Planning Strategies For Information Literacy Training

Partnerships. The Case of University of Botswana Library

by

Rose T. Kgosiemang
Senior Librarian, University of Botswana Library
e-mail : kgosiert@mopipi.ub.bw

Introduction

- Prior to 2002 UB National Development Plan 8 introduced computer literacy programme for all students. Following that a directive from the then Deputy Vice Chancellor, Academic Affairs (DVC, AA) constituted an inter-faculty committee whose mandate was to develop general education courses (GECs) and also that Computer and information skills courses should be developed within the framework of the general education programme. Seven GEC's were developed and out of those there was GEC 121 & 122 which brought together Computing Skills lecturers and Library and Information Skills professionals together

GEC 121/122 Computing & Information Skills Fundamentals I & II

- The Concept of Information
- Organization of Information
- Information Access Tools
- Reference Sources
- Periodical Literature
- Online and Networked Databases
- Legal issues of Information
- Citation Styles

Benefits of the Partnership

- Collaboration between academic staff and Library professions
- Courage to stand in front of large classes
- Improved team spirit among librarians
- Improved independent learning
- Improved research skills

Challenges

- Separate module weights : 80% Computing Skills & 20% Information Skills
- Students' choice between Computing Skills & Information Skills
- Affected staff morale
- Students playing truancy
- Too much reliance on the Internet

Partnership Between Communication & Study Skills & Library Professionals

- Delivery of Communication & Academic Literacy

- Started in August 2011

- Intended to infuse information skills into the curriculum

Challenges

- New course delivered the same way old course was delivered
- Intended to infuse information skills into the curriculum
- Lack of team spirit among partners
- Role of library professionals not clearly defined

Partnership Between Academic Staff and Subject Librarians in Delivery of Course-Linked IL

- Course-linked IL intended for students above year 1

- Intended to address expressed needs by academic staff during their teaching

- Focuses on database instruction and imparting research skills

Benefits of Course-Linked IL

- Helps students get started on their researches and assignments
- Intended to integrate Information literacy into the curriculum
- Intended to link IL with assignments

Challenges

- Has not been widely received by academic staff
- Role of course-linked not fully understood
- Timing not always right

Conclusion

- Both the university and the country are committed to ensuring that the nation become information literate and educated by 2016

- Goals have been set for all stakeholders to do their part in making this vision a reality

- To achieve a goal of excellence in the world and beyond requires commitment from all stakeholders such as faculty, library professionals and Student Representative Council

Conclusion cont.-

- Students need to have a change of attitude towards learning in general
- Need for all partnerships to be formalised so that there is commitment from all stakeholders

THANK YOU