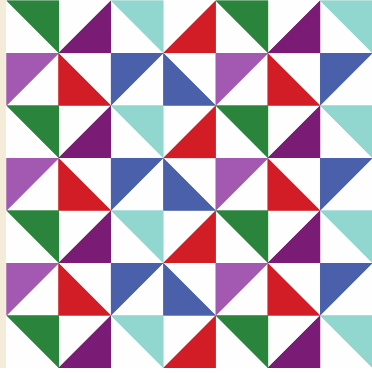


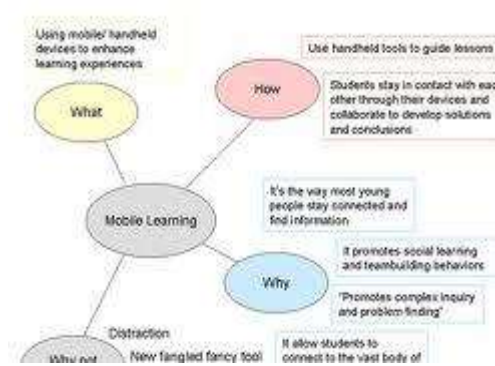
Information Literacy @ DUT





Bridging the digital divide with changing information literacy methods in post-apartheid South Africa

By
Segarani Naidoo
and Mousin Omar Saib



Introduction

➤ HE institutions in South Africa - diverse background – educational, economic, digital and otherwise

➤ Advantaged and disadvantaged students in the same information literacy (IL) classroom – resulting in a digital divide

Background

- Apartheid: Separate education
= homogenous group by race
- Post-apartheid: heterogeneous
group by race, economic,
educational and digital background



Objective of This Paper

Is to highlight:

- the digital divide experienced in post-apartheid HE institutions
- recommend methods to develop an educational environment that supports ICT development in South Africa and other developing countries
- recommend teaching and learning methods that accommodate both the digitally advantaged and the digitally disadvantaged students

South African education system

- South African educational system – segregation
- Post-apartheid - educational focus changed from teacher-centred to student-centred
- The scenario in KZN seventeen years later:

Schools with libraries	Schools without libraries	Total
4732	1199	5931
Schools with computer access	Schools without computer access	
992	4939	5931

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The Digital Divide



➤ Various definitions exist

➤ For the purpose of this presentation - inequitable access to ICTs and the lack of prior experience



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Information Literacy

need for information



Overview of Research Methodology

- **Target population** – Health students (227 of 303), Subject Librarians teaching IL and the DUT IL Coordinator from Centre of Excellence in Learning and Teaching (CELT)
- **Data collection** - self-administered questionnaires (227 ECP students) and interview schedules (five Subject Librarians and the ECP Coordinator)
- **Data analysis** - qualitative and quantitative

Guidelines for teaching and learning of information literacy to ECP students

Computer literacy training

Computer literacy training must be done **before** IL training so that basic computer skills may be gained by digitally disadvantaged students **before** they attend IL training. This would assist digitally disadvantaged students to gain mouse and keyboard skills and to understand basic computer terminologies thus enabling them to feel more comfortable in the IL classroom and to participate effectively in the IL classroom.

Provides students with learning space:

- free of intimidation,
- allowing students to communicate freely with their fellow classmates.

HOWEVER

Subject Librarians must ensure that groups comprise of mixed abilities - both digitally advantaged and digitally disadvantaged students .

Facilitators of group work must also ensure that the group is not dominated by one individual or by a few individuals

- To facilitate learning of certain IL skills and to assess knowledge
- to revise IL skills taught in IL classroom.

- Digitally advantaged students could use online tutorials to learn certain IL skills and assess their knowledge while digitally disadvantaged ECP students could use online tutorials to revise and reinforce IL skills taught in the IL classroom

Group work

Online tutorials

Games

Interactive websites

Games is a teaching and learning method that is fun-packed and enjoyable.

The use of games results in learning taking place without students knowing that learning has taken place.

Games could be used to accommodate both technologically advantaged and technologically disadvantaged students.

Games make students feel comfortable.

Games could also be used to reinforce IL skills.

Allows students to work at their own pace, developing IL skills as they proceed.

Online instructions are given to learners where learners are prompted and corrected.

Interactive websites could be used by digitally advantaged students to alleviate boredom in the IL classroom and by digitally disadvantaged students to gain technological skills required .

Information literacy training embracing, *inter alia*,
Active student-centred learning

Conclusion

- South African HE student populations are heterogeneous groupings of students with mixed abilities – impact on teaching and learning environment
- Although the findings emanate from a study at a South African HE institution they could apply to IL training at any HE institution

THANK YOU

