

1. Main factors impeding the adequate use of print-based information sources by students at the University of Zululand

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Abstract

This paper set out to identify the main factors impeding the adequate use of print-based information sources by students at the University of Zululand. Through a survey, students from all four faculties within the institution were sampled using the purposive sampling technique. A structured questionnaire was distributed to 80 students; a total of 20 questionnaires were distributed per faculty. The overall response rate was 96% (77 students). Some of the data collected was analyzed using thematic categorization.

The findings suggest that faculty affiliation has an influence on the use of information sources, as 32% of the students from the Faculties of Education and Commerce, Administration and Law preferred print-based information sources, while 68% from the Arts and Science faculties preferred web-based information sources. The study further established that most students gained their ability to use print-based information sources via trial and error (87%). Guidance from other students also proved significant (56%). It was generally noted that when students are not encouraged to use print-based information sources by their tutors, and/or when information skills training occurs outside their curriculum, they are less likely to make use of print-based information sources for academic purposes.

Accordingly, in order to utilize the growing range of information sources, be they print or electronic, students must acquire and practice the skills necessary to exploit them. The ability to find and retrieve information effectively is a transferable skill that is useful in lifelong learning while (also) enabling the positive and successful use of information resources whilst at university. Libraries must reach a point where they ensure that no student leaves without being fully able to cope in an information intensive world, in other words the information society, as an end-user.

2. The effectiveness of the Pinetown Campus Library in the Elangeni FET College in assisting students with their information needs: A research proposal

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Abstract

Elangeni FET College Pinetown Campus Library is an academic library with limited library facilities and services. General observations would reveal that the library facilities and services are inadequate in helping students gain relevant information. A study is currently being undertaken to determine the effectiveness of the library's resources and facilities in fulfilling user needs. Hence the researcher aims to evaluate the services provided by the Elangeni FET College Library. The population chosen in this study will be selected using stratified random sampling. Self-administered questionnaires will be distributed to the sampled students. It is hoped that the outcome of this study will help increase the institution's awareness of areas in library service that need attention in order to satisfy users' needs. The study will also potentially benefit users because they will be able to make their actual needs known. The aim of this particular paper is to share the research proposal with fellow research students and academics in the hope of obtaining criticism in order to strengthen the study.

3. The development and practice of work integrated learning (WIL) in Universities of Technology (UoT's) in South Africa and Australia: a comparative study

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Abstract

The Council on Higher Education in South Africa stated that higher education has an important role to play in the development of the country's economy. Higher education in South Africa includes universities of technology (formerly known as technikons), comprehensive universities and traditional universities. Before technikons were transformed into universities of technology, they placed a lot of emphasis on cooperative education, which was a programme that offered students exposure to the working environment before they graduated. The terms "*cooperative education*" and "*work integrated learning*" are often used interchangeably; this paper has opted to refer only to "*work integrated learning*". Universities of technology (UoTs) are obliged by legislation (HEQF) to offer work integrated learning (WIL). The higher education qualifications' framework (HEQF) also recognizes prior learning and work integrated learning. Work integrated learning has been a strong point of technikons in South Africa because of the experience that they receive prior to graduation, which helps them when entering the job market. The study aims to investigate the development and practice of WIL in South African and Australian universities of technology (UoTs). A survey of all UoTs in South Africa and Australia will be conducted. Interviews and questionnaires (print and electronic) will be used to collect data. Because the population will be large, sampling techniques will be used to select a sample for the study.

4. The development of a framework for blended learning in the delivery of the Library and Information Science curricula at South African universities

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Abstract

Advances in information and communication technologies (ICTs) have had a profound impact on the LIS field. Bawden (2007) confirms that the information environment is constantly changing, with advances in telecommunications and social networking features such as Web 2.0 and Library 2.0 resulting in changes in curriculum content as well as in methods of teaching and learning. There is a move towards a global higher education community that is in search of more effective teaching and learning within a diverse technological environment (Nel and Wilkinson, 2006). On the one hand there is the face-to-face learning environment where emphasis is placed on human interaction, and on the other, the online learning environment which lays emphasis on computer-based technologies. Blended learning combines the best of face-to-face learning with the best of online learning. The Internet has become a powerful information and communication tool and has had a profound impact on libraries (Horvat 2003). It allows LIS educators to offer instruction in different formats, in turn providing students with more flexibility through online learning and teaching. This paper introduces readers to a proposed doctoral study that will explore the educational and pedagogical benefits of blended learning, the aim being to develop a framework for effective and meaningful blended learning in the delivery of the LIS curricula in South African universities. The proposed study aims to adopt a mixed-method approach by implementing both qualitative and quantitative research methods in order to explore the educational and pedagogical issues and benefits of blended learning. Survey research design will be used in the form of web-based questionnaires (to LIS educators), face-to-face interviews (with LIS educators involved in blended learning) and focus group discussions (with selected students and facilitators involved in blended learning). The underlying objective is to ascertain the best educational and pedagogical principles that may be used in the development of a framework for designing and implementing blended learning in the LIS curricula.

5. The impact of the Digital Divide on Information Literacy Training of Extended Curriculum Programme students at the Durban University of Technology

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Abstract

The demographics of tertiary institution student enrolment in South Africa has evolved over the years. Today we have a heterogeneous group of students with different levels of information literacy (IL) and economic, cultural, digital, and educational backgrounds. Mutula (2005) describes the digital divide as a “multi-dimensional phenomenon” that can be divided into three sections, viz. the divergence of Internet access by developed and developing societies, the gap that exists between the information rich and the information poor, and the divide that dictates who uses or does not use technology. In South Africa, an example of the developing context, there are students entering the tertiary environment who have never used the Internet, and disadvantaged students from rural areas who have little or no knowledge of technology. Salinas (2003) argues that access to technology is not enough to bridge the digital divide, and thus training becomes an important way to address this problem. Students at the Durban University of Technology (DUT) have access to technology, but many have no prior knowledge of how to use the information tools to retrieve the information that they require. The experience of the researcher has been that in South African tertiary institutions, there are students that fall into extreme categories. Some students have no access or skills, while others have vast experience with ICTs. The proposed study, outlined here, is qualitative in nature, and will use questionnaires and interview schedules to collect data. Data will be collected from students enrolled for information literacy training. An interview schedule will also be used to collect data from the subject librarians involved in the teaching of information literacy. Lastly, a separate interview schedule will be used to collect data from the Extended Curriculum Programme

coordinator. The paper aims to share details of the proposed study with fellow postgraduate students and academics to facilitate improvement.

6. Choosing a career - Librarianship? A case study of UNISA Library Staff

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Abstract

Although librarianship is regarded as a rather underrated and underpaid career, it still attracts many people who are willing to specialize in the discipline. Literature on the subject suggests that many people do not decide on librarianship as their first career choice. Choosing a career is a task that most people (at some point) have to face, and learners often find themselves on the wrong career path after completing their studies. Many university graduates were never given the opportunity to choose their career paths because they were influenced by their peers or family members, or seduced by careers with potentially high earnings and/or increased chances of employment. For some, the choice of a career was forced on them because they could not be admitted to the discipline of their choice.

This study was undertaken to find out how librarians at the UNISA Library chose librarianship as their career - what factors motivated them in their choice - and whether they are ultimately satisfied with their choice or not. Questionnaires were used to collect data from librarians at the UNISA Library on Muckleneuk Campus. The responses revealed that over 92 % of the librarians at the UNISA Library chose librarianship as a career after they were either refused admission to study in their chosen fields, or given positions in the library. Regardless of the manner in which most librarians choose librarianship as a career, most of the librarians in this study gave the impression that they were quite satisfied with their career choice.

7. (Notes: no title)

This paper reports on the information needs and information seeking behaviour of rural agricultural women in South Africa, Limpopo Province, in the Mothapo and Molepo villages. Previous studies of information seeking behaviour often focus on universities and on national samples of scholars in specific subject areas. Little attention has therefore been paid to the information needs and information seeking behaviour of rural women involved in agriculture. Most of the people in Limpopo Province still live in rural areas, and most of this population consists of women. These women play an important role in agriculture as farmers and in the household as breadwinners. Thus it is important for government and non-governmental organisations to understand the information needs and information seeking behaviour of these women in order to provide them with better information services and help them improve their farming skills and contribute towards the eradication of poverty in rural villages.

To address the research objectives, a total of 188 questionnaires were distributed to the rural women involved in agriculture in the Molepo and Mothapo villages. They were asked about their information needs and information seeking behaviour and what channels they used to satisfy their information needs. Also explored were the challenges and problems that these women face while searching for information. The findings suggest that the main reason these women need or search for information is to improve their farming skills and improve the quality of their yields.

Keywords: Information needs, Information seeking behaviour, User studies, Rural, Women, Agriculture, Poverty, Farming,

8. The diffusion and adoption of electronic learning resources among students at the University of South Africa (Unisa)

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Abstract

This paper set out to investigate the e-learning trends of students at UNISA's Muckleneuk Campus. Information and Communication Technologies (ICTs) are rapidly infusing into higher education curricula in a process generally referred to as "e-learning". As an Open Distance Learning (ODL) institution UNISA has, through various interactive tools, adopted e-learning in order to collapse the transactional distance between the institution and its students. A survey research design was used in which a total of 80 questionnaires were randomly administered to respondents selected through purposive sampling. The data collected was analyzed using thematic categorization and tabulation, and the findings presented descriptively. An examination of the data indicates that the students' readiness to partake in e-learning was limited to 40% because of a combination of factors, such as the lack of computer skills and limited access. In light of this, UNISA needs to consider its unique circumstances in order to ensure maximum diffusion and adoption and the subsequent success of e-learning.

9. Indigenous knowledge research in Kenya and South Africa: an informetric study

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Abstract

This paper applies informetrics using descriptive bibliometrics to determine the status and trends of Indigenous Knowledge (IK) development in Kenya and South Africa. Data was analyzed according to document type; growth of literature on the subject from 1990 -2008; document source(s); document affiliation; subject domain; country of publication; and nature of authorship, among other attributes. International databases (i.e. OCLC - Online Computer Library Center, MEDLINE and AGRICOLA) and national databases -Southern African Bibliographic Information Network (SABINET databases, i.e. Current and Completed Research: CCR, Union Catalogue of Theses and Dissertations: UTD, Index to South African Periodicals: ISAP) for South Africa, and the Greenstone Database post-graduate students for Kenya - were analyzed using content analysis. Two keywords - *indigenous knowledge* and *traditional knowledge* - were used in all database searches. We found that IK was strongly represented in the SABINET and OCLC databases. The absence of a national (online) database showcasing Kenyan research output made it difficult to account for IK research in the country. Recommendations are provided for a follow up study and further research. The paper could prove useful for decision support in IK management.

Key Words: Knowledge Management; Indigenous Knowledge; Informetrics

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10. Conceptualizing ‘knowledge management’ in the context of Library and Information Science using the core/periphery model

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Abstract

This study takes cognizance of the fact that the term ‘knowledge management’ lacks a universally accepted definition, and consequently sought to describe the term using the most common co-occurring terms in knowledge management (KM) published literature as indexed in the Library, Information Science and Technology Abstracts (LISTA) database. Using a variety of approaches and analytic techniques (e.g. core/periphery analysis and the co-occurrence of words as subject terms), data was analyzed using the core/periphery model and social networks created using UCINET for Windows, textSTAT and Bibexcel computer-aided software. The study identified the following as the terms with which KM co-occurs most frequently: information resources management, information science, information technology, information services, information retrieval, library science, management information systems and libraries, among others. The core terms with which KM can be defined include information, resources, technology, libraries, systems, services, retrieval, data, and computers. The paper concludes by offering the LIS professionals’ perception of the definition of KM within the context of LIS.

Keywords: Knowledge management, information science, library science, bibliometrics, content analysis

11. A study of the use and effectiveness of lecture presentation technologies for learning and teaching at the University of Zululand

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Abstract

Lecture presentation technologies are one of a number of facilities that influence the learning process of students. They not only enhance the students' visual learning processes, but also encourage a more active learning environment that potentially increases the effectiveness of classroom lectures. This study aimed to investigate the exploitation and efficiency of lecture presentation technologies at the University of Zululand and to find out why some of these technologies are used and why some are not. The researcher also wished to ascertain whether or not these technologies help lecturers and students achieve their goals.

Questionnaires were used to elicit responses from the respondents. Thirty five questionnaires were distributed and thirty four were returned (a return rate of 97%). The responses revealed that most lectures were delivered using lecture presentation technologies, and clearly students prefer their lecturers to use lecture presentation technologies - they believe it helps their learning and want more of them. Both students and lecturers concurred that a lot more can be done to improve the current state of presentation technologies in the institution. Recommendations provided by the respondents include the installation of more advanced equipment features like Internet access in lecture halls, video players, audio CD players, DVD players, and microphones and speakers to further improve learner engagement with presentation technologies.

12. The knowledge and perception of Library and Information Science as a career choice by learners in secondary schools in the Vulindlela community

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Abstract

This paper examines the image of the field of Library and information Science (LIS) as well as the perceptions of non-LIS individuals about the field. From the literature review, it was clear that the general knowledge, image and perceptions of LIS are poor. However, it was also possible to deduce that this issue is actually a global problem that can be addressed. The study made use of both qualitative and quantitative research methodologies to provide the researcher with more options during the process of data collection and data analysis. It was through this that it was discovered that many learners still do not know about LIS. It was also discovered that the image of the LIS degree is still poor, and the perceptions of the discipline are generally not good. The Department of LIS should therefore engage in more outreach programs and encourage the presence of potential employers from the field of LIS to instill the notion that it is not just a degree but a profession.

13. Information seeking behaviour of students and Staff at the University of Zululand

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Abstract

The aim of this study was to investigate the information seeking behaviour of students and staff at the University of Zululand. The study used both qualitative and quantitative research methods. The researcher handed out 50 structured questionnaires that contained both open and close-ended questions to students, of which 40 were returned. Twenty structured questionnaires were also handed out to staff, who returned 13. In the research analysis, it was revealed that all students and staff search for information using different information sources and use it for different purposes. The main reason the students sought information was to complete assignments, while staff aimed to gain knowledge and prepare for lectures. The main problem both groups encountered in their information seeking processes was the shortage of books in the library or the equivalent of books that were necessary that were left unordered by the library. Library services therefore need to be upgraded and new books must be bought because most of the available books at the institution are very old.

14. Sustaining Informal Sector Women Entrepreneurs through Financial Literacy

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Keywords: Financial literacy; informal sector women; South Africa

Abstract

The informal sector is one avenue that has been observed to contribute highly to the creation of employment and increased economic development and empowerment in South Africa, especially in the case of women. As a sector, it has absorbed many struggling job-seekers as well as those who prefer self-employment. However, the informal sector's heterogeneity makes it difficult to quantify its profile. The irregularities and huge disparities that exist in the businesses found in this sector - not only between countries and regions but also within the trades themselves - contribute to its information tailoring. Due to its nature and context, informal sector entrepreneurs are often characterized by low skills' levels, poor access to organized markets, and low and unstable incomes. This is partly influenced by a general lack of knowledge and awareness of business management. It is believed that financial literacy can improve the performance of informal sector entrepreneurs and sustain lifelong learning and the development business information and skills. Through financial literacy, basic life skills such as numeracy and literacy, communication skills and information access can be improved, thus improving confidence and generating a decent income for the entrepreneurs while fulfilling Goals 1-3 of the Millennium Development Goals (i.e. poverty alleviation and equal education opportunities for women).

This study used interviews and focus groups to explore existing financial literacy levels and their impact on women entrepreneurs in the informal sector in South Africa. The study set out to specifically find out their (level of) mathematical literacy; money management behaviour and skills; choice and use of financial products; and access and use of information and advice.

15. South Africa's regional and international research collaboration: an informetric study of participating countries, 1986-2005

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Abstract

South Africa's regional and international relations during the apartheid era were understandably strained. Prior to 1994 (when the Government of National Unity was formed), the country was alienated from the world's mainstream economic, social and political discourse. India is the first country to have slapped South Africa with sanctions, which were largely trade-related (Wehr & Burgess, 1994). These sanctions touched on almost every sector of development, from trade/commerce, to sports, health and education. The sanctions meant that the free flow of goods and persons to and from South Africa was curtailed; knowledge, skills and technology sharing and transfer were almost non-existent, and therefore new innovations were minimal. It goes without saying that these sanctions also affected research collaboration between South African scholars/researchers and institutions and their counterparts in the rest of the world. This has since changed, as reflected in the numerous joint research ventures that have been initiated by various institutions in the country in partnership with external parties. A spot check on the websites of South Africa's key research institutions and patrons, such as the National Research Foundation (NRF), the Medical Research Council, and the Human Sciences Research Council, to name a few, indicates that collaboration is taking centre stage in research in South Africa.

This study employed informetric techniques and used ISI's citation indexes to highlight South Africa's trends and patterns in research collaboration, with specific reference to collaborating countries between 1986 and 2005. Results indicate that the number of collaborating countries steadily increased since 1986; South Africa's single-country publications were on the decline, while multiple-country papers increased from just 11.3% to 48.3%. Regionally, South Africa collaborated with 46 of the 53 independent African states and 126 foreign countries, and

collaboration was largely in the Natural Sciences and Engineering. The strength of association between South Africa and other countries was low; research collaboration increased South Africa's research impact by an average of 2.7 (31.5%) citations per paper, while the h-index of foreign collaboration was higher than that of regional collaboration. Shifts in the subject areas of research focus were also noticed. Conclusions are provided, and further areas of research as well as ways of enhancing research collaboration in the country are recommended.

16. A review of research collaboration in Library and Information Science (LIS) in selected South African LIS journals, 2001 – 2008

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Abstract

In their paper entitled *Library and Information Education and Training in South Africa*, Ocholla & Bothma (2007) underscored the need for collaboration among LIS schools and researchers in areas such as “teaching, research, student and staff exchange, conferences, workshops, curriculum development, publications, research supervision, examination and distance teaching”. The authors stressed that the information industry and other employers of LIS graduates are important players with whom LIS departments/schools and researchers can and should collaborate. A further study by Ocholla and Ocholla (2007) that analyzed data from ISI citation indexes revealed that research collaboration among LIS researchers in South Africa occurs mainly between senior and novice researchers and between students and supervisors. Inter-institutional research, according to the findings, is average. This study builds on Ocholla and Ocholla’s study (2007) and examines published research articles in South African LIS journals to identify existing patterns and trends as well as measure the extent of research collaboration in LIS in South Africa from 2001 to 2008. The co-authorship of research articles published in South Africa’s mainstream LIS journals was used as an indicator of research collaboration. Five LIS journals (i.e. *South African Journal of Libraries and Information Science*, *ESARBICA*, *Innovation*, *Mousaion*, and *South African Journal of Information Management*) were selected based on their performance as the most productive journals in terms of disseminating South African LIS research (see Onyancha, 2008). Data was captured in Microsoft Excel spreadsheets and analyzed using various analytical techniques in order to:

- i. Examine the trend of collaboration;
- ii. Determine and map the collaborating authors, institutions and countries;
- iii. Measure the extent of collaboration; and
- iv. Identify the subject areas of collaboration.

Conclusions and recommendations for further research are subsequently provided.

17. Mechanisms through which Information Systems Capabilities Create Benefits in e-schools: A theoretical Perspective

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Abstract

A variety of school systems have evolved in the new millennium to meet the demands of the complex work life of the 21st century. Scotland introduced the re-culturalisation of schools, which entailed the introduction of Information Communication Technology (ICT) to assist with accessing and using resources that support classroom work and improve the management of school processes (Simpson, Payne & Condie, 2005, p.337). Malaysia initiated smart schools to train students in secondary schools, equip them with state-of-the-art ICT skills, and transform the students into critical, ICT savvy thinkers. The argument is that these capabilities would better prepare students for the job market (EL-Halawany & Huwail, 2008). The New Partnership for Africa's Development (NEPAD) is piloting e-schools in some 96 schools in 16 African countries with the hope of rolling out e-school programmes to some 600,000 schools in the rest of Africa within the next 10 years (NEPAD, 2005). The impetus behind this remodeling of schools (to integrate ICT into various curricula) is rooted in findings in recent studies that ICT generates significant benefits to organizations (Gunasekaran et al., 2004) and similar benefits may be obtained in the application of information systems (IS) in any organization.

Consequently, researchers and practitioners variously recommend the integration of IS in all organizations in every sector of the economy; however the way information systems generate benefits to organizations is not well understood. Some studies, for example Zhu and Kraemer's (2002) study, have revealed that IS benefits in technology production firms are explicit, but this does not necessarily apply to traditional manufacturing organizations. The underlying mechanisms through which information system capability leads to improved organizational performances (Bharadwaj, 2000) and the directions of causality (Brynejolfsson & Hitt, 2000) are

not clear. Likewise the potential benefits of IS in e-schools are not well studied despite the huge investments that are currently being channeled into their establishment. This paper presents a literature overview/survey of IS benefits in traditional firms and applies these in theorizing how similar benefits may accrue to e-schools. A suggestion is made on how one may approach measuring IS benefits in e-schools.

18. Tracking and evaluating research performance for informed decision making in academic institutions: a case of the College of Human Sciences, University of South Africa

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Abstract

Research output and impact are increasingly becoming prioritized performance indicators used for recruitment, tenure and promotion in institutions of higher learning; especially at higher ranks in the academic ladder. Besides other criteria (e.g. qualification, tuition and community engagement), individuals in the teaching positions at universities are required to publish a certain number of documents (articles, conference papers, books, books chapters, etc) in order to qualify for appointment, tenure and/or promotion. The number of documents depends on the position that is held or sought for. The College of Human Sciences at UNISA is formulating a “*Criteria for appointment and promotion of academic employees*” specific to the college and one of the listed criteria is research. The main emphasis of the policy document as far as research is concerned is in the number of documents published by the individual academic employee, thereby laying less emphasis on other units and/or indicators of research evaluation. We therefore pose the question: are the other indicators and/or units of research evaluation relevant or applicable in the African context?

This paper aims at demonstrating the use of informetrics and a computerized information system in tracking and evaluating research performance at the micro-level using the CHS as a unit of analysis. The paper focuses on the following areas: research output by department; author performance; the college’s output in relation to the entire University output; areas of research focus; collaboration among and between departments and individuals (both internal and foreign collaboration); journals (or sources) in which the college research is published; the most commonly used document types (e.g. articles, editorials, books reviews, conference papers, book chapters, etc) to disseminate research; trends of publication in the college as a way of determining the growth rate/pattern; measure the impact of the CHS research; and the college’s

research potential/capacity. A discussion of the applicability of each of the areas in decision making and policy formulation in the college and the university as well as recommendations on further areas of research are offered.

**19. POST-MODERN ARCHIVAL THINKING: CHARTING A NEW PATH FOR
ARCHIVAL PRACTICE,
EDUCATION AND TRAINING IN EAST AND SOUTHERN AFRICA**

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Abstract

Post-modern archival thinking has contributed immensely to the transformation of archival practice, making the archival profession a key feature of society's communication process concerned with shaping human experience rather than just documenting it. As a result, archival practice is today recognized in many societies and cultures as a key partner in the family of those at the forefront of influencing and shaping the destiny of the human society. This is illustrated by the International Council on Archives which is quoted on its website stating that "Archives constitute the memory of nations and societies, shape their identity, and are a cornerstone of the information society. By providing evidence of human actions and transactions, archives support administration, untie the rights to individuals, organizations and states. By guaranteeing citizens' rights of access to information and to knowledge of their history, archives are fundamental to democracy, accountability and governance".

While acknowledging that the archival profession has undergone much transformation in countries in East and Southern Africa, much remains to be done to elevate the profession to the level advocated by the post-modern archival philosophy. This prevailing state of affairs calls for a re-design of the curricula offered by most of our archival schools in the region and a re-evaluation of the educational foundations upon which all existing curricula are founded. Any new curricula to be introduced should aim to address emerging issues in the social, political, economic and technological environment of the society in which it is domesticated. In recent times, three key aspects have played a key role in shaping curriculum development in archival

education and training. These issues are: archival theory and practice; the societal role of records and archives; and Information and Communication Technologies (ICTs). Any future curricula must seek to adequately accommodate these aspects as well as equip students and learners with skills that enable them to competently create, manage, disseminate, preserve and use recorded information in all its formats, and particularly electronic formats as these pose the greatest danger to the survival of the human record. Archival schools must therefore rise up to this challenge as part of their contribution to the knowledge society. To paraphrase Nesmith, studying archives is a vital aspect in the pursuit of human understanding. Therefore, the study of archives must no longer be just for archivists who want to be effective on the job, valuable as that is, it must be for creators who want to be accountable to the society and for users who want to receive the best value of archives service as well. This paper examines the general pattern that characterizes archival training in East and Southern Africa, with a view to making proposals for the way forward.

20. Provision of Library and Information Management education and training in Swaziland: a feasibility study – review of literature

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Abstract

This paper presents the literature review chapter on the dissertation titled: “Provision of Library and Information Management education and training in Swaziland: a feasibility study”. It reviews and discusses major concepts related to Library and Information Management as a profession and how they relate to education and training. It also highlights the current state of Library and Information Management education and training in Swaziland; the need for such education and training; education and training levels in the profession; and the demand for Library and Information Management workers. Issues pertaining to needed infrastructure and resources for establishing and sustaining education and training in Library and Information Management; opportunities and challenges of providing education and training; as well as the role of major stakeholders in Library and Information Management education and training are also reviewed and discussed in this paper. The overall intention of this paper is to showcase the major contributing forces in the development of Library and Information Management education and training locally in Swaziland.

21. An exploration into the use of mixed methods research in library and information research in South Africa

2002 – 2008

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Abstract

This is a bibliometric study which explores the use of mixed methods in LIS research in South Africa. The paper will start by problematizing the whole concept of mixed research methods before turning to the debate surrounding this third wave in research approaches. An informetric study of LIS journals in South Africa using that research paradigm will then be presented and recommendations for future direction(s) of research in the discipline will conclude the discussion.

22. Social Informatics Past, Present, & Future: An Historic Overview Keynote Address

By

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Abstract

In keeping with the title of this session “Community/Social Informatics and ICT for Development” this address takes a brief look at the origins, meaning, development and current status of the concept Social Informatics. Although the relationship between technology and society has been studied since the event of the industrial revolution in the 19th century, the concept “social informatics”(SI) represents a relatively new multi-disciplinary field of study that developed out of what has often been described as the “separate and unconnected discussions by computer scientist, sociologists, educationists and others on the role of computers and Communication and Information Technology(CT) in society”. Rob Kling, a computer scientist and sociologist at Indiana University, is generally associated with the formulation and popularization of the concept since the 1990s. Although Kling died in 2003, his views and numerous publications on the ever changing relationship between society and technology still remain the foundation of the study of social informatics. One of the areas that social informatics concern itself with is what is known as the “digital divide”, brought about largely by the lack of access to the internet and its associated information technologies.

This presentation examines some of these issues and their representation by the UN Millennium Development Goals (UMG) for 2015.

[KEYWORDS: social informatics, communication and information technology, ICT, IT, SI, social determinism, social constructivism, digital divide, social shaping of technology .]