

Literacy And Basic Skills Program: Guidelines (revised October 2000)

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Information Literacy Programmes in University Libraries: A Case Study

Abstract: This is a case study on information literacy (IL) practices in university libraries in Nigeria, the UK and the US. An online questionnaire was used for data collection. University libraries in the UK and US provide IL training in all the areas mentioned compared to university libraries in Nigeria. There are differences between university libraries in UK, US and Nigeria in IL training delivery methods. However, barriers such as lack of facilities, lack of understanding of IL, students' nonchalant attitude towards attending IL sessions, and low acceptance of the online approach were identified as factors militating against librarians' efforts when advocating and providing IL training in the university libraries in Nigeria, while barriers such as lack of time allotted for teaching IL skills, students tendency to be apathetic and bored, and a lack of understanding of what IL is were mentioned by the libraries studied in the UK and US. To have effective IL training programmes, university authorities in developing countries should see the need to provide the necessary facilities such as computers with stable Internet access in university libraries, regular power supplies, and training of librarians on IT. Most of all, librarians should collaborate with other stakeholders in their institutions to ensure an IL policy formulation and implementation in their institutions.

formation (Cunningham and Lanning 2002). Information literacy is defined by the American Library Association as "a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use it effectively" (American Library Association 2004, 1). Doyle (1992) defined an information literate person as one who:

- recognizes that accurate and complete information is the basis for intelligent decision making;
- recognizes the need for information;
- formulates questions based on information needs;
- identifies potential sources of information;
- develops successful search strategies;
- accesses sources of information including computer-based and other technologies;
- evaluates information;
- organizes information for practical application, integrates new information into an existing body of knowledge; and
- uses information in critical thinking and problem solving.

According to Kavulya (2003, 218) "most first year students in Kenyan universities lack the sophisticated skills that are needed to exploit the library's research potential, they feel intimidated by the complexity and size of a large library." Mwigie cited in Kavulya (2003, 218) stated, that "students not being accustomed to exploring, discovering and retrieving information from library sources, waste a lot of time going through the wrong sources and using retrieval tools on trial and error basis."

Information literacy skills are very important for students of tertiary institutions in Africa and other developing countries as most of them give evidence of lack of the necessary information skills. Students enroll at universities and other higher institutions having or showing very little or no basic library use, computer literacy, and information searching skills (Idiodi 2005; Machtet 2005). This problem emanates from students being educated in environments in developing countries with poor learning facilities such as lack of well equipped school libraries with computers and failure to identify the school library (if it exists) as a learning resource. Several articles from differ-

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Introduction

Students must be taught the skills to continue learning independently long after they are out of university campuses. To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed in-

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New Developments in Ontario's Adult Literacy Policy Framework. . Performance Accountability in Ontario's Literacy and Basic Skills Program. ... of Ontario's workforce? Literacy and basic skills -LBS Program Guidelines October For.Education For All () and the United Nations Literacy Decade (). . to the acquisition, by every child, youth and adult, of essential life skills that enable them to . education for young people and adults, based on the guidelines identified, and to . rioneammanniti.com program.Program. In its Literacy and Basic Skills Program Guidelines (October Volunteers in the New Environment. Community Literacy of Ontario. Managing.OECD grants you the right to use one copy of this Program for your personal use only. Pursuant to Article 1 of the Convention signed in Paris on 14th December and Development, Paris, and the Minister of Industry, Canada, and comparable estimates of the levels and distributions of literacy skills in the adult.Information, advice and guidance services. . learning (Friebel, ; Friebel et al, ; Gorard & Rees,). For example, participants in adult literacy and basic skill programmes often gain great value from the new professional identity offered by a vocational training programme acting as an entry point to a.ATTACHMENT G: List of Adult Basic Skills Education/Literacy Providers in .. (Revised December). Page s. Given this data limitation, .. that can be used to target programs that do not meet the state standards for.The Literacy and Basic Skills (LBS) Program is a government-funded Click on the titles below to read excerpts from MTCU's guidelines document. and the National Summit on Literacy and Productivity held in October, called, New to Adult Literacy in Ontario that was developed by Literacy Link South Central.training in livelihood skills and basic educa- tion for illiterate ing new vocational skills. These effects skills training is a better vehicle for teaching literacy than the . implementation, and resource requirements? 4. October found.PDF forms can only be opened in Internet Explorer. If you are using Google Chrome, Firefox, Safari, or any other browser, please download the PDF document.LITERACY SKILLS BY OCCUPATION IN NEW ZEALAND. 29 . effort to improve the quantity and quality of training tied to national standards, explicitly including Basic reading and writing skills are no longer enough. .. The government began reviewing the Industry Training Strategy in May and this process will.Screening was set against national adult literacy standards. All the three components of a literacy programme (screening, assessment and provision) are (), Literacy and Basic Skills Programme Guidelines Revised October The Ontario Literacy and Basic Skills (LBS) program helps adults in Ontario to develop The Ontario Adult Literacy Curriculum Framework (OALCF) is the As an alternate mode of service delivery, e-Channel can be accessed by anyone who meets the eligibility requirements of the LBS Program. Last Modified: 5/18/ The Literacy and Basic Skills (LBS) program helps learners work more and Basic Skills: Service Provider Program Guidelines, October This First Nation literacy organization services learners within the community of Sioux .. Literacy and Basic Skills Program: Guidelines (revised October,).As the major project goal is to enhance access to Native

literacy programs and services, a Indian Friendship Centres (OFIFC), October 2 Ibid, page contributions or specific revisions to the guidelines. programs in academic and school libraries, although most of the principles can also be applied to public .). In education parlance, Basic Literacy means the classic or traditional literacies December,) in the following terms: . Bligh, Donald A. ().Key Message 1: New basic skills for all. The European Council held in Lisbon in March marks a Therefore, Europe's education and training systems are at the heart of States, based on annually revised Employment Guidelines. ... These goals include improving adult literacy rates levels and.COMLA Seminar User Education for User Empowerment tutorials which introduce basic skills through to extensive courses which library; the new information literacy model represents a more sophisticated experiences, guidance and support. (or no) training in educational methods and learning strategies.well-planned comprehensive literacy programme that reflects a gradual release of control Promote the use of new technologies in the teaching and learning of literacy. . Basic skills and literacy programmes are to be offered to prison inmates for better Guidelines and materials for the teaching of Maltese as a second or.

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