR & RDA with data mapping relationship to MARC21Formats

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The information environment is dynamic and requires cataloguers to respond to its fluid and active state. It demands that a cataloguer not only works to describe the types of information resources available in a library collection, but the relationships that exist between resources, or even parts of resources, as well. Today the development of computer technology and electronic document production presents a significantly different challenge than libraries had only fifty years ago a time when information resources and preservation was rooted in the era of books and periodicals, and the card catalogue was the entry point to the library's physical holdings. One area where change is essential is in the area of library catalogues and cataloguing. Cataloguing rules used today represent an unbroken continuum that began in the early 19th century. The rules were developed for linear presentation, either in printed book catalogues or in alphabetically arranged card catalogues. More recently, library systems developers have worked hard to create a machine-readable library catalogue that provided functionality beyond that of the analogue card catalogue. However, the struggle to accommodate technological change with data created using the old rules is clearly not optimal, and hinders the ability of libraries to create innovative services. There are certainly other, equally compelling visions of what the future will look like for libraries, but what stays the same is the need for reusable data from others which are combined "virtually" for delivery to users, as well as for more sustainable and efficient ways to describe these materials. The level of interoperability required for this new environment of data sharing demanded a re-examination of library cataloguing rules. The library online catalogues made use of the data elements produced according to the rules of AACR2. Those data elements, however, were encoded in a machine-readable cataloguing record (MARC) which was developed in the 1960's as the carrier for the library cataloguing data. Due to the proliferation of digital resources a need for AACR revision was noted and acted upon to accommodate materials of this nature, wherein library environment saw an introduction of the

RDA – (Resource Description Access) in 2005. RDA is envisaged to overcome all the challenges libraries and information environment are facing currently in defining the nature of the resources in nowadays library environment. It might seem as if RDA is way different from AACR where as there are elements of similarities between these two standards. This paper is intended to trace similarities observed by the author during the testing period of RDA ToolKit in 2010 with the relationship the two cataloguing rules (AACR & RDA) have in data mapping to MARC21 Formats. It addresses quite a number of traditional cataloguing processes, in addition to some new and emerging practices such as metadata.

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Transforming information services for the future

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Transforming information services for the future

This paper presents a critical reflection of selected Information Communication Technology (ICT) transformation and implementation challenges in heritage museums as information service centres.

Information centres throughout the world, including heritage museums, libraries, and tourism spaces collect, organize and disseminate information and knowledge to different user groups. However, heritage museum also collect objects of art and other artefacts that are archived for different purposes. These purposes include aesthetic appearance, historical value, social significance, and information service.

Nationally and internationally, libraries have been perceived as having evolved from mere hard copy reference venues to generators of electronic indexes, providers of digital knowledge, and distributors of diverse types of information. The same evolution is also evident with international heritage museums, which are constantly redefining themselves to serve and attract new audiences. This re-defined heritage museum focuses on widening access to heritage collections images and archived information through Internet searching, servicing researchers and scholars from a wide range of disciplines.

ICTs offer the opportunity to heritage museums to become more inclusive and competitive in the global information society, and to fulfill a role in transforming information service for the future.

It is evident that the advent of the Internet and other information technology applications of the new millennium prompt a critical re-evaluation of heritage museum research and information-sharing services for the future. Subsequently triggering an avalanche, for ICTs to become an integral component of the digital policies of most heritage museums and allowing them to satisfy the demand for On-line information-sharing.

However, it should be noted that the demands for on-line information access in heritage museums are not without negative attitudes, and technical challenges. ICT challenges in heritage museums include misconceptions that: computers and other new-media information equipment will replace heritage museum staff; curators will not feed computers with key information as a result of staff resistance; anxieties from some staff and end-users, and advanced information service demands and expectations from others, underscore the need to transform attitude. The lack of skills and the problems of hacking and viruses present technical problems. It is clear from this brief challenges then that an investigation into ICT transformation and information service challenges in heritage museums is warranted.

On the other hand ICTs have proven to be of importance with regard to the use of customized technological services and known applications such as e-health, e-government and e-commerce. As far as information service in heritage museums is concerned, there could be regular e-newsletter circulations aimed at updating heritage museum end-users about heritage museum activities, and the acquisitions of new artefacts and archival documents. Information societies continue to advance

the exposure of ICT across the globe, with the use of TVs, radios, cell phones, e-global market reports gaining popularity day-by-day. Such developments also help to convert information poverty into information opportunities.

Heritage museums, like all other information centres, are expected to compete globally, and likewise are compelled to disseminate information digitally, and the general public sector in developing countries has experienced an increased recognition of the importance of ICTs to inform communities, and stimulating the need to learn as a fundamental service.

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Impact of the digital divide on information literacy training in a higher education context

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This paper is based on a master's study undertaken to investigate the impact of the digital divide on information literacy training of Extended Curriculum Programme (ECP) students at the Durban University of Technology (DUT). The demographics of higher education student enrolment in South Africa have evolved over the years. Today such enrolments comprise a heterogeneous group of students, by race, economic background, information literacy (IL), digital background, educational background, etc. The literature commonly defines the digital divide as the gap or divide between those with access to and skills in information and communication technologies (ICTs) and those without such access or skills. In South Africa there are currently students entering the higher education environment who have never used the Internet or disadvantaged students from the rural areas who have little or no knowledge of technology. It is often argued that physical access to technology is not enough to bridge the digital divide and thus training becomes an important aspect to address the problem of the digital divide. Students at the Durban University of Technology (DUT) have access to technology but many have no prior knowledge of how to use the information technology tools available to retrieve information that is needed. South African higher education institutions have students that fall into both categories - some students have had no ICT access and have no ICT skills while there are those who have had access and are skilled in the use of ICTs.

The study, which this paper reports on, was largely a qualitative one, using questionnaires and interview schedules to collect data. The study also aimed to identify innovative teaching and learning methods to accommodate the diversity of students in the IL classroom and to recommend guidelines for teaching and learning of IL that accommodate the digital divide among participating students. Data was collected via a questionnaire from ECP students enrolled in 2010 for information literacy training at DUT. This was triangulated with data collected by means of an interview schedule used to gather data from Subject Librarians involved in teaching of the information literacy module to ECP students, as well as by means of a separate interview schedule used to collect data from the DUT Extended Curriculum Programme Co-ordinator. Qualitative and quantitative data were prepared for analysis by means of content analysis and numerical coding, respectively and then subjected to statistical analysis via SPSS (Statistical Package for the Social Sciences. Version 17) which produced percentage and frequency distributions to ascertain findings. The study found that the digital divide does impact on information literacy training in the higher education context in ways such as, inter alia, slowing down the progress of IL lessons and disadvantaged students needing more interventions to bridge the information and digital divide. The study recommends, inter alia, that computer literacy training should be provided for digitally disadvantaged ECP students before IL training commences and creative teaching and learning methods, such as online tutorials, games and group work, be used to accommodate both digitally advantaged and digitally disadvantaged students in the IL classroom.

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The integration of information literacy into the curriculum: a case study at the Cape Peninsula University of Technology

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The lack of a formal Information Literacy Policy within the Cape Peninsula University of Technology (CPUT) has been hampering successful information literacy integration within the curriculum across all courses within the university. The Library realized that there had to be an institutional policy, as also indicated by Breivik and Gee [cited in Grafstein 2002:198]:

Although librarians have in one form or another been teaching IL for many years, these projects have met, and will continue to meet, with minimal success, as long as they are initiated solely by librarians and supported only within the confines of the library.

Breivik and Gee argue that information literacy programs can only be successful “when they are developed within an explicit statement of philosophy from the highest levels of academic administration” where it is established that IL is a compulsory part of all teaching and learning at the university.

Hence, this paper explores the process that was followed to get a formal IL policy in place, as well as the implementation and monitoring process thereafter. Levels of information literacy integration had to be determined at the time to be able to monitor progress. Therefore the CPUT Library embarked on doing an Information Literacy Audit across the university. It was important to identify the gaps and work on strategies to address courses with partial or no integration. This paper analyses the methodologies employed to gather the necessary data as well as the audit results and the implications of this for general IL integration into the curriculum.

Summary:

Biographical summary of presenter:

Ms J Lockhart has worked in academic libraries for 10 years and presently holds the position of Librarian: Training, Development, Information Literacy and Conference Organizing at the Cape Peninsula University of Technology Libraries. She has a Master's degree in Business and is a qualified Education, Training and Development Practitioner and Assessor. She is also the chair of the Information Literacy Committee at CPUT. This committee is a sub-committee of the Senate Teaching & Learning Committee. She has presented a paper titled “The before and after of an Information Literacy Policy at the Cape Peninsula University of Technology” at the IATUL 2011 conference in Warsaw, Poland that was held from 29 May – 2 June 2011.

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Use of electronic communication in public libraries with special reference to the Central Public Library, Cape Town.

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The Central Library in Cape Town recently moved into a new building with changed infrastructure and operational requirements. The communication method of printed staff shifts, venue bookings and diary updates in various workspaces, proved ineffective as scheduling changed too rapidly. This paper reports on a project which aimed to develop an internal communication method to enhance workflow in the Central Public Library.

Different communication tools were investigated, although the use of an electronic tool was focused on. One of the biggest challenges was working within the constraints of the different policies of

both the Information Systems and Technology and Library and Information departments within the City of Cape Town. To introduce a new communication strategy into the library, McNabb's (2007) model for knowledge management subsystems was used to describe how one aspect of the library (e.g. internal communication) was used to change how the library performs.

The initial set up took approximately three months and an additional two months was used for staff motivation and training. The eight steps of change of Kotter and Cohen (2002) were used to strategize on how the people factor has influenced the change of the communication method. A general feedback session was organized and a self-administered questionnaire with both closed and open-ended questions was handed out to 40 staff members to test usage and impacts. Thirty-one (77.5 %) completed the questionnaire.

The introduction of an electronic internal communication system into the library, ultimately changed the performance of the library positively. This tool addressed a wide selection of practical problems previously experienced. The effectiveness of the tool depends largely on the staff's commitment and regular maintenance of equipment.

The recommendation emanating from this study is that the use of a communal electronic internal communication system has a huge potential in the bigger public library environment. It can improve a library's performance, productivity and team collaboration. This in turn can lead to fast and effective service delivery within the organization in order to reach the ultimate goal of customer satisfaction.

Summary:

Curriculum Vitae

Christelle Lubbe:

I am a B.Bibl (ed.) graduate with 20 years of experience in public librarianship. Currently I am the Chief Librarian of Bellville Library, City of Cape Town. I completed a certificate in Project Management and passed the Carnegie Library Leadership Academy with distinction. I am a member of LIASA, PACLIG and ALN. I have attended and participated in several national and international conferences, committees and seminars making a difference to the profession. I delivered a poster presentation at IFLA conference, Milan, August 2009 and presented a paper at LIASA 8th Annual Conference. I published articles in Liasa-in-touch and Cape Librarian. I managed the Milnerton Library Adult Learning Centre that won the Western Cape Branch award of LIASA and 2nd place in Best Centre award in National Adult Learners Week.

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Online Knowledge Sharing in University Academic Departments: the experience of the University of Fort Hare, Eastern Cape, South Africa

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ABSTRACT

The process of knowledge sharing plays a significant role in determining the outcomes of knowledge management in academic institutions. Electronic communication tools are not specifically considered as repository within knowledge management but are regarded as collaborative tools. For the purpose of improving the results of knowledge sharing through e-communication tools, academic departments in universities must understand the mechanisms related to user's decisions to share knowledge virtually. This study and paper presentation discusses existing researches and develops a theoretical model of factors that influence online knowledge sharing in academic departments in universities from lecturer's viewpoint in a formerly disadvantaged public university. The aim is to

investigate the relationship between influencing factors and online knowledge sharing and improve them for getting better results in academic departments in the university environment. A questionnaire will be designed and distributed through email to all academic departments of the University of Fort Hare; the survey will be conducted to collect data for this paper presentation and descriptive statistics will be employed to analyze the data.

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Information Literacy: a cornerstone for Open Distance Learning

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Focusing on Information literacy is essential for open distance learning institutions (ODL) such as the University of South Africa because students and academics function in an information environment that is rapidly developing and becoming increasingly complex. Information literacy is described as a skill that is central to learning, as it enables individuals to recognize the need for information, locate it, evaluate it, effectively use and eventually communicate the outcome. Rapid development in technology and the proliferation of information has also led to the transformation of teaching methods at ODL institutions. As we embrace methods such as e-learning or blended learning, information literacy training still remains an important factor in producing successful programmes. This paper highlights the necessity for libraries and faculties in ODL institutions to integrate effective and appropriate information literacy programmes that can adapt to the moving trends in open distance learning.

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LEADERSHIP STYLES OF DISTRICT THREE SENIOR LIBRARIANS IN THE CITY OF CAPE TOWN

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Stueart and Moran (1998) state that despite the vast amount of knowledge, training and focus on management, little is known about how to lead efficiently and effectively. The motivation behind this study originated from the assumption that determining the different leadership styles of library managers could contribute to a more effective public library service. If Senior Librarians were made aware of particular outcomes prompted by certain behaviour, they would be empowered to evaluate their leadership styles and adapt them in a more effective way, which in turn would lead to a more effective public library service.

Riggs (2001) further states that librarians need to understand the difference between management and leadership. If managers understand the difference between management and leadership, they would be able to lead more effectively. Hence this paper focuses on transformational leadership. Transformational leadership looks at the bigger picture, questions the status quo and focuses on improvement in services (Bolden et al. 2003).

Research questions that were explored were: What are Senior Librarians beliefs about leadership?; What styles of leadership are they employing?; and, Do they employ strategies when they lead? Data was collected by means of a semi-structured questionnaire, which allowed the researcher to explore issues not previously thought of or planned and thus provided valuable new insight into the problem.

It is hoped that this research report would contribute to an awareness of leadership in public libraries and not only concentrate on management, which could result in organisations becoming too task driven with the huge risk that our destination becomes more important than the journey itself.

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AUDITING KNOWLEDGE MANAGEMENT AT THE UNIVERSITIES OF ZULULAND AND JOHANNESBURG

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¹ LIASA

The purpose of this paper is to analyze the detailed content and to ascertain whether tertiary institutions of higher learning (IHL) have knowledge management process in place using knowledge management audit as a tool. This paper defines knowledge management audit, (KM-audit) as the auditing process of creating, acquiring, retaining, distributing, transferring, sharing, and re-using the institutional knowledge of an organization, i.e. it refers to how the knowledge is managed in the organization. Moreover, KM-audit also includes an examination of the organization's strategy; leadership; collaborative, learning culture; staff participation in team work; and technology infrastructure in its various knowledge processes (Chong and Lee, 2005). In other words, KM-audit is an organic synthesis of traditional audit theory, methodology and knowledge management practice. KM-audit implements the audit idea in the enterprise's knowledge management and audits how to carry on knowledge management in its operational process. According to Budd (1998) Universities are concerned with the conservation of knowledge and ideas; teaching, publications, extensions and services as well as interpretation. Research is also a conservation of knowledge which is practiced in the (IHL) thus it helps in determining what they know and do not know. This paper emphasizes on culture of sharing and delivering knowledge from faculties to students and staff. A question on how lecturers generated knowledge was asked and the response was ("I am a member of industry associations, furthers studies with a PhD, get industry certification, read many journals and general articles, do internet research"). Additionally, the respondents were asked as to how knowledge is generated in their departments. Respondents revealed that ("we invite guest speakers to address students, liaise with the industry, conference attendance and presentations"). Respondents were asked as to how they transfer knowledge generated and gained to other departments or colleagues. ("We transfer the knowledge gained and generated through meetings, workshops, presentations, e-mails and informal discussions with colleagues".)

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A teambuilding-strategy based on uBuntu-principles, facilitating increased efficiency, service-excellence and job-satisfaction of Midvaal library staff members.

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Any institution or organisation is only as strong as the people who serve in it. It is therefore important to create an enabling environment that is conducive to high performance. Organisations whose operations are dependent on effective teamwork should invest in teambuilding initiatives and the optimal development of individuals within teams.

Teams that are strong, united and efficient, positively impact on customer services. Strong teams that work towards the same goals, achieve better results and are committed to service excellence. The principles of uBuntu support teamwork as well as service delivery as it is based on the values essential to the successful implementation of both concepts. Ubuntu principles manifest in interpersonal relations in the form of respect, appreciation, honesty and trust. Ubuntu embraces a sense of community and unity of purpose. The signs of Ubuntu principles practised in the workplace are compassion, transparency, lack of self-importance and a willingness to help others.

Ubuntu principles instilled within an organisation, positively impacts on teamwork, individuals' job-satisfaction as well as services delivered to its users as discovered in a case-study implemented amongst Midvaal library staff. After implementing a SWOT-Analysis to investigate the current status and experience of teamwork amongst library staff members, an Ubuntu-strategy was implemented. The following processes were followed during the implementation of the strategy:

- Step 1 : An idea for change
- Step 2 : Reflection
- Step 3 : Teambuilding and Ubuntu workshops
- Step 4 : Implementation plan
- Step 5 : Monitoring and evaluation

After the implementation of an Ubuntu-strategy within the Midvaal library sector, staff reported an increased sense of community, greater job-satisfaction and an increased awareness of the value and importance of library services delivered.

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Strategic marketing of electronic resources

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Abstract

Contemporary tertiary education institutions are operational in a highly competitive environment and are being confronted not only with specific local issues (student demographics, staffing requirements, etc) but also with the global repercussions of the connected world (i.e. online access to information). The question must rightly be asked: Can we really survive amidst such a competitive market? If so, how?

Small University Libraries function in very specific environments but are exposed to exactly the same market forces and societal dynamics of Big City Universities (BCU's). The good news is that Small University Libraries are, despite their size, also connected to the broader Library and Information Services sector, including BCU's. Networking with other institutions enables Small University Libraries to learn from them. Marketing is an example of the aforementioned principle, i.e. various means can be used to enable the library to grow an awareness of the electronic resources that are available to its clientele, and which can be utilized to the advancement and development of the institution in a cost-effective manner.

The impact of public libraries on community development: an exploratory study

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The purpose of this research is to establish the impact that public libraries have on the development of communities with particular reference to the Harare Public Library (Khayelitsha, Cape Town) that opened for the first time in 2011. The role that public libraries play as a gateway to information from a number of sources has impact on the following, according to Streatfield (2009: 138):

- Education
- Health
- Culture and leisure
- Economic development
- Communication
- E-government

With these impact areas in mind this study attempts to draw correlation between library activities and services with measurable changes in these areas and the development of the library's community towards an improvement in the quality of life for its members.

There is much evidence in the literature to suggest that there is pressure to measure the impact of library services. The works of Markless and Streatfield (2006), Poll and Payne (2006) and Debono (2002) reflect this view and reiterate the need to ascertain the value and impact of public libraries. De Jager and Nassimbeni (2010) point out that there is limited work done on impact and assessment in the public library sector in South Africa. In the spirit of the ideals set out in the Library and Information Services Transformation Charter (2009) with regard to the value and influence of public libraries on the lives of people and communities, this research sets out to gather relevant evidence to measure the impact of public library services on the community.

The objective of this exploratory pilot research exercise is to focus on one of the above impact areas, in particular education. Since it is too soon to collect data from the Harare Public Library, this research area will be initiated by using a 'substitution method' to establish a possible correlation between improved school performance and library use. Any such improvement should impact positively on the quality of life of members of the community.

Questionnaires and interviews will be administered to Grades 8 and 9 learners and educators, respectively, at a school in close proximity to a library with a similar community profile to that of the Harare Public Library (hence the 'substitution method'). This preliminary study and precursor into a wider and ongoing research undertaking will focus on English as a secondary school subject-offering as the research is based on the assumption that library usage, because of its natural relationship with reading and language usage, is most likely to manifest itself in improvement in performance in English (as a subject-offering)

This paper captures the methodological paths and challenges of this exploratory study towards measuring the impact of public libraries on community development.

The Synergy between Good Leadership and Sustained Development of the Library and Information profession in Africa

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Good leadership skills in an individual can be easily observed. The success of an institution hinges on the performance of leaders when exercising their leadership roles. Good leadership traits can be inborn or developed at an early stage in life, but such cases are only a few. Most of the skills are learnt, working on attitudes, behaviours and knowledge and practicing them regularly to develop and sharpen them. Skills of good leadership are not developed overnight but through patience and the investment of time for regular practice in order to perfect them.

Leadership is exhibited in various forms and styles and good leadership is also different from expertise. Leadership and expertise are both qualities but their skill sets are different. An expert can be a leader when the leadership skills are developed in addition to those of expertise. Leaders lead experts by providing direction and motivation to achieve expected goals.

The availability of leaders who deploy good leadership skills to their work is of great essence to every institution or organization that aims at offering high quality services to its clients. The situation of inadequate leadership skills employed by some management staff in libraries in Africa has become of great concern in recent times because of the unfavourable effects on the profession. Considering that effective leadership is critical to the success of every establishment, the paper focuses on what good leadership entails by defining and discussing it as well as the challenges encountered in the efforts to ensure good leadership practices. What good leadership brings towards a sustained development of the library and information profession including better trained and satisfied personnel, increase in funding opportunities, improved services to users, better use of facilities and equipment, improved image and high perception of the public towards the library and information profession and examples of best practices are then outlined.

The paper concludes with recommendations for the practice of good leadership skills that will ensure sustainability and growth of the library and information profession and professionals in Africa.

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Going for gold - opportunities for libraries towards opening access to information: a perspective from the Stellenbosch University

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The mission of the Stellenbosch University is to create and sustain, in commitment to the academic ideal of excellent scholarly and scientific practice, an environment within which knowledge can be discovered, can be shared, and can be applied to the benefit of the community. During 2010 the University signed the Berlin Declaration to Open Access to Knowledge in the Science and the Humanities to demonstrate its support for opening access to information, in order for knowledge to be discovered, shared and applied to the benefit of not only our own community, but communities from all over the world. Access to scholarly research has unfortunately become a very expensive commodity from which only a privileged few currently benefit. Africa being a developing country suffers greatly because higher education institutions and libraries cannot afford subscribing to very expensive databases in which research articles are published. This exact problem lead to the Stellenbosch University exploring alternative ways to improve open access to research information – one way through archiving a copy of each research item produced by members of its community on its institutional repository, SUNScholar, and another way through publishing journals in open access format on OJS (Open Journals Systems) open source software.

The libraries' central position enables it to act as a primary catalyst for change in the scholarly communication domain. In this paper we would like to address publishing open access journals as an alternative way for specifically academic libraries to open access to research output, thereby contributing to the need for access to quality and high level research information by especially African countries. This is also commonly referred to as the "gold route" to opening up access to information.

Libraries have always had the role to provide and facilitate access to information. They understand the culture of scholarship and are strategically well positioned to approach publishing from a different perspective (OJS @ Queen's). As part of its strategic plans and following the success of the

repository, the Stellenbosch University library has decided to embrace the gold route to open access. Where previously commercial publishers were the only ones providing the infrastructure to publish journals, the digital age has made it possible for libraries to adopt a similar role. In this paper we would like to demonstrate that it is possible for libraries to also fulfil the role of a publisher, and disseminate information as widely possible. Reference will be made to the roles and responsibilities involved, the importance of digital preservation, and value libraries can add in an effort to increase the visibility and impact of research published in these journals. The paper will be concluded with recommendations on how you can take the lead within your organisation, and how to go about to implement a similar service at your home institution.

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The Library, the Museum and the Archive as Vehicles of Community Self-Definition and Self-Empowerment in a Multicultural Society.

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¹ *National Library of South Africa.*

The structure of the argument

This paper is about the process of implementing a community-based education model as the initial phase of establishing a community library, a community museum or a community archive. First, I provide a historical, political and educational framework for understanding these three institutions as part of the ecocultural system. Although aspects of my argument are somewhat historical, the intention is not historical but systematic. Not only is it doubtful whether the historical approach can be successfully carried out in such a brief paper; it is not even necessary. At present, the histories of these institutions have been well presented by several scholars. In this short paper, I follow an approach which can be characterized as the analysis of the basic developmental and educational principles that should guide the transformation of these three cultural institutions.

In general, to understand my argument and to evaluate its cogency, it is necessary to know the challenges and policy imperatives which my argument proposes to address. To understand these challenges and policy imperatives, in turn, it is necessary to understand the social, economic and political context which forms the horizon of my inquiry.

Second, I suggest how it can be applied in a specific context. I open by presenting the context that led me to seek a new kind of memory institution, describe a community – wide education process for learning about the nature and structure of community libraries, museums and archives, and discuss the human resources development program. Then I identify and highlight some key elements that can make the project successful.

b) Historical and Policy Context

In the last sixteen years, poor rural communities have made enormous efforts to transform their lives, achieve a measure of economic independence, and in the process search for a new instrument for their continued growth and development. Still poor and deprived of the means to a decent livelihood, these communities don't have the capabilities to make use of cutting-edge methods to compete effectively in the knowledge economy into which South Africa is being drawn. Yet the cultural traditions that sustained them for thousands of years and defined them as an organic community are presently in jeopardy. To meet the challenges brought above by economic and technological development, I suggest ecolibraries, ecomuseums, and ecoarchives as the best vehicles to help these poor rural communities to understand and manage their everyday lives in the process of rapid and continuous change.

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DO ANDROIDS DREAM OF ELECTRIC SHEEP?

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Conventional library philosophy is that outreach programmes attract patrons into the library, and that exposure to its services will encourage visitors to become regular users and consequently better readers (Broadley, 2010). In South Africa, many of us move between two universes on a daily basis, performing a balancing act between first and third world demands and rewards. The paper's title recalls Philip Dick's sense of alienation and his attempts to make sense of a world awash with hostile exclusion.

Some of Masiphumelele's outreach programmes do focus on reading enhancement and comprehension; others aim to develop critical thinking and still others provide educational and social mentoring (Steyn, 2008). It is however possible that a library in a developing community should define its purpose and set its goals based on a broader perspective than the standard core function platform (Transformation Charter, 2009).

Whilst it can be deduced that participants value the programmes (over-subscription, regular attendance), performance evaluation and evidence of impact is lacking. This paper reports on a study of two groups of programme participants: English reading tutoring groups for Grades 5 & 6 weekly (two year period) and Careers Indaba for Grade 12s (annual event, daily sessions for three weeks in July). The majority have attended regularly for the full period of each project. Their use of the library before engagement in a programme is compared with their subsequent pattern of use; the purpose of their library visits is examined to identify any changes; and their understanding of the role a library does or should fulfil in community life is analysed.

It is the researcher's assumption that despite the library being a popular meeting place, the children have not yet developed new habits and are not actually borrowing books or reading more. A questionnaire is used to test that assumption. A survey of 50 programme attendees by means of the questionnaire aims to determine whether or not the programme experience encourages the children to visit the library more often and to use more of its services. A second assumption is that participants benefited in terms of personal growth and social, cultural and educational confidence. Further research is needed to explore this assumption.

The development of project plans, proposals and funding requests requires accurate descriptions of goals and outcomes. The favourite goal of most libraries is the promotion of reading; a more realistic approach may be to consider a combination of social development and literacy goals when working in a developing community

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Taking technology to the people, creating a reading nation: The role of the library in building literacy through the use of technology.

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Mobile penetration in South Africa is increasing. it is predicted that by 2013 there will be approximately 117 mobile telephones per 100 people in South Africa. (Telcoms Industry Report: South Africa: March 2009) Technology, and in turn mobile technology, is allowing students and learners to empower themselves through access to information. Technology is also allowing for students and learners to participate in the literary function of reading, writing as well as communicating. Libraries, through the provision of e-resources, can be the enablers of knowledge. This paper will go into the relationship between the provision through e-resources and the use of mobile technology to build literacy in learners and students. It also aims to cover topics such as the learning experience and the personalisation of this experience and how these learning occurrences are changed through the use of mobile technologies and the participation of the library therein. Although mobile technology presents an opportunity of ongoing learning through the accessibility of technology presents and supports the learner or student of "mobile speak" becoming the norm in conversation, reading and writing.

Copyright, copy chaos and everything in between

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This paper seeks to use, as a background context, the findings of a small-scale survey aimed at teachers and librarians, which explored their knowledge of copyright. Based on the findings of the survey, it appears as if there is some misinformation and a great deal of confusion about copyright amongst the target group. In fact, in itself, is understandable given that copyright Act, which was originally drafted in 1978, is ambiguous around certain clauses as well as not responding adequately to the digital environment. Until there is reform of the Copyright Act, or at least an update to certain clauses, teachers and librarians must be able to navigate and operate within the act to the benefit of their users and students. In this environment open-licensed resources can be used as 'safe' tools for librarians and educators.

The small-scale survey entitled "Copyright for Teachers and Librarians: making sense of the South African copyright environment" was undertaken as part of the dissemination strategy for a project entitled: African Copyright and Access to Knowledge (ACA2K) which was an IDRC-funded initiative that looked at various African copyright regimes and how they affect access to educational materials. The dissemination strategy for the findings which can be easily accessed (ie, understood and used) by teachers and librarians. As such the survey was conducted to explore the understanding of teachers and librarians on copyright and how this affects (or doesn't) their daily lives. The survey was followed up by a workshop which sought to clarify some of the points found through the survey and concretise the next steps for the user-friendly resource. A total of 83 people undertook the survey. The findings were interesting in that they appear to reflect a group of respondents who understand less about copyright than they acknowledge.

The findings- which were presented to the workshop by myself, Kerryyn McKay - were contrasted and compared to the current Copyright Act, by Carolone Ncube (a legal academic from UCT). She highlighted the ambiguities in the Act and thus we were able to demonstrate that information that is accepted as 'standard practice', for example around copyright exceptions for educational purposes, is most often legally 'incorrect'.

Unfortunately there is not much that can be currently done with regard to the ambiguities in the Act, but it is important for librarians and teachers to understand what the law currently says and where the grey area exists. However, in order to operate at least to some degree with confidence and knowledge that they are not infringing creators' rights according to the Act, open-licensed resources and OERs (open educational resources) are tools that librarians should be using - and sharing with users - when possible. The survey also brought to light that librarians may not fully understand, or know how to access, such resources.

This presentation would ideally be an interactive session, which would begin with a description of the original project, thus providing a background context for the survey. The results of the survey would be communicated. Following this a description of open resources and examples of these resources would be shown to participants. If possible, it would be ideal to have a similar interactive session for this paper as per the Bloemfontein pre-conference workshop hosted by FAIFE in 2009, during which time participants were able to explore how to search for open-licensed resources in a computer lab.