

Information User

LIS 115



**University of Ibadan Distance Learning Centre
Open and Distance Learning Course Series Development**

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Vice-Chancellor's Message

The Distance Learning Centre is building on a solid tradition of over two decades of service in the provision of External Studies Programme and now Distance Learning Education in Nigeria and beyond. The Distance Learning mode to which we are committed is providing access to many deserving Nigerians in having access to higher education especially those who by the nature of their engagement do not have the luxury of full time education. Recently, it is contributing in no small measure to providing places for teeming Nigerian youths who for one reason or the other could not get admission into the conventional universities.

These course materials have been written by writers specially trained in ODL course delivery. The writers have made great efforts to provide up to date information, knowledge and skills in the different disciplines and ensure that the materials are user-friendly.

In addition to provision of course materials in print and e-format, a lot of Information Technology input has also gone into the deployment of course materials. Most of them can be downloaded from the DLC website and are available in audio format which you can also download into your mobile phones, IPod, MP3 among other devices to allow you listen to the audio study sessions. Some of the study session materials have been scripted and are being broadcast on the university's Diamond Radio FM 101.1, while others have been delivered and captured in audio-visual format in a classroom environment for use by our students. Detailed information on availability and access is available on the website. We will continue in our efforts to provide and review course materials for our courses.

However, for you to take advantage of these formats, you will need to improve on your I.T. skills and develop requisite distance learning Culture. It is well known that, for efficient and effective provision of Distance learning education, availability of appropriate and relevant course materials is a *sine qua non*. So also, is the availability of multiple plat form for the convenience of our students. It is in fulfilment of this, that series of course materials are being written to enable our students study at their own pace and convenience.

It is our hope that you will put these course materials to the best use.



Prof. Abel Idowu Olayinka

Vice-Chancellor

Foreword

As part of its vision of providing education for “Liberty and Development” for Nigerians and the International Community, the University of Ibadan, Distance Learning Centre has recently embarked on a vigorous repositioning agenda which aimed at embracing a holistic and all encompassing approach to the delivery of its Open Distance Learning (ODL) programmes. Thus we are committed to global best practices in distance learning provision. Apart from providing an efficient administrative and academic support for our students, we are committed to providing educational resource materials for the use of our students. We are convinced that, without an up-to-date, learner-friendly and distance learning compliant course materials, there cannot be any basis to lay claim to being a provider of distance learning education. Indeed, availability of appropriate course materials in multiple formats is the hub of any distance learning provision worldwide.

In view of the above, we are vigorously pursuing as a matter of priority, the provision of credible, learner-friendly and interactive course materials for all our courses. We commissioned the authoring of, and review of course materials to teams of experts and their outputs were subjected to rigorous peer review to ensure standard. The approach not only emphasizes cognitive knowledge, but also skills and humane values which are at the core of education, even in an ICT age.

The development of the materials which is on-going also had input from experienced editors and illustrators who have ensured that they are accurate, current and learner-friendly. They are specially written with distance learners in mind. This is very important because, distance learning involves non-residential students who can often feel isolated from the community of learners.

It is important to note that, for a distance learner to excel there is the need to source and read relevant materials apart from this course material. Therefore, adequate supplementary reading materials as well as other information sources are suggested in the course materials.

Apart from the responsibility for you to read this course material with others, you are also advised to seek assistance from your course facilitators especially academic advisors during your study even before the interactive session which is by design for revision. Your academic advisors will assist you using convenient technology including Google Hang Out, You Tube, Talk Fusion, etc. but you have to take advantage of these. It is also going to be of immense advantage if you complete assignments as at when due so as to have necessary feedbacks as a guide.

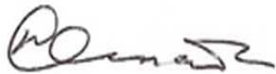
The implication of the above is that, a distance learner has a responsibility to develop requisite distance learning culture which includes diligent and disciplined self-study, seeking available administrative and academic support and acquisition of basic information technology skills. This is why you are encouraged to develop your computer

skills by availing yourself the opportunity of training that the Centre's provide and put these into use.

In conclusion, it is envisaged that the course materials would also be useful for the regular students of tertiary institutions in Nigeria who are faced with a dearth of high quality textbooks. We are therefore, delighted to present these titles to both our distance learning students and the university's regular students. We are confident that the materials will be an invaluable resource to all.

We would like to thank all our authors, reviewers and production staff for the high quality of work.

Best wishes.

A handwritten signature in black ink, appearing to read 'Bayo Okunade', with a stylized flourish at the end.

Professor Bayo Okunade

Director

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General Introduction and Course Objectives

It is important for you to know that the most crucial component of any information system is the user. Without the user, the financial, material and the human resources expended in the collection, processing, and organization of information resources and products will amount to waste of resources. All information activities are carried out because of the users. Within the library set up, the user is considered as “king”. Library resources are provided and services rendered to meet the information needs of the different categories of users by different types of libraries. However, the concept of the information user goes beyond library users.

The aim of this course is therefore to enable you to appreciate the concept of information and how you as an individual can successfully seek, obtain and use information for problem solving and decision making. The specific objectives are to;

1. examine the concept of information
2. discuss the categories of information
3. highlight the different information sources
4. describe the information users
5. examine the information needs of information users
6. examine the information seeking behavior of information users
7. discuss user education programs
8. explain the concept of information literacy

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Study Session 1: The Concept of Information

Expected duration: 1 week or 2 contact hours

Introduction

As you already know from the general introduction, the most crucial component of any information system is the user. Without the user, the financial, material and the human resources expended in the collection, processing, and organization of information resources and products will amount to waste of resources. All information activities are carried out because of the users. Within the library set up, the user is considered as “king”.

Library resources are provided and services rendered to meet the information needs of the different categories of users by different types of libraries. However, the concept of the information user goes beyond library users.

This study session will enable to you appreciate the concept of information and how you as an can successfully seek, obtain and use information for problem solving and decision-making.

Learning Outcomes for Study Session 1

At the end of this study session, you should be able to:

1.1 Discuss the concept of Information

1.1 The Concept of Information

The concept of information cannot be understood from a narrowed and stereotypic point of view. Information is a term that means different things to different individuals. A thorough understanding of the concept of information will be made possible, when all these divergent views are accommodated.

Information has been considered by some as any meaningful message transmitted by a source via a medium to the receiver. This implies that before any phenomenon can be described as information it must have some significance and importance. **Buckland (1991)** viewed information as a process, knowledge and a thing.

Information is considered as a process when it is performing the function of informing, which has to do with filling a gap through valuable information that is of great worth. This is done through the communication process.



Figure 1.1: Michael Buckland (1991)

Source: http://fsulis3267.wikia.com/wiki/Michael_Buckland

Information can also be viewed as knowledge when it increases the comprehension of certain facts and also helps to a certain extent to resolve an uncertainty about a subject matter. Information is considered a thing, when it is documented in printed materials, audio-visual media and electronically for the purpose of enlightenment.

In-Text Question

_____ is considered a thing, when it is documented in printed materials, audio-visual media and electronically for the purpose of enlightenment.

- A. Information
- B. Transportation
- C. Adaptation
- D. Communication

In-Text Answer

Option A

Information from the point of view of Buckland could be seen as tangible when it comes in form of a thing. Information could be viewed as a critical resource. Burk and Horton (1988) provided nine points to prove that information could rightly be viewed as a resource, namely;

1. Information is acquired at a definite, measurable cost.
2. Information has a definite value, which may be quantified and treated as an accountable asset.
3. Information consumption can be quantified
4. Cost-accounting techniques can be applied to help control the costs of information.
5. Information has a clear life cycle: definition of requirements, collection, transmission, processing, storage, dissemination, use and disposal.

6. Information may be processed and refined, so that raw materials (e.g. databases) are converted into finished products (e.g., published directories)
7. Substitutes for any specific item or collection of information are available, and may be quantified as more expensive, or less expensive.
8. Choices are available to management in making trade-offs between different grades, types and costs of information.

In-Text Question

Which of this scientist viewed information as a process, knowledge and a thing?

- A. W.F Taylor
- B. Michael Buckland
- C. Abraham Lincoln
- D. Horton

In-Text Answer

Option B

The argument of Burk and Horton is that information should be seen as something tangible, physical and concrete. This is contrary to the view that is held by scholars especially in the information profession as they view information as intangible. **Aina** (2004) explained that information means many things to different people.

Some people consider news as information, every though news is any piece of information that is new. To these individuals, what they listen to over the radio or what they watch on the television about happenings in the country and all over the world could be considered as information.

While computer scientists consider processing of data as information, microbiologists view information as genes in DNA (Deoxyribonucleic Acid), which is transmitted from one generation to another, telecommunications engineers' associate information with bits and data and librarians associate information with recorded knowledge.

Information is also associated with processed data to which meaning has been attached. Some of the succinct definitions of information are;

1. Information is a phenomenon that increases the state of human knowledge
2. Information is that which reduces uncertainty
3. Information is the tool used in making rational and beneficial decisions
4. Information is a physical surrogate of knowledge
5. Information refers to all published and unpublished knowledge about any given subject matter
6. Information refers to body of knowledge
7. Information refers to records that are produced as a result of conscious human activities carried out daily
8. Information is a stimuli that has meaning that is understood by the receiver

What you should understand from the different definitions of information is that information appears in different format based on different contexts and situations. This

situation reveals the ubiquity and the elusiveness of information. Information is said to be ubiquitous in the sense that information could be seen everywhere as reflected by the cultural products of humans like objects and technology.

In-Text Question

Which of the following is not part of information which associated with processed data?

- A. Information is a phenomenon that increases the state of human knowledge
- B. Information is that which reduces uncertainty
- C. Information is the tool used in making rational and beneficial decisions
- D. Information is unrealistic

In-Text Answer

Option D

This symbolizes that sighting an object itself conveys information. For example if you see a mobile phone, what automatically comes to your mind is that the phone is a communication tool that can be used to connect with people. In that sense, just looking at the phone, information has been passed across.

Elusiveness of information suggests that what appears to an individual as information is subjective; the real circumstances that give the phenomenon another different interpretation may also lead to information.

The elusiveness of information can still be explained with the example of the mobile phone. If that same mobile is placed before a judge in the court of law, another interpretation is given to it entirely. What you is just a mobile phone may not just be a mobile phone after all.

The fact that the phone was placed before a judge may suggest that the phone may have been recovered from the hands of a criminal. The real information behind the phone that you thought was just a tool used in communication has become elusive to you.

Information therefore could be based on situational context. What is obvious is that information has no single acceptable definition. In fact Aina (2013) averred that as of today there is no consensus definition of information.

In-Text Question

Elusiveness of information suggests that what appears to an individual as information is Objective. True/False

In-Text Answer

False because it is subjective

Summary for Study Session 1

In this study session, you have learnt the following:

This session has revealed the definitional problem of information. Even though information is a common term that often leaves the mouth of people, it is a term that attracts to itself ambivalence in both meaning and interpretation. It has explained further that information can be viewed as a process, knowledge and thing. In addition, how different professionals view information was also outlined. The ubiquity and elusiveness of information have also been highlighted.

Self-Assessment Questions (SAQs) for study session 1

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 1.1 (Testing Learning Outcomes 1.1)

Explain the term Information

Information could be viewed as a critical resource, Highlight 5 points of information

Notes on Self-Assessment-Questions for Study Session 1

SAQ 1.1

The concept of information cannot be understood from a narrowed and stereotypic point of view. Information is a term that means different things to different individuals. A thorough understanding of the concept of information will be made possible, when all these divergent views are accommodated.

- Information is acquired at a definite, measurable cost.
- Information has a definite value, which may be quantified and treated as an accountable asset.
- Information consumption can be quantified
- Cost-accounting techniques can be applied to help control the costs of information.
- Information has a clear life cycle: definition of requirements, collection, transmission, processing, storage, dissemination, use and disposal.

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- Aina, L.O (2004) Library and Information Science Text for Africa. Ibadan: Third World Information Services Limited, pp. 2-3.
- Aina, L.O (2013) Information, Knowledge and the Gatekeeper. The one hundred and thirty-second (132nd) inaugural lecture. University of Ilorin. Unilorin Press. 10p.
- Burk, C.F and Horton, F.W (1988) Infomap. A complete guide to discovering corporate information resources. Englewood Cliffs, NJ: Prentice Hall.
- Uhegbu, A.N (2001) The Information User: issues and themes. Enugu: John Jacob's Classic Publishers Ltd. 1p.

Study Session 2: Characteristics of Good Information

Expected duration: 1 week or 2 contact hours

Introduction

The first session introduced you to the concept of information where it was emphasized that information may appear in different contexts and situations. It is important to note that before information can be used by individuals for various purposes, the information has to be seen as usable, useful and valuable.

This is really important as the various sources of information that are available provide access to different forms of information and if care is not taken the wrong kind of information may be accessed and used. If that happens, the outcome may be detrimental to such an information user.

Thus, it is very important for you to identify the features of good information. This will create the consciousness that is needed for you to be critical and analytical before deciding to use information.

Learning Outcomes for Study Session 2

At the end of this study session, you should be able to:

2.1 Discuss Good Information

2.2 Explain the Characteristics of Good Information

2.1 Good Information

Good information can be defined as information that is sought from the right source, used for the purpose for which it was sought and which creates value for the user. This kind of information is one that addresses the need of users. In contrast, information that is retrieved from a source which does not increase the state of mind or really inform the individual in a meaningful way cannot be considered as good.

The environment presently is filled with different kinds of information; in fact a click of the button on a search engine will leave you overwhelmed with the tremendous and highly voluminous information about any concept. This leaves you with the rigors of determining valuable information out of the myriads of information that is available. Good information appears in a variety of ways to different people.

Box 2.1: Definition of Good Information

Good information can be defined as information that is sought from the right source, used for the purpose for which it was sought and which creates value for the user. This kind of information is one that addresses the need of users.

Librarians may view information about a vendor that has access to current information resources from renowned publishers at cost that can be bargained as good, journalists

may refer to new developments and happenings within the political terrain which few media houses are privy to as good information.

The doctors may view new information about a particular patient's condition that has defied so many tests as good information and computer engineers may also consider information about a breakthrough in the design of an expert system as good information. The goodness of information is a function of the benefits associated with the information that is viewed as beneficial by the user.

In-Text Question

_____ can be defined as information that is sought from the right source, used for the purpose for which it was sought and which creates value for the user.

- A. Analytical Process
- B. Basic Information
- C. Good Information
- D. Career Search

In-Text Answer

Option C

2.1.1 Characteristics of Good Information

Regardless of the type of information and the orientation and inclinations of the user, good information has its own characteristics, which are:

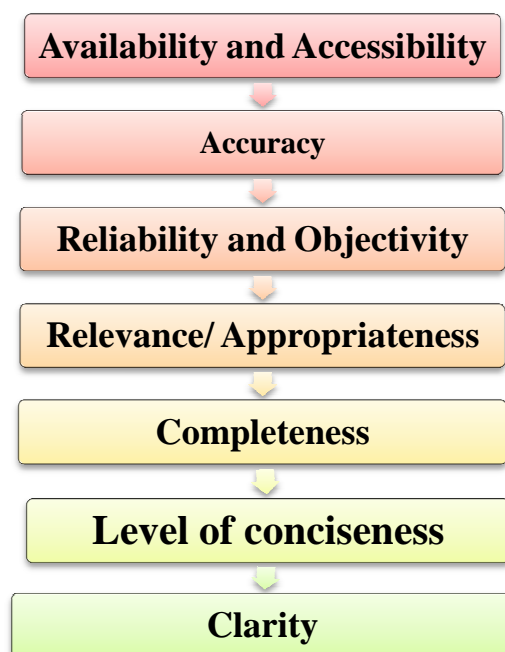


Figure 2.2: *Characteristics of Good Information*

1. **Availability and Accessibility:** Good information should be available for use. Information that is not available does not have the capacity to impact anything of value.

For example if information resources are not available in the university library, lecturers, undergraduates, postgraduates and researchers will not be able to get the needed information in support of teaching, learning and research. However, you must know that it is one thing for information to be available; it is another thing entirely for it to be accessible.

If the university management spend scarce library resources to acquire information resources to ensure that they are available and those in the technical section who are responsible for organizing these materials to guarantee accessibility fails to catalogue and classify them, then information resources will only be available but not accessible. Good information should be available and equally accessible.

In-Text Question

Information that is not available does not have the capacity to impact anything of value.
True/False

In-Text Answer

True

2. **Accuracy:** Information that is not free from errors cannot be described as good. Correctness is a quality synonymous with goodness. Information that is not accurate cannot be relied upon; such information can easily raise doubt. An information that gives the population of Nigeria as 140 Million obviously is not accurate, because at present the population is around 170 Million. Similarly, information that put the number of states in Nigeria at 39 is also not accurate. Lack of accurate information will lead to distortion of facts and that cannot be considered as good. Thus, it is vital to check the correctness of any information that is received to really discern if it is accurate or not before further planning and decision making is done.
3. **Reliability and Objectivity:** Reliability deals with the truth of information or the objectivity with which it is presented. You can only use information confidently if you are sure of its reliability and objectivity. An information source that is not reliable will hardly give out information that will be considered as good. It is very important to verify the source of the information before such can be used.

This is very important when the internet is used to surf for information. Even though the internet has revolutionized the way information is generated and accessed, it has equally created the avenue for unreliable information to be created and accessed. Before that is information retrieved from the internet is used, it is proper for the individual who needs the information to check the source of the information.

On the other hand, information that is good should be objective. Subjective, narrowed and bias information cannot be considered as good, as it could be misleading. Such information hides the real facts from coming out. Objectivity suggests that information should be encompassing and factual.

4. **Relevance/ Appropriateness:** Good information should be relevant to the purpose for which it is required. It must be suitable. Information that is not relevant and appropriate can actually be of no good. Frustration will definitely set in if after toiling hard to retrieve information, it is discovered that the information is not relevant, neither is it appropriate.

For example, if an individual who is writing his final year project on use of electronic information resources for research activities by postgraduates goes to the cyber café, expend his financial resources and use his valuable time to download documents that will be useful for his work, and later discovered after that almost half of the downloaded documents were actually on use of the internet by postgraduates, how sad it would be! Such documents will not be relevant to the project at hand.

In-Text Question

Good information should be _____ to the purpose for which it is required

- A. Accurate
- B. Relevant
- C. Adjust
- D. Time

In-Text Answer

Option B

This goes to show the importance of determining beforehand if the information is actually relevant or not.

5. **Completeness:** Information should contain all the details required by the user. Otherwise, it may not be useful as the basis for problem solving and decision making. For example a textbook that presents information on descriptive cataloguing which only focuses on heading, title and statement of responsibility, edition, imprint, collation and ISBN is not complete.

The information provided by the author of the textbook cannot be considered as good, because it is not complete. Any individual who uses that information has succeeded in acquiring incomplete information. This is because descriptive

cataloguing according to the Anglo American Cataloguing Rules 2 (AACR2) includes series statement after collation and notes before ISBN. Completeness is a requirement in identifying good information.

6. **Level of conciseness:** Information should be in a form that is short enough to allow for its examination and use. Extraneous information should be minimized. For example, it is a very common practice to summarize financial data and present this information, both in the form of figures and by using a chart or graph.

Information presented in graph is more concise than the tables of figures as there is little or no extraneous information in the graph or chart. Good information should therefore not be too wordy, as real meaning may be lost if it is.

In-Text Question

Extraneous information should be minimized. True/False

In-Text Answer

True

7. **Clarity:** Good information should not be ambiguous, as the meaning should not be difficult to get. When the information that is presented is not clear, it creates problems for the user to attach meaning to it. Information that is not clear has defeated the purpose of its availability.

If you are travelling to a place you have never been before and you kindly ask for direction, if you fail to have a clear picture of the description given, it would not be advisable for you to embark on the journey.

This reason is obvious, proceeding on that journey may lead you somewhere else and not the place that you wish to go. The rational thing to do in such a situation if the direction given is not clear is to make sure that the direction to the location is not clumsy but very clear. Clarity of information also goes a long way in determining the goodness of the information.

8. **Timing:** Good information must be on time for the purpose for which it is required. Information received too late will be irrelevant. For example, of what relevance will the information about job recruitment be to an individual who did not hear when the test has not been done, but now gets such information after the test has been concluded? What if you receive a handbill from a cinema and notice that the film that you have been eagerly expecting was shown yesterday, then the information is too late to use.

In-Text Question

Good information must be on _____ for the purpose for which it is required

- A. Time
- B. Peer
- C. Accessibility
- D. Film

In-Text Question

Option A

9. **Cost of information:** Information should be available within set cost levels that may vary dependent on situation. Good information should be affordable to those who need it. Even if the information is valuable but the cost of access is exorbitant, the information will not perform its function. If costs are too high to obtain information, individuals or organizations may decide to seek slightly less comprehensive information elsewhere.

For example, an organization wants to commission a market survey on a new product. The survey could cost more than the forecast initial profit from the product. In that situation, the organization would probably decide that a less costly source of information should be used, even if it may give inferior information. This definitely negates the principle of good information.

In-Text Question

One of this is not part of characteristics of good Information

- A. Clarity
- B. Completeness
- C. Reliability
- D. Job Search

In-Text Answer

Option D

Summary for Study Session 2

In study session 2, you have learnt the following:

This session has provided the definition of good information as that which has the potential of adding value to the user. The characteristics of good information like availability/accessibility, accuracy, reliability, relevance/appropriateness, completeness, conciseness, clarity, timing and cost were explained. The information that can be considered as good should be able to exude these characteristics and features.

Self-Assessment Questions (SAQs) for study session 2

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your

answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 2.1 (Testing Learning Outcomes 2.1)

What definition can you give to good information?

Highlight and discuss with relevant examples, six characteristics of good information.

Reference

Johnstone High School. Using Information. Retrieved January 4, 2015 from <http://www.jhigh.co.uk/Intermediate2/UsingInformation>

Notes on Self-Assessment-Questions for Study Session 2

SAQ 2.1

Good information can be defined as information that is sought from the right source, used for the purpose for which it was sought and which creates value for the user. This kind of information is one that addresses the need of users. In contrast, information that is retrieved from a source which does not increase the state of mind or really inform the individual in a meaningful way cannot be considered as good.

The characteristics of good information like availability/accessibility, accuracy, reliability, relevance/appropriateness, completeness, conciseness, clarity, timing and cost were explained.

Availability and Accessibility: Good information should be available for use. Information that is not available does not have the capacity to impact anything of value. For example if information resources are not available in the university library, lecturers, undergraduates, postgraduates and researchers will not be able to get the needed information in support of teaching, learning and research.

Accuracy: Information that is not free from errors cannot be described as good. Correctness is a quality synonymous with goodness. Information that is not accurate cannot be relied upon; such information can easily raise doubt.

Reliability and Objectivity: Reliability deals with the truth of information or the objectivity with which it is presented. You can only use information confidently if you are sure of its reliability and objectivity.

Relevance/ Appropriateness: Good information should be relevant to the purpose for which it is required. It must be suitable. Information that is not relevant and appropriate can actually be of no good.

For example, if an individual who is writing his final year project on use of electronic information resources for research activities by postgraduates goes to the cyber café, expend his financial resources and use his valuable time to download documents that will be useful for his work, and later discovered after that almost half of the downloaded documents were actually on use of the internet by postgraduates, how sad it would be! Such documents will not be relevant to the project at hand.

Study Session 3: Categories of Information

Expected duration: 1 week or 2 contact hours

Introduction

Information is a concept that permeates almost all activities of man. The information user utilizes information of different types to ensure his survival. The day you discard information, intellectual emaciation will start to set gradually. There are different categories of information that reflect the diversity of living. These will be discussed in this study session.

Learning Outcomes for Study Session

At the end of this study session, you should be able to:

- 3.1 Explain the different categories of information
- 3.2 Discuss Development and Information

3.1 Categories of Information

Uhegbu (2001) elucidates that information can be categorized under ten types, namely;

1. Economic Information
2. Social information
3. Political Information
4. Cultural Information
5. Health Information
6. Sports and Entertainment Information
7. Security Information
8. Educational Information
9. Agricultural Information
10. Scientific and Technological Information

Economic Information: this is the type of information that is concerned with issues that deal with the production of goods and services and associated factors. Factors like cost of goods and services, demand and supply, location of industries and development of markets.

Information about financial matters like banking, insurance services and the stock market are all parts of the economic information. If there is a gap in economic information, there would be tension and anxiety in the land, as the daily survival of people is tied to this type of information.

Social Information: The society is made up of different individuals with social interactions as a binding force. Social information is one that ensures that the interaction

in the society is enhanced. This type of information enables individuals to live in peace and security.

Examples of this type of information are information about; naming ceremonies, burial ceremonies, marriage ceremonies, graduation parties etc. This type of information strengthens the love, respect, brotherliness and companionship between members of the society.

Political Information: Politics is an activity that affects the lives of every individual in the society. Politics has to do with the use of democratic power to influence the socio-economic well-being of people. Political information is a whole gamut of information that includes voters' enlightenment of election processes, information about the different political parties, the manifestos of these parties, how to ensure that the votes count and their responsibilities as good and patriotic citizens.

Cultural Information: Culture is the totality that is learnt by an individual as a member of a particular community. Culture is learnt and not inborn. Culture includes knowledge, beliefs, arts, morals, laws, capabilities, laws, norms, habits, attitude and costume. Information about culture is thus information about what makes a particular individual. These include information on the do's and don'ts of the society, how to behave, the different traditions, festivals, dancing etc.

Health Information: Health has been defined as the state of complete physical, mental, economic and emotional well-being, not only the absence of disease and infirmities. From this definition, it is clear that it would be possible for individuals to have a complete health.

This is because an individual who is not sick and infirm, but lacks the needed financial might is not healthy in the true sense of it. Thus, health information relates with how to maintain good health, what to eat, what not to eat, certain actions, habits and practices to stop, regular medical check-ups, where to go in times of emergency, the services available in the hospitals, when the doctors will be around, how to do family planning etc.

Sport and Entertainment Information: The different information about sports lifts the spirits of individuals, especially football in this part of the world. Some individuals are die-hard fans. They make sure they get the latest information about their favourite teams. Sports news is reported almost every day on different mass media like the newspapers, radio and television.

Entertainment information is the information about events that are organized for the purpose of relaxation. These include comedy shows, live concert of musicians, plays staged in the cinemas etc.

Security Information: Development can only take place in an environment of peace and tranquillity. Security information has to do with information condemning various

criminal acts, information about the phone numbers that members of the public can call in case they suspect anything in their vicinity, news relating to crime fighting, threats of terrorism and fear of possible recruitment of unsuspecting people into the terrorism movement and the likes.

Educational Information: This has to do with news and data that assist in the advancement of the teaching and learning process. These include news about the school calendars, dates of examinations conducted by examination bodies, building of new infrastructure by governments, transfer of staff, scholarships, admission criteria, results of examinations etc.

Agricultural Information: Agriculture deals with the production of crops and animals in the most effective and efficient way to guarantee sustainability. Examples of agricultural information includes information on government policies, marketing options, credit facilities to the farmers, new crop species, disease and pest control and animal husbandry.

Scientific and Technological Information: This is the type of information that presents advancement in the field of science and technology. The examples of this information type include new computer systems, new software, new I pad and tablets, new phones, assembling plants etc.

In-Text Question

_____ deals with the production of crops and animals in the most effective and efficient way to guarantee sustainability.

- (a) Agricultural information
- (b) Economic Information
- (c) Political Information
- (d) Health Information

In-Text Answer

Agriculture

3.2 Development and Information

Development is associated with the progress and material well-being of man and nations. Development connotes advancement not only in terms of physical infrastructure in the society, but also increased well-being of the inhabitants.

Development is a change from the status quo to some desired, more advanced more complete or more fulfilling conditions (Madu 2002). Development is synonymous with socio-economic transformation within countries. Nwalo (2000) opined that the main feature of growth and development are increase in the quality and quantity of resources of all kinds. There are main economic indicators of development, which are;

1. Level of Per Capital GNP: the higher the Gross National Product (GNP), which is the total value of goods and services produced by the citizens of a particular country irrespective of where they are, the higher the level of Per Capita GNP. This is because a high GNP will increase the country's income which can be used for development. Thus, a high level of GNP is an indication that there is development and vice versa.
2. Level of Per Capital Income/Standard of Living: if the Per Capital Income is high, the effect will trickle down as the standard of living of individuals will improve. This connotes development.
3. Investment Rate: if the rate of investment is high, the number of industries and companies will increase. This will create an environment whereby individuals will have the opportunity of securing employment.
4. Industrialization: developed countries are highly industrialized. Countries that are industrialized engage in massive manufacturing. This in itself symbolizes that much of the consumer goods will be produced in these countries.
This therefore removes the cost of importation which naturally will be added to the prices of these goods had it been the goods were not produced locally. The saved monies can be channelled into further development.
5. Technological development: technology can be likened to the fuel that stimulates the engine of development. Countries with superior technologies achieve transformational development fast and in an efficient manner. Technologically backward countries still utilize the crude and inefficient techniques and methods.
6. Level of literacy: education is a tool that liberates from the chains of ignorance which is a product of backwardness. High literacy will bring about enlightened and sophisticated level of reasoning and orientation. There is a positive correlation between level of literacy and the quality of goods and services in the society. Literate individuals will produce goods and services that are qualitative and useful.

If information is removed from these indicators, they become concepts that can be found only on the pages of books. Information can facilitate development if there is:

1. Access to vital information: information can bring about development if there is access to the type of information that can make that possible. It would be very difficult for a country to grow technologically if such a country does not have

access to new innovations. Serious countries spend huge financial resources to get access to information that can trigger technological developments.

2. Meaningful investment in research by governments: research is the bedrock for development. Research throws up statistics that can be used for national planning. Research reveals the gap in developments and suggests ways to close those gaps. Developed countries spend billions of dollars in research.

Research that is conducted in the health sector for instance will reveal the current state of health facilities, how individuals access these facilities, what needs to be done to ensure that qualitative health care is provided and also to identify the vulnerable groups who have difficulty in accessing health care. Information about all these can bring about a change in the health sector.

3. Support infrastructure: an environment where information support systems like electricity and fast internet connectivity are lacking, development will be very difficult to achieve. You can only imagine the ignorance that will result if an individual does not have access to the television or the internet for one week because of lack of electricity and slow internet network.

Information that might lead to a change of economic status of such an individual may be lost. For example an individual who is in dire need of a job to improve his socio-economic status may miss out on job recruitments information on the internet if he does not have access because his laptop does not have power or because the internet service is down.

Advanced countries have sound information support infrastructure, which has further boost development.

4. Sustained emphasis on literacy: Information can only bring about development if individuals who will engineer the developmental process are educated and enlightened enough to know what they should do to ensure development.

A truly literate individual will be conscious of the need for information, and use of this information to ensure positive results. Illiteracy is a barrier to getting the type of information that can bring about development. Countries that are advanced economically have high literacy levels.

Since industrialization is the bedrock for development, it is important to consider the levels of information needed for industrial development. The levels can be classified as;

1. Strategic Information: this is information needed by top-level management for decision-making. Such decisions tend to require external data. Information needed here is long-range for strategic decisions. Strategic information is captured through Decision Support Systems (DSS) to make strategic planning.
2. Tactical Information: tactical information is needed by middle level managers and is concerned with decisions made at the strategic level. Tactical information may include information on allocating the resources needed to meet organizational objectives, and examples are information on plant layout, personnel concerns, budget allocation, and production scheduling.
3. Operational Information: this is information needed for the routine running of the affairs of an enterprise. The information is primarily sourced from internally

generated data, and a high degree of accuracy is needed. Frequent reporting is necessary because of the short range of the decisions involved.

Operational information is needed by lower-level management (e.g. supervisors), and includes information needed to make decisions on whether to accept or reject a credit, and assigning jobs to individual workers. This will ensure industrial growth.

Summary of Study Session 3

In this study session, you have learnt the following:

This session took a look at the ten different categories of information. Practical examples and explanations of the various types were also included. The different categories of information shows how diverse, yet important information is to the continued survival of individuals within the society

It also considered the relationship between information and development. The definition of development was given as progress and material well-being of man and nations. The indicators of development were also provided.

The relationship between information and development was discussed. Information can only bring about development when it is accessible, if government invests in research, if information support systems are available and if literacy level increases. There can be no development without information, and information can bring about development if used rightly.

Self-Assessment Questions (SAQs) for study session 3

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 3.1 (Testing Learning Outcomes 3.1)

List and describe the ten categories of information.

Which one categories of information do you find more important? Justify your answer.

SAQ 3.2 (Testing Learning Outcomes 3.2)

What is development?

Enumerate the indicators of development?

What is the relationship between information and development?

Notes on Self-Assessment-Questions for Study Session 3

SAQ 3.1

Uhegbu (2001) elucidates that information can be categorized under ten types, namely; Economic Information, Social information, Political Information, Cultural Information, Health Information, Sports and Entertainment Information, Security Information, Educational Information, Agricultural Information, Scientific and Technological Information.

SAQ 3.2

Development is associated with the progress and material well-being of man and nations. Development connotes advancement not only in terms of physical infrastructure in the society, but also increased well-being of the inhabitants.

1. Level of Per Capital GNP: the higher the Gross National Product (GNP), which is the total value of goods and services produced by the citizens of a particular country irrespective of where they are, the higher the level of Per Capita GNP.
2. Level of Per Capital Income/Standard of Living: if the Per Capital Income is high, the effect will trickle down as the standard of living of individuals will improve. This connotes development.
3. Investment Rate: if the rate of investment is high, the number of industries and companies will increase. This will create an environment whereby individuals will have the opportunity of securing employment.
4. Industrialization: developed countries are highly industrialized. Countries that are industrialized engage in massive manufacturing. This in itself symbolizes that much of the consumer goods will be produced in these countries.
5. Technological development: technology can be likened to the fuel that stimulates the engine of development. Countries with superior technologies achieve transformational development fast and in an efficient manner. Technologically backward countries still utilize the crude and inefficient techniques and methods.
6. Level of literacy: Education is a tool that liberates from the chains of ignorance which is a product of backwardness.

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Study Session 4: Overview of Information Sources

Expected duration: 1 week or 2 contact hours

Introduction

In the last session, you learnt the relationship between information and development. It is important that you note that, information does not exist in a vacuum, it is contained in sources. Information sources are like receptacles for information. Individuals who need information consult these sources to get the needed information whenever the need arises. Information sources are of different types.

This session will expose you to the various information sources that are available to the information user.

Learning Outcomes for Study Session 4

At the end of this lecture, you should be able to;

4.1 Discuss information sources

4.2 Explain the various information sources that are available to the information user

4.1 Information Sources

Information sources are the resources/materials from which people receive ideas, meaningful messages, enlightenment and direction that will enable them to accomplish tasks, take decisions and solve problems (Adomi 2012).

Libraries and information centres acquire these information sources so that they can render their function of providing information, education, promotion of culture and recreation. Thus, all library resources are information sources, but information sources go beyond what can be found only in the library.

This is because information users are not necessarily registered users of the library. This fact will be much clearer when the information user profile is considered.

In-Text Question

_____ are the resources from which people receive ideas, meaningful messages, enlightenment and direction that will enable them to accomplish tasks.

- A. Information sources
- B. Information seeker
- C. Career job
- D. None of the above

In-Text Answer

Option A

The information resources that can be accessed within the library will first be examined after which other information sources outside the library environment will be considered. The following are the information resources in the library that are available to the information user:

Books: These are the most common and perhaps the most popular information source. Aina (2004) defined a book as any document that has a collection of 49 pages or more that are bound together with a distinctive title.

A book can also be described as a collection of printed or manuscript pages sewn or glued together along one side and bound between rigid boards or flexible covers. This information source has been used to record information of various sorts. These include:

Textbooks: These are carefully written books that are of standard, systematically crafted to express concepts, principles, theories, and methodologies of different fields of study. Textbooks are educational products that impart the necessary knowledge in order to improve the teaching and learning process.

Students starting from primary to the tertiary level of education make use of textbooks to acquire the needed information, which can lead to knowledge if understood properly. Even teachers and lecturers also utilize textbooks to aid their teaching.

In-Text Question

The following are the information resources in the library that are available to the information user except_____

- A. Book
- B. Textbook
- C. Light reading materials
- D. Hangout

In-Text Answer

Option D

Light Reading Materials: These are also called fiction. These materials are recorded in books and are works of imaginative minds that are published to stimulate thinking, build personalities and shape the orientation and line of thought of individuals.

These materials include poems. Story books, novels and some other literature sometimes used in teaching and learning. Prolific fiction writers in Nigeria include Peter Pan Enahoro, Wole Soyinka, Chinua Achebe and of recent Chimamanda Adichie.

Reference Resources: These are information resources designed by arrangement and treatment of the subject matter to be consulted for specific and definite item of information rather than to be read as a whole or consecutively (Oyedum 2005 and Cassell and Hiremath 2006).

They are compiled to provide answers to any type of queries that might be raised by the users of the library. Reference sources contain lots of facts and rarely does a reference source contain opinions. They are generally based on universally accepted knowledge. Reference sources exist in both print and electronic formats. Examples are;

In-Text Question

_____are information resources designed by arrangement and treatment of the subject matter to be consulted for specific and definite item of information.

- A. Textbook
- B. Reference resources
- C. Light reading materials
- D. Hangout

In-Text Answer

Option B

Dictionaries: These are reference resources that provide the definition, meaning, spelling, pronunciation, etymology and syllabication of a word. The words in dictionaries are arranged alphabetically to facilitate quick and fast access.

Dictionaries are also of various types. There are; general dictionaries that contain information about all fields of study and can be used by all. Oxford Advance Learner's Dictionary and Webster's New Third International Dictionaries are examples.

Some dictionaries are specialized like Dictionary of American Slangs, while some are subject based like Dictionary of Library, and Information Science. There are also bi-lingual/translating dictionaries like the polyglot and the likes.

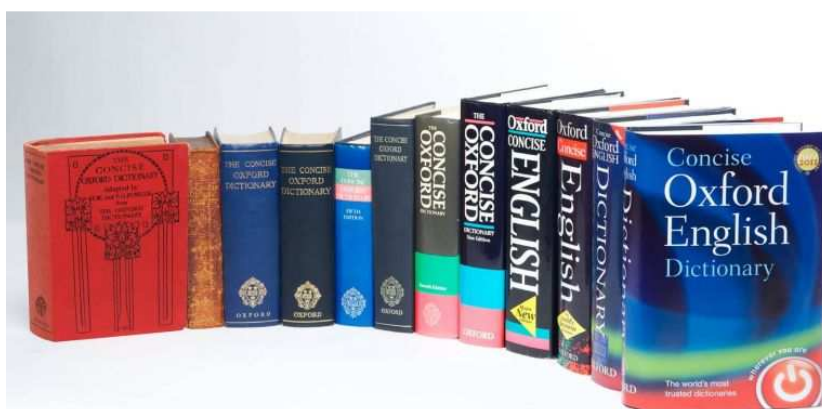


Figure 4.1: Dictionaries

Source:<https://blog.oxforddictionaries.com/2011/08/concise-guide/>

Encyclopaedias: These are reference materials that contain information on several fields. They provide background information on any topic. Encyclopaedias are written by experts and are arranged alphabetically.

They sometime contain illustrations to illuminate the texts. There are general encyclopaedias like Encyclopaedia Britannica and Encyclopaedia Americana. Subject encyclopaedias like Encyclopaedia of Library and Information Science and McGraw-Hill Encyclopaedia of Science and Technology are also available.

In-Text Question

The reference materials that contain information on several fields is called _____

- A. Books
- B. Dictionaries
- C. Encyclopaedias
- D. Almanacs

In-Text Answer

Option C

Almanacs: An almanac is a book that contains useful, old and current information, often in statistical form about different phenomenon like personalities, subjects and countries. An example of an almanac is the Whitaker's almanac.

Yearbooks: They are similar to almanacs, but they are restricted mainly to the events of a particular year. Adomi (2012) also noted that a yearbook is a volume often called an annual, containing current information of a variable nature in brief descriptive and/or statistical form which is published once yearly. Yearbooks often review the events of the year.

Information contained in yearbooks includes general information about governments, politics, economy, geography and the like. Examples of yearbooks are The Stateman's Yearbook, The Europa World Yearbook, and Yearbook of the United Nations and Europa World Yearbook.



Figure 4.1: Yearbooks

Source: <http://get-laidtoday.com/98/mix>

Handbooks: these are a handy compendium containing brief, short and quick facts and figures on a particular subject, institution, organization or country. The Nigerian Handbook is an example.

Directories: Okeke, Oghenetga and Nwabu (2013) defined directories as organized list of people and/ or organizations of some type. Other information such as addresses, phone numbers, email addresses are also included for each entry. It should be noted that some of the information provided in directories can also be obtained from yearbooks, almanacs and encyclopaedias.

In-Text Question

_____ is a book that contains useful, old and current information, often in statistical form about different phenomenon.

- A. An almanac
- B. The yearbook
- C. Directories
- D. Bibliographies

In-Text Answer

Option A

Bibliographies: These are list of articles, books, technical reports, conference proceedings, theses and dissertation on a particular topic.

Information contained in bibliographies include details like author, title, date, place of publication, publishers, edition, pagination, series and literary/information contents arranged alphabetically. Bibliographies can be categorized into Universal Bibliography, National and Trade Bibliography, Subject Bibliography, Bibliography of Bibliographies.

Maps and Atlases: A map is a plane representation of the earth's surface, or a part of same, indicating physical features, political boundaries, etc. it could also be a representation of the heavens, showing the position as a graphic representation of the earth surface. Maps can be physical, political or special purpose maps. Atlases on the other hand are collections of maps. Examples are Map of Africa, Atlas of the world etc.

Indexes and Abstracts: Indexes a systematic arrangement of entries designed to enable users to locate information in a document. Abstracts are the condensed, skeletal representation of the essential content of a document. These two resources are produced in order for information users to spend less time in getting the needed information and also to maximize the search process.

In-Text Question

_____ is a systematic arrangement of entries designed to enable users to locate information in a document.

- A. Atlas
- B. Indexes
- C. Serials
- D. Graphic materials

In-Text Answer

Option B

Serials: These are information resources with a distinctive title, produced in any format, issued in successive parts, at regular or irregular intervals, with chronological and numerical designation, and are intended to continue indefinitely. Examples of serials include newspapers, magazines, journals, bulletins. These information resources are used for different reasons by different categories of people.

Graphic materials: These are illustration materials that summarize significant information and ideas through some combination of drawings, words, symbols and picture. Graphic materials include photographs, drawings, charts, filmstrips, slides and transparencies. Others are Realia or real objects like toys, games, puzzles and specimens like cowry shells, coins, leather goods, needlework, hair, wool and silk.

In-Text Question

_____ are illustration materials that summarize significant information and ideas through some combination of drawings, words, symbols and picture.

- A. Atlas
- B. Indexes
- C. Serials
- D. Graphic materials

In-Text Answer

Option D

Sound Recordings: These are information resources that are provided in audio format and appeal to the sense of hearing. These resources are used in the teaching and learning process especially for those who have sight impairment, even though individuals without any impairment also utilize them. Examples of sound recording include radio, lecture talks, audio tape/cassette/ compact disc (CD), telephone and public address system.

Motion pictures and video recording: these are materials that appeal to the senses of sight and hearing. They combine sound and images and are recorded on video cassette, video compact disc (VCD) and digital versatile disc (DVD). These resources are used for easy recognition and identification and to individualize learning.

Microforms: A microform is defined as information either in texture, illustration or tabular form that is stored in reduced sizes on photographic film. It is the general term for

any form of a micro record, whether on film or paper. Other materials included in the generic name are microboard, microfilm and microfiche.

These resources help to save the space of storing information resources. Even though access to the information that they contain is made possible through microfilm reader.

In-Text Question

_____ is defined as information either in texture, illustration or tabular form that is stored in reduced sizes on photographic film.

- A. Microform
- B. Indexes
- C. Serials
- D. Graphic materials

In-Text Answer

Option A

Manuscripts: The first copy of a book or a piece of writing in the original form as written by the author is called a manuscript. It has also been described as the first draft of a thought. Generally, manuscripts are unpublished materials. They may include business or personal correspondence, diaries, letters, speeches, minutes of meetings, records, legal documents, architectural drawings and financial documents.

Reports: A report is an account from a corporate body or committee, government establishment, scientific institutions. Reports are like feedbacks, which are the outcome of an activity that was commissioned. Reports are written especially by individuals who participate in research and development activities. Most reports are not circulated but are used by the organization or establishment that commissioned it. As such they are usually not published.

Government documents: These are information resources that are produced as a result of the day to day affairs of government. These documents are the products of activities in the ministries, departments and agencies of government. As well as those issued by the other arms of government (legislature and the judiciary). These documents include committee reports, budgets, legislative bills, court orders, etc.

In-Text Question

The information resources that are produced as a result of the day to day affairs of government is called _____

- A. Report
- B. Manuscript
- C. Serial
- D. Government documents

In-Text Answer

Option D

4.1.1 Other Information Sources

1. **Oral traditions/Oral Histories:** These are also information sources available to the information users. The African society is an oral society. Our culture has been preserved through the transmission of elements and products of culture via the words of mouth from one generation to another. People in the past and even today still rely on words that are spoken to them orally; to them that carries more weight than the information from other media.
2. **Mass Media:** these create the needed avenue for information to get across to multitude of people via television, radio, newspaper and magazines. A lot of people, especially those who are not in the academic environment, rely on these sources of information to get informed.
3. **The Internet:** this is the global interconnection of computer networks. The internet provides the link so that information that is held in separate computers around the globe can be accessed.
Through the help of the World Wide Web which is the multimedia part of the internet that ensures that communication is essential on the internet, several information resources in different formats can be downloaded. Examples documents on portable document format (PDF) Microsoft word, video, mp3 and the likes.
4. **Government Sources:** the government provides administrative data, legislative and judiciary information and documents on policies. These can be retrieved from gazettes, technical reports, patents and designs, statistical reports and records of activities of various ministries, departments and agencies.
5. **Societies And Professional Bodies:** organizations like Nigerian Library Association, Nigerian Bar Association and the likes provide a lot of information which may come from their annual reports, circulars and journals.
6. **Institutions:** universities, polytechnics and colleges of education provide general and specialized information that are beneficial to those who seek information. Seminars, workshops, conferences, lectures and symposia organized in these institutions are avenues for individuals to get informed.
7. **Independent Information Service Providers:** there are individuals and organizations that provide information for a fee. These service providers collect, process and organize data and information for different categories of information seekers for an agreed fee.

In-Text Question

Which of these is not part of other sources of information?

- A. Internet
- B. Mass media
- C. Oral tradition
- D. Dictionaries

In-Text Answer

Option D

Summary for Study Session 4

In this study session, you have learnt the following:

This session has provided an overview of information sources. A distinction was made between information sources and library resources. The various types of information sources that are available and accessible to the information users are diverse.

The library as an information source provides access to information resources in different formats like books, reference books, serials, microforms, graphics, sound recording, etc. Other information sources like the internet, mass media and institutions were also discussed. These information sources are accessed by different categories of users. The next session will discuss the information users' profile.

Self-Assessment Questions (SAQs) for study session 4

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this module.

SAQ 4.1 (Testing Learning Outcomes 4.1)

Information sources are different from information Users. Explain.

List and discuss the various types of information sources.

Discuss the following information resources;

1. Reference materials
2. Sound recording
3. Graphics
4. Serials
5. Books

Notes on Self-Assessment-Questions for Study Session 4

SAQ 4.1

1. Information sources are the resources/materials from which people receive ideas, meaningful messages, enlightenment and direction that will enable them to accomplish tasks, take decisions and solve problems (Adomi 2012).
2. The library as an information source provides access to information resources in different formats like books, reference books, serials, microforms, graphics, sound recording, etc.
3. **Books:** These are the most common and perhaps the most popular information source. Aina (2004) defined a book as any document that has a collection of 49 pages or more that are bound together with a distinctive title.

4. **Reference resources:** These are information resources designed by arrangement and treatment of the subject matter to be consulted for specific and definite item of information rather than to be read as a whole or consecutively (Oyedum 2005 and Cassell and Hiremath 2006).
5. **Serials:** These are information resources with a distinctive title, produced in any format, issued in successive parts, at regular or irregular intervals, with chronological and numerical designation, and are intended to continue indefinitely. Examples of serials include newspapers, magazines, journals, bulletins. These information resources are used for different reasons by different categories of people.
6. **Graphic materials:** These are illustration materials that summarize significant information and ideas through some combination of drawings, words, symbols and picture. Graphic materials include photographs, drawings, charts, filmstrips, slides and transparencies.

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Study Session 5: Information Users' Profile

Expected duration: 1 week or 2 contact hours

Introduction

The session that preceded this has all been focused on information. The first introduced you to the concept of information, the second focused on how good information can be known, the third let into the categories of information, fourth explained the link between information and development and the fifth provided an overview of information sources. Now is the time for you to consider the different categories of individuals that make use of this information. Information users' profile will reveal these individuals. The session will begin with the definition of an information user, after which different categories will be discussed.

Learning Outcomes for Study Session

At the end of this study session, you should be able to:

5.1 Discuss who an information user is

5.2 Highlight the different categories of information users

5.3 Differentiate between an information seeker and an information user

information user. Terms like patrons, clients, member, clientele, customer and the likes readily come to mind.

It is important to express that almost everyone and indeed everyone at one time or another makes use of information. This makes everybody an information user. However an information user should not be confused with an information seeker.

In-Text Question

_____ are important within the whole information systems.

- A. Information User
- B. Educational Management
- C. Career Cluster
- D. Job viewer

In-Text Answer

Option A

Uhegbu (2001) noted that an information seeker may be anybody who goes about asking or looking for information, or hearing news without putting it to use. An individual who is in dire need of a job who goes on the internet everyday to check for job advert and still who has not yet decided whether to apply or not, is just an information seeker.

Drivers who are trained on how to drive with caution on the road in order to avoid accidents and still drive recklessly are not information users. Fresh male students in higher institutions of learning who during orientation exercise took their time to listen to different anti-cultism lectures, only to end up engaging in cultism activities on campus themselves are only information seekers not its users. You may ask, Who then is an information user?

Box 5.1: Definition of Information User

An information user therefore is an individual, who seeks for information, receives it and put such information into effective use, can be described as an information user. An information user can also be described as the person, who is actively seeking access to knowledge/information and who when successful, obtains and uses the knowledge/information is described as a user.

A fresh students that seeks information about the time of his lectures and who makes it a point of duty to always come before the classes start, is an information user. For someone to be described as an information user, the meaning is that the information must be used for the purpose in which it was sought in the first place. According to Uhegbu (2001), information users can be categorized in a number of ways:

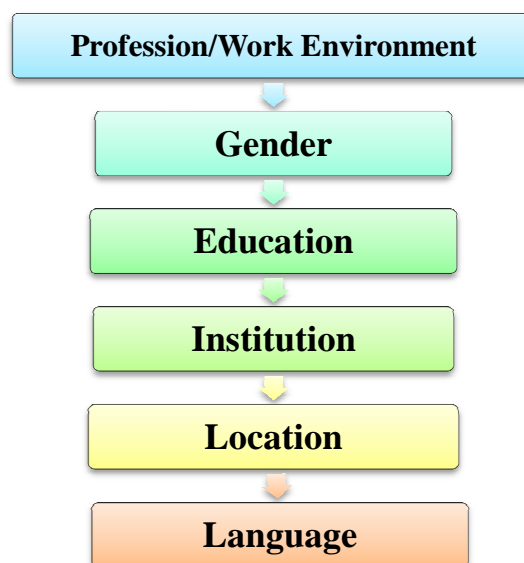


Figure 5.2: Categories of Information Users

5.1.1 Information user from the perspective of profession and work environment

This suggests that information users can be determined based on the profession and the work environment. Individuals in the medical profession like doctors, pharmacists and nurses will seek and use information relating to their profession.

Their information use will be determined by medical condition of patients, case history, illness type and financial capacity. Similarly, individuals that work in a factory setting will be concerned about safety of their work environment, salaries and wages, factory equipment and the likes. All these will determine the kind of information that they seek, how to obtain such information and eventually how the information will be put to use.

In-Text Question

One of this is not part of categories of information users

- A. Language
- B. Institution
- C. Location
- D. Market

In-Text Answer

Option D

5.1.2 Information user from the perspective of education

Information users can be categorized as literate, semi-literate, neo-literate or illiterate based on their level of education. The information that an educated person will seek and use will definitely be different from the one an illiterate will seek and use.

While an educated person in the academia may be concerned with how to seek financial grants to carry out a research, an illiterate may tend to seek for how to join the daily contribution of local credit and thrift society. Additionally, an educated person will be concerned about the affairs of government, monitoring events and contributing to political debates.

The business of the illiterate may be how to demand for stipend from politicians, the business of how the people's money is spent is not his concern. These sets of individuals will no doubt, seek and use information differently.

In-Text Question

Information users can be categorized as the following except_____

- A. Administrator
- B. Literate,
- C. Semi-literate
- D. Neo-literate or illiterate based

In-Text Answer

Option A

5.1.3 Information user from the perspective of gender

Information users can also be categorized along the lines of gender. For example, the information that a young girl will seek at puberty will quite be different from what a young boy of the same age will seek.

A young girl just like a young boy at that stage of life will no doubt experience changes in the body. The girl may start to do menstruation, while the boy may at times experience occasional emission. The young girl will no doubt seek and use information that will help her during the menstrual cycle, while the boy will also seek and use information pertaining to the changes that his body is undergoing. This differentiates them as information users.

5.1.4 Information user from the perspective of information need

Individuals seek and use information based on the need for that information. A doctor who wants to establish a poultry farm will no doubt seek and use information about how to establish and maintain the poultry.

An illiterate farmer in the village who wants to travel to a city he has not been before to liaise with an industry who wishes to use his products from the farm will definitely seek information about how to get to the city from his location and how he would locate the industry in the city.

This emphasizes the point raised by Alegbeleye (1989) who did a critique on studies on user's information needs, and came to the conclusion that information needs are situational. Meaning that, occupation, gender and the likes do not actually determine the information needs of individuals.

5.1.5 Information user from the perspective of institution

Individuals may become information users based on the institution in which they belong. For example, students constitute a user group. Students seek and use information about how to register for courses, how to secure accommodations, when to attend classes, how to study, when to study, where to study, what to study, when examinations will come up, how to excel in examinations, when to check their results and the likes.

In addition, workers in Federal Government establishments may seek and use information about bio-metric data capture exercise, government circulars and directives, salary issues, contributory pension matters and the likes. This is the effect of institutional factors on people.

5.1.6 Information user from the perspective of language

Information users can also be categorized based on language. Individuals who speak a particular language form a user group. It is not unusual to see Hausa's in a city like Ibadan, tuned to the radio stations that broadcast in their native language.

These individuals at times seek and use information on where they can settle within the city, where they can display their wares and where certain material cultural products can be acquired. In like manner, the Yorubas who are in the North also require and use information on where to eat local Yoruba delicacies, where the Yoruba meetings are held and the likes.

In-Text Question

Individuals may become information users based on the _____ in which they belong.

- (a) Institution
- (b) Education
- (c) Belief
- (d) Job Intensity

In-Text Answer

Option A

5.2 Categories of information users

The following are set of categories of information users. Aina (2004) further explains information users as:

Children: These essentially are small children who are in pre-primary schools. As young as they are, they could be considered as information users. They learn the alphabets and numbers at that young age, it is amazing that most of them grasp these fast and belong long they start to recite the alphabets and 1, 2, 3..... Sub-consciously. At this early age, these individuals play with toys, realias, objects, drawings and the likes



Figure 5.2: Children are information users regardless of where they reside

Source: <http://sabi-sabi.com/2015/05/27/way-to-celebrates-childrens-day-ay-style-with-his-girls/>

Pupils: These are children and young adults in primary and secondary schools. Some of them are already teenagers and they seek and use information pertaining to their teenage experiences. This group of information users also has the need to seek information about their educational activities.

Students: These refer to those who are studying in institutions of higher learning like colleges of education, polytechnics and universities. These individuals engage in serious academic work and therefore seek and use information retrieved from different sources like the library and the internet to support their learning and research.



Figure 5.3: Depicting Nigerian Students During Matriculation

Source: <http://www.nigerianbulletin.com/threads/indian-universities-woo-nigerian-students.80709/>

Adults: These are individuals who already have commitments and responsibilities. Some of them may be married but still in active service as regards employments, while some may be retirees. These individual form an information user group that are concerned with how to guarantee livelihood for themselves and members of their families.

Some of the seniors visit the public library to read daily newspapers to keep themselves abreast of the happenings in the country.

Professionals: These are highly trained and educated men and women who have the needed skills and expertise in specific fields. Most professionals are highly literate individuals and they make use of different information media to access information that will be of great need to them.

Researchers and Lecturers: These are individuals with high academic qualifications who render their services in higher institutions like polytechnics and universities. By virtue of their enlightenment they also consult different sources of information to meet their information need.

In-Text Question

The following are the categories of information user's except _____

- A. Professionals
- B. Researchers
- C. Adult
- D. Awareness

In-Text Answer

Option D

Policy Makers and Planners: These are government and private workers who work in ministries, departments and agencies. They are the technocrats that make public policies. They occupy positions such as ministers, permanent secretaries, heads of parastatals, chief executive of companies etc. All these individuals are information users.

Artisans (Urban and Rural Based): These individuals are the drivers of the local economy. They are those in charge of small and medium scale agencies thrive on vocational skills. Examples include carpenters, barbers, plumbers, electricians, mechanics, welders, panel beaters, painters, tailors etc. Some of these individuals are not educated, even though due to the unemployment situation in the country, many graduates also engage in these activities.

Due to the facts that these individuals have their various needs which they would like to address, they are also information users.



Figure 5.4 Examples of Artisans (The tailors)

Source:<http://royaltimes.net/ngo-trains-486-artisans-on-skills-acquisition/>

Rural Dwellers: Most of the individuals in Nigeria, statistics say close to 70% live in the rural areas, the same is also true for so many other African countries. Most rural dwellers are farmers, even though some engage in activities as dictated by their environment like fishing and the likes.

Most rural areas lack basic social amenities that will make life more meaningful and enjoyable. No wonder most youths leave the rural area for the cities in search for greener pastures. Though, some who retire from active service return to the villages. This highlights the fact that literate individuals are also available in the rural areas. Rural dwellers need and use information for different purposes.

In-Text Question

The most examples of rural dwellers are _____

A. Bachelor

- B. Manager
- C. Farmer
- D. Educationist

In-Text Answer

Option C

Individuals with Disabilities: These include individuals with hearing, visual and physical disabilities. According to **Oyundoyin** (2013) these individuals face;



- Natural exclusion: By virtue of their disabilities, these individuals have problems with mobility and dexterity and cannot move freely as others, and equally encounter difficulties in performing manual tasks.
- Artificial exclusion: This refers to the way and manner in which individuals in the society treats these individuals. Often at occasions and gatherings, there are no place strictly reserved for them for easy accessibility. The public buildings are constructed without ramps, instead the individuals, especially those with physical disabilities will be subjected to the rigors of climbing the steps and even in some higher institutions, seats are suited only for right-handed persons, thereby automatically excluding those who are left-handed.

In-Text Question

_____ refers to the way and manner in which individuals in the society treats these individuals.

- A. Natural exclusion
- B. Artificial exclusion
- C. Physical disabilities
- D. Adult Education

In-Text Answer

Option B

These individuals who are also our family members should therefore not be treated like second class citizens. All hands must be on deck to ensure that the already excluded are included. This also relates to the facts that information resources that will assist them to use information as users, should be provided.

Resources like Braille books, books read on tapes or compact discs, kurzweil reading machine, large print book, character recognition devices, finger alphabet, video tapes and telephones, should be readily available to them either in the library and other information centers (Madu 2000).It should be noted that the list given here may not be exhaustive as all individuals with different callings, orientation, role, duties and functions are all information users.

In-Text Question

One of this is not part of the categories of information users.

- A. Artificial exclusion
- B. Children
- C. Pupils
- D. Policy Makers and planner

In-Text Answer

Option A

Summary for Study Session 5

In this study session, you have learnt the following:

This session has discussed who an information user is. An information user is an individual who actively seeks information, receives the information and makes use of the information for problem solving and decision making. A distinction was also made between a seeker and a user of information.

The different categories of information users from the perspective of profession and work, education, gender, information need, institution, and language were explained. A further breakdown of information users was also made.

Self-Assessment Questions (SAQs) for study session 5

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this module.

SAQ 5.1 (Testing Learning Outcomes 5.1)

An information user is different from an information seeker. Justify this statement. State the various categories of information users.

Notes on Self-Assessment-Questions for Study Session 5

SAQ 5.1

Information users are important within the whole information systems. Information in itself exists because there are users whose needs must be satisfied. There are a number of synonymous terms used to represent the concept of an information user. Terms like patrons, clients, member, customer and the likes readily come to mind.

Information seeker may be anybody who goes about asking or looking for information, or hearing news without putting it to use. An individual who is in dire need of a job who goes on the internet everyday to check for job advert and still who has not yet decided whether to apply or not, is just an information seeker.

The different categories of information users from the perspective of profession and work, education, gender, information need, institution, and language .

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Study Session 6: Information Need

Expected duration: 1 week or 2 contact hours

Introduction

The previous study session focused on the concept and categories of information users. It is pertinent for you to note that before an individual can actually use information, there must be a need for such information. Information need is very critical to information utilization. An individual that seeks, obtains and use information that is not needed as succeeded in wasting useful time that can be used in other fruitful endeavours.

The information needs of individuals differ based on so many factors like age, gender, occupation and the likes. Regardless, of this there are still some types of information that are needed by almost everybody because they deal with our everyday information needs. This lecture therefore presents the concept of information need.

Learning Outcomes for Study Session 6

At the end of this study session, you should be able to:

6.1 Define the concept of information needs

6.1 Concept of Information Needs

Information need is a factual situation in which there exists an inseparable inter-connection between 'information' and 'need'. Information is created because there is a need for it. Information need and information purpose look synonymous, but they are actually not.

Information purpose refers to the reason behind the need for information. For example, an individual who his planning a wedding program requires information about reception venues available in town and the cost of renting the venues in order to secure the best place.

The information purpose in this example is that a wedding reception wants to take place. The information need is that, in order to fulfil the purpose of having a wedding reception, there is a need for a reception hall. Since those who are getting married do not own one, there is a gap, which has revealed a need for a venue for the purpose of their reception program.

In-Text Question

_____ is a factual situation in which there exists an inseparable inter-connection between 'information' and 'need'.

- A. Information Need
- B. Information Purpose

- C. Career Cluster
- D. Education Need

In-Text Answer

Option A

Thus, it is right to say information need is a relationship which exists between information and information purpose. The presence of a purpose for the use of information leads us to conclude that it is needed.

This presence is what might be called an information purpose which is a necessary condition for information need. There are two necessary conditions of information needs;

- The presence of an information purpose
- The information in question contributes to the achievement of the purpose.

Box 6.1: Definition of Terms

Information need is a factual situation in which there exists an inseparable inter-connection between 'information' and 'need'.

Information purpose refers to the reason behind the need for information. For example, an individual who is planning a wedding program requires information about reception venues available in town and the cost of renting the venues in order to secure the best place.

Information need therefore arises when an individual senses a problematic situation or information gap, in which his or her internal knowledge and beliefs, and model of the environment fail to suggest a path towards the satisfaction of his or her goals. Such an identified information need may lead to information seeking and the formulation of requests for information (Preez 2008).

Perhaps, the most important information need is information that will enable the individual to resolve uncertainties and problems, or that will help in decision-making. Information need of users may be categorized according to the purpose and perhaps the nature of the user. The purpose of information and its usefulness to the solution of a task at hand may lead to its demand and use.

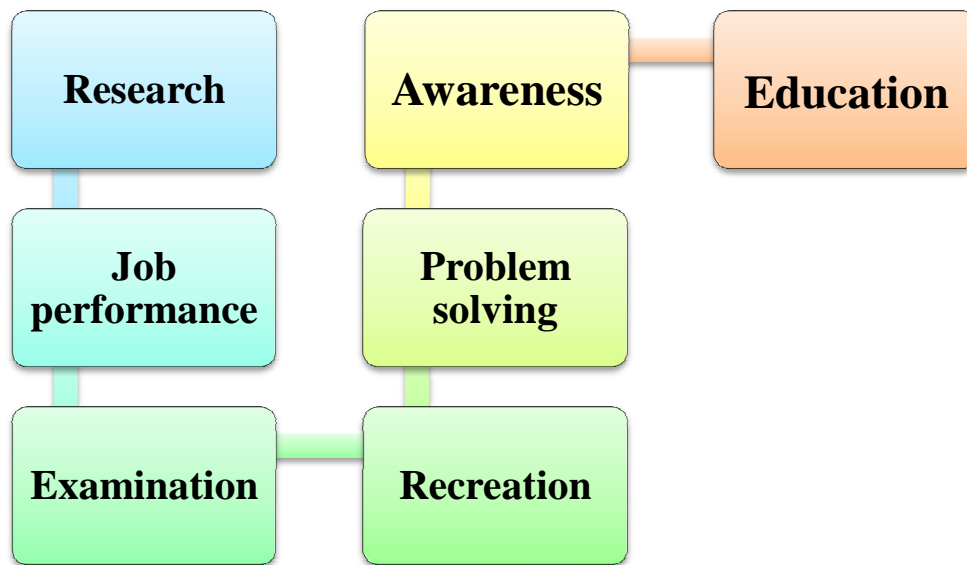
In-Text Question

Information need of users may be categorized according to the purpose and perhaps the nature of the user. True/False

In-Text Answer

True

The factors that lead to information demand and use are:



6.1.1 Research

This could really create the need for information. A final year student for instance that has the task of completing his final year project surely cannot write the whole project without doing research. That reveals an information gap that must be filled. Such a student is expected to visit the university library to seek the information resources that might be of help

Equally, electronic databases will also be used to retrieve current and up to date information. This is very important because without adequate and useful information, the research might not be completed.

In-Text Question

One of this is not part of the factors that lead to information demand.

- A. Research
- B. Job performance
- C. Examination
- D. Administration

In-Text Answer

Option D

6.1.2 Job Performance

The nature of the job that a person does and the need to excel at it could create an information need. A librarian who wants to perform exceedingly well must know what he needs to do for that aspiration to come to reality.

That has created a need for information. He may decide to ask senior colleagues, consult books on career success, or simply search for information on the internet. The librarian may even want to get more degrees in order to be more qualified and excel.

In-Text Question

The nature of the job that a person does and the need to excel at it could create an information need is called _____

- E. Research
- F. Job performance
- G. Examination
- H. Leisure/Recreation

In-Text Answer

Option B

6.1.3 Examination

The date for examination is the beginning of wisdom for majority of students. Some students do not read until they see the time table for examination. For such students, examination brings along with it an information need. Arising from the fact that the need to get someone to take them tutorials, they need to make photocopies of notes and also schedule time to visit the library to read.

For some other students, the thought that they have an examination to do, makes them to get all the tools that will be needed. Textbooks, past questions, writing materials will all be bought in preparation for the examination.

6.1.4 Leisure/Recreation

The need for relaxation and recreation at times create the need that requires knowing the right relaxation spots and also the kind of recreation to engage in. Some individuals because of the need for leisure and recreation, they visit the internet to search for cool spots around the world where they can spend their vacation and holiday. While some people register in recreational clubs.

6.1.5 Problem Solving

People face all kinds of problems in the society. These problems vary from one person to another. The problem may be on ill-health, unemployment, divorce, death, and the likes. An individual, who is sick in order to get solution to the problem, will need information on where his health challenges can be solved. The information may require the need to inquire about a specialist who has knowledge about the medical condition.

In-Text Question

_____ may be on ill-health, unemployment, divorce, death, and the likes.

- A. Problem
- B. Examination
- C. Research
- D. Education

In-Text Answer

Option A

6.1.6 Education

Information helps people to understand the need for sound and qualitative education. A mother, who wants to enrol her son into a good school, will have to consider the location of the school, the founder, and the quality of teachers, availability of laboratory and libraries and so other infrastructure. She would have to take the pains of getting to know all these because of the need that she has.

In-Text Question

Information helps people to understand the need for sound and qualitative education.
True/False

In-Text Answer

True

6.1.7 Awareness

People demand information to keep abreast of developments in both the society and the profession. Youths want to keep abreast of happenings in the entertainment world; scholars need to keep tab on developments in their fields of study and journalists need information about happenings in the political area. Awareness of one's environment demands that one has constant information available to them.

Regardless of the factors that lead to information demand and use, an average citizen needs information about things that are common to us as humans. This has been rightly described as everyday information needs. **Okwilagwe** (1993) categorized the everyday information needs of individuals no matter where they reside, be it rural or urban communities into nineteen different categories.

These categories revolve around the daily concerns of individuals ranging from personal issues to issues that bother on the society but which can impact individuals adversely if contained.

In-Text Question

One of the factors that lead to information demand to keep abreast of developments in both the society and the profession is called _____

- E. Examination
- F. Research
- G. Education
- H. Awareness

In-Text Answer

Option D

The Everyday Information Need of the Average Citizen

SN	Major Category	Brief Description
1	Neighbourhood	Problems with neighbours, children, dirty environment, traffic etc.
2	Consumer	Problems with product quality, consumer protection, prices etc.
3	Housing	Problems with landlords, loans and mortgage, selling a house etc
4	Housekeeping and household maintenance	Problems with utility service, do-it-yourself projects, car repair etc
5	Employment	Problems with getting a job, changing jobs, job training etc
6	Education and Schooling	Problems with financial aid, cost of education, strikes etc
7	Health	Problems with mental health, cost of health care, insurance etc
8	Transportation	Problems with transportation fee, inadequate bus service, auto financing, road maintenance, inadequate emergency services etc
9	Recreation and Culture	Problems with finding recreational opportunities, festivals etc
10	Financial Matters or Assistance	Problems with taxes, getting credit loans, retirement, investments etc
11	Public Assistance and Social Security	Problems of social security, medicare, welfare etc
12	Discrimination and Race or Tribe Relations	Problems with racial or tribal tensions, race, tribe or sex etc
13	Child Care and Family	Problems of child care. Child behaviour, personal problems etc
14	Family Planning and Birth Control	Problems with family planning, birth control etc
15	Legal	Problems with legal aspects of marriages, contracts, documents etc
16	Crime and Safety	Problem with tax law enforcement, crime, drugs etc
17	Immigration, Migration and Mobility	Problems with immigration, citizenship, document translation etc
18	Veterans and Military	Problems with veteran's benefits, rights military service etc
19	Public Affairs, Political and Miscellaneous	Problems with locating agencies, people, religion, news, current events etc

The information presented in the table shows the multifarious nature of the information needs of an average citizen.

In-Text Question

All of this is part of the factors that lead to information demand except _____

- A. Problem Solving
- B. Education
- C. Concept
- D. Awareness

In-Text Answer

Option C

Summary for Study Session 6

In this study session, you have learnt the following:

This session described the concept of information need as it is different from information purpose. Information need has been described as the relationship which exists between information and information purpose. The factors that lead to information demands and use were also discussed.

This study session ended with the different information needs that an average citizen has. These include housing, employment, health, transportation, recreation and culture, legal issues, crime and safety etc.

Self-Assessment Questions (SAQs) for study session 6

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this module.

SAQ 6.1 (Testing Learning Outcomes 6.1)

How can you explain the concept of information need?

The demand and use of information are determined by a number of factors. Discuss the factors.

List and explain ten everyday information needs of an average citizen.

Notes on Self-Assessment-Questions for Study Session 6

SAQ 6.1

Information need is a factual situation in which there exists an inseparable inter-connection between 'information' and 'need'. Information is created because there is a need for it. Information need and information purpose look synonymous, but they are actually not.

The demand and use of information are determined by a number of factors. These are:

Research, Job performance, Examination, Leisure/Recreation, Problem solving, Awareness, Education

References

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- Preez, M.D (2008) Information needs and information seeking behavior of consulting engineers. A qualitative investigation. Master's degree dissertation submitted to the University of South Africa

Study Session 8: Information Agencies and their Role in Meeting Users Need

Expected duration: 1 week or 2 contact hours

Introduction

As you may already know, there are a number of agencies that deal with information provision and access. These agencies play their part in ensuring that users have access to the required information that they need in different formats, in order to make rational and informed decisions.

Even though some of the roles of the information agencies overlap, they have different mandates in providing information to their targeted audience. These information agencies are libraries, museums, the mass media, archives and record management centres. A discussion of these information agencies will be the focus of this study session.

Learning Outcomes for Study Session 8

At the end of this study session, you should be able to;

8.1 Identify the different types of information agencies

8.2 Understand the role of these agencies in meeting users need.

8.1 Information Agencies

Due to the fact that users have diverse information needs, there are also a number of information agencies who provide information resources and services that ensure that these numerous needs are met. These information agencies include the following in figure 8.1;

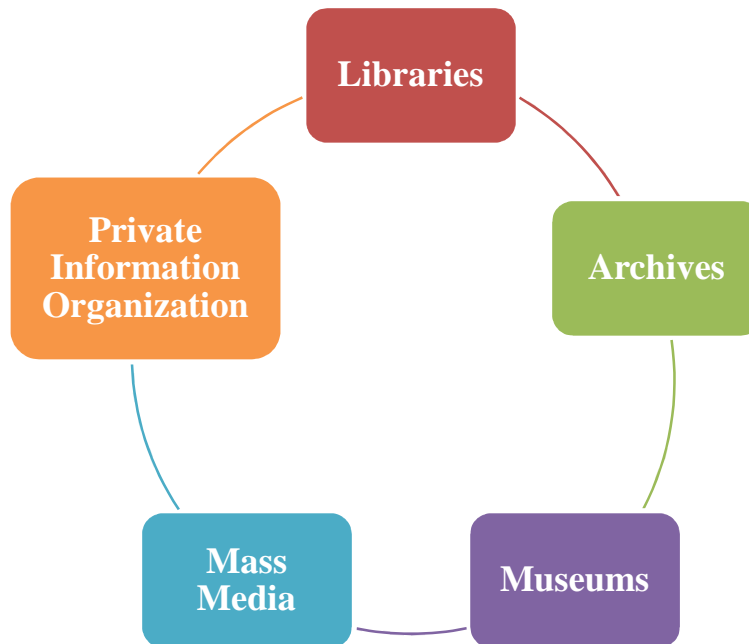


Figure .8.1: Information Agencies

The first information agency that will be examined is the library.

1. The library

This is an institution that is responsible for the collection, processing and storage of recorded knowledge for the purpose of reading, study and consultation (Aina 2004). The library can also be seen as an institution that meticulously select, consciously acquire, tirelessly process, systematically organize, willing disseminate and jealously preserve information resources in different formats (print, audio-visual and electronic) in order for the information needs of users to be met.



Figure 8.2: e-Library

Source:<http://ndlink.org/2015/01/13/imo-boosts-education-digital-e-library-resource-management-system/>

Gone are the days, when the name ‘library’ is mentioned, the picture that comes to mind is a place, a building where books are stored. Presently, libraries are understood as extending beyond the physical walls of a building. The role of the library in meeting users need includes;

- a. **Provision of Information:** In order to meet the information needs of users, libraries provide the access to different information resources.
Examples of these resources include books (textbooks fiction books, and reference books), serials, audio-visual materials (audio recordings and video recordings, pictures, charts, maps, atlases, microforms, and the likes) and electronic information resources (e-books, e-journals and e-magazines).
- b. **Preservation of Culture:** the information resources that are acquired processed and organized in the library are products of human knowledge that are recorded and preserved for the benefit of individuals at present and those of the future. Knowledge is an important aspect of culture. The libraries as the storehouse of these resources are actually preserving culture.
- c. **Promotion of Education:** the information resources in the libraries are on different subjects; this makes it possible for users who use these resources to be educated in any field of human knowledge. The educational role of libraries is evident with the libraries that are attached to educational institutions. These libraries support educational activities with information resources.
- d. **Provision of Aesthetic Enjoyment:** libraries also provide access to information resources that can be used for relaxation purposes. These materials include magazines, newspapers, novels, storybooks, educational games, films etc.

With these roles performed by the library, users can have their various information needs met. The different types of libraries also ensure that target groups get the needed information that they desire.

In-text Question

Knowledge is an important part of culture. True/ False

In-text Answer

True: information are stored in the library because is a product of human knowledge

8.1.1The types of Libraries

The types of libraries include;

- ❖ Academic Libraries
- ❖ School Libraries
- ❖ National libraries

- ❖ Special Libraries
- ❖ Public Libraries

a. Academic Libraries: these are libraries that are attached to institutions of higher learning like colleges of education, polytechnics and universities. These libraries support the teaching, learning and research that are carried out in these institutions. Users of these libraries include; lecturers, students, staff and researchers.

The information resources that these libraries provide support the disciplines that are studied in these institutions. These types of libraries are those that enjoy better funding than the other types in Nigeria.



Figure 8.3: Academic Library

b. School libraries: these libraries are attached to pre-primary, primary and secondary schools. They provide information resources and services that support the education that takes place at that level. The libraries provide information resources that will assist the teachers to form their lesson notes and also update their knowledge. While the pupils also use the library as a place where they can cultivate valuable skills like study skills and reading skills.

The library creates an environment for independent study. Textbooks, fiction materials, and audio-visual materials are available in the school library. The incorporation of more tailored and specific information resources that address the information needs of users like toys, study kits, films, educational games and the likes, has transformed the idea of a school library into a resource or media centre.

c. National library: this is the apex library of a country. The national library serves as a depository center where specified copies of published materials are kept. This assists in the production of a national bibliography on a yearly basis. This library also issues the International Standard Book Number (ISBN) and International Standard Serial Number (ISSN), maintains a union catalogue, and also serves as a documentation centre.



Figure 8.4: National library of Germany

Source: https://upload.wikimedia.org/wikipedia/commons/c/c3/German_National_Library_of_Science_and_Technology_TIB_university_library_Hannover_UB_Am_Welfengarten_1b_Nordstadt_Hannover_Germany_03.jpg

d. Special Libraries: these are libraries that are attached to organizations and institutions that are engaged in a circumscribed, restricted area of activity. They are called special because of the type of information resources they provide access to, the categories of users that utilize the library and the kind of services they render.

Some of these libraries are attached to research institutes with different scope. Some are into different aspects of agriculture like tropical agriculture, cocoa, horticulture, forestry, fishery and marine technology and the likes.

For a research institute that deals with forestry, the users will be the researchers and other staff in the institute, the information resources that will be acquired will be mainly those on forestry and the services that will be rendered could be personalized, to specific researchers in the institute. Some special libraries are also attached to banks and other government establishment.

e. Public libraries: these are libraries that provide service to the general public. All categories of information users should have access to information resources that will meet their needs. The library does not discriminate based on gender, sex, health status, literacy level, educational status and occupation.

These libraries are basically financed by the government, even though private and multinational organizations at times may render financial assistance.

Apart from these five types of libraries, there are also private libraries own by individuals and also subscription libraries where information is accessed electronically for a fee.

In-text Question

Which of the library takes care of the pre-primary, primary and secondary school?

- (a) Special Library
- (b) Academic Library
- (c) National Library
- (d) School Library

In-text Answer

School Library

8.2 Museums

Museums are non-profit making, permanent institutions in the service of society and of its development, and open to the public, that acquire, conserve, research, communicate and exhibit for the purpose of study, education and enjoyment, material evidence of people and their environment (UNESCO 2003).

Museums have traditionally existed to acquire, preserve, interpret and present works of art and artefacts. **Arinze** (1999) stated that the role of museums is to collect objects and materials of cultural, religious and historical importance, preserve them, research into them and present them to the public for the purpose of education and enjoyment.

The museum as an institution tells the story of man the world over and how humanity has survived in its environment over the years. It houses things created by nature and by man and in our modern society it houses the cultural soul of the nation.

Museum holds the cultural wealth of the nation in trust for all generations and by its function and unique position, it has become the cultural conscience of the nation (**Arinze** 1999). The role of museum in the society cannot be overemphasized.

Museums impact positively on the educational sector. Education is critical for development. Education that is devoid of the culture of the people in the society is empty and incomplete. One of the fundamental objectives of the museum is to educate, and it is only the museum that has the capacity and the ability to impart cultural education effectively as it houses the tools and materials for doing so in its collection.

The museum also uses its resources to promote peace and foster dialogue in the society. For a people to live in peace and happiness there must be unity. Museums do promote unity in the society by using their resources to ensure understanding and appreciation for the various groups and cultures that exist in that society.

Peace is essential for happiness and joy in the family, in the community, in the society, in the nation and in the world. Our world is troubled in many ways today and peace is threatened so often because people do not understand their neighbours. Conflict resolution and reconciliation are essential elements for the attainment of sustainable peace and unity.

The cultural heritage in the museum includes; manuscripts, paintings, textiles, coins, arms and armour, leather goods, fossils, and industrial processes. These materials find their way into the museum through gifts, purchase, trading with other museums and expeditions.

The various kinds of museum like the history art, natural history and folk museums and the general museum ensure that these information materials that contain valuable inestimable memory of the society are preserved, so that future generations will also have access to the ancient archaeological and ethnological works.

In-text Question

One of these is not a cultural heritage in the museum?

- A. Coins
- B. Arms and Amour
- C. Fossils
- D. Human

In-text Answer

Human

3. Mass Media

These include information agencies like the radio stations, television stations and newspaper agencies. There are radio stations owned by the government, private individuals and organizations who broadcast daily and for some round the clock, information in form of news and programs.

Millions of people tune to them and they get informed about activities of government and other happenings in the society. Some radio stations meet the recreational needs of individuals by devoting their entire program to music and sports for 24 hours.

Television stations are also meeting the information needs of individuals today. Local and international stations abound, with different program line up that meet the different information needs of individuals. Educational programs, interviews, documentaries and other interesting and educative programs are televised.

Newspapers are also very popular. They report political, health, agricultural, sport and other stories on a daily basis. In order to meet their information needs, individuals who want to get informed must purchase them. Different types of information can be found inside the newspapers. For instance an individual who is in dire need of a job can get employment opportunities on the pages of the newspapers.

However, the advent of the Internet and the World Wide Web has made it possible for the newspapers to be accessed electronically. Most of the newspapers in Nigeria have their electronic version accessible through their websites.

The role performed by the mass media in meeting the information needs of users is profound.

2. Archives and Records Management Centres:

Archives are collection of records of historical importance which are preserved because of their enduring and lasting value. These records are generated in the course of the day to day routines of organizations and government establishments. Rhoads (1989) indicated that archives are an essential part of the government's institutional memory. They are also a major cultural and scientific information resource and a significant element in national information system.

Aina (2004) opined that these institutions are responsible for the collection and preservation of public and historical records for the use of historians and researchers. Archives could also mean a body of non-current permanently valuable records. This term is also used to refer to their place of deposit or a building dedicated to their care and use, and to the organization or agency responsible for administering them.

The archives acquire and preserve records that document war, natural phenomena, the migration of peoples, the birth and development of national identity, the efforts of government to improve the lot of the people economically and socially and the successes and failures that are the result of all sustained human activity. These information resources are documented in letters, reports, diaries, photographs, plans, maps, films and tape recordings.

The archives serve as the collective institutional memory of the government and its component part. Archives are an essential tool for achieving, administrative efficiency and economy, as they provide ready access to the government's past experience and furnish precedence when challenges arise that are similar to those earlier. Without archives, the memory of man would go into oblivion and man would be left clueless in this fast moving world.

In-text Question

Public and historical records are stores in the _____?

- A. Archive
- B. Museums
- C. Library
- D. Media

In-text Answer

Archive

Summary of Study Session 8

In this study session, you have learnt that:

1. The information agencies that were discussed in the lecture were libraries, museum, the mass media and records management centres. In as much as these agencies perform all most the same role of promotion of information, preservation of culture, provision of education and aesthetic enjoyment, they have specific users that benefit from their services.
2. Based on the type of information that is needed, the information agencies will always have information that will help meet the current needs of present and prospective users.

Self-Assessment Question (SAQs) for Study Session 8

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 8.1 (Tests Learning Outcomes 8.1)

List and explain the roles of libraries

SAQ 8.2 (Tests Learning Outcomes 8.2)

How do these information agencies contribute to the information needs of individuals?

- a. Museums
- b. Archives and records management office
- c. Mass media

Notes on SAQs

SAQ 1

- ❖ Academic Libraries:
- ❖ School Libraries
- ❖ National libraries
- ❖ Special Libraries
- ❖ Public Libraries

SAQ 2

Museums impact positively on the educational sector,

References

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Study Session 9: Information Repackaging

Expected duration: 1 week or 2 contact hours

Introduction

Libraries and information centres exist because of the users. In order for these individuals to fully benefit from the library resources and services, the library must be able to provide the information that they really need. Since library users are from varied backgrounds, the information resources that will be provided must also meet the diverse needs of these users.

A very good tool that ensures that the right category of users, get the right information is information repackaging. This study session will discuss the methods of repackaging information in ways that information seeking and information utilization will increase.

Learning Outcomes for Study Session 9

At the end of the study session, you should be able to:

9.1 Define information repackaging

9.2 Identify the various ways of repackaging information

9.1 Information Repackaging

Information repackaging can be defined as the process of tailoring, designing, modifying and adapting information to suit targeted users. **Iwhiwhu** (2008) viewed information repackaging as the bundling of products and services to address the specific needs of users. Information repackaging is done after a user analysis had been conducted.

User analysis is the process of identifying those that constitute the user base for the library or information centres. This is done by collecting relevant data like demographic information, geographic data, economic data and the likes, through oral interview, observation and the use of the questionnaire.

User analysis will reveal the age, gender, occupation, location, marital status, financial status and the religion practiced by the users. Armed with this very important information, the library and information centre can now work on it to specifically target the needs of the identified individuals that constitute the user community of the library or information centre.

User analysis will assist in targeting user groups with the information resources that meet their needs as individuals with the same characteristics. UNESCO(1986) cited by **Okoroma** (2014) explained that a user group consists of individuals, who by virtue of their professions, positions and activities share common areas of interest and require similar type of information.

Examples of user groups that can be targeted are children, individuals with special needs, clergy, policy and decision makers, the elderly, prisoners, refugees and even the armed

forces. Targeting with packaged information will create an environment whereby appropriate information will be provided in the right media, to the right categories of users.

In-text Question

_____ is the process of identifying those that constitute the user base for the library or information centres.

- A. Information agency
- B. User Analysis
- C. Information Repackaging
- D. Archive

In-text Answer

User Analysis

9.1.1 Different Functions of Information Repackaging

Dongardlive (2013) identified six different functions of information repackaging; this was done by considering information repackaging as;

1. a tool for saving information
2. a systematic and selective sorter of useful information
3. a means for more wide information transmission and delivery
4. a translation tool
5. an opportunity for the practical application of research results
6. a means for the promotion and delivery of relevant information

Okoroma (2014) also explained that information repackaging based on the identified needs of a user group ensures that relevant, reliable and useful information is transmitted to them. Information repackaging also keeps user groups informed and updated on the latest information available and relevant to them.

A strategy to carry out this is through current awareness services (CAS). CAS is a system of service which ensures that all the current information likely to influence the progress of a user group is available to them at the right time and in a convenient form.

This is done through telephoning the users of the availability of specific information that that might be of use to them, through the e-mail, periodic routing, issuance of library bulletin and through maintaining the card file of references of information manually or electronically.

In-text Question

CAS means _____?

- A. Control Assistant Service
- B. Current Awareness Services
- C. Current Awareness System
- D. Caring Awareness Service

In-text Answer

Current Awareness Services

9.2 Different Ways of Information Repackaging

Uhegbu (2001) noted that information repackaging can be done in the following ways;

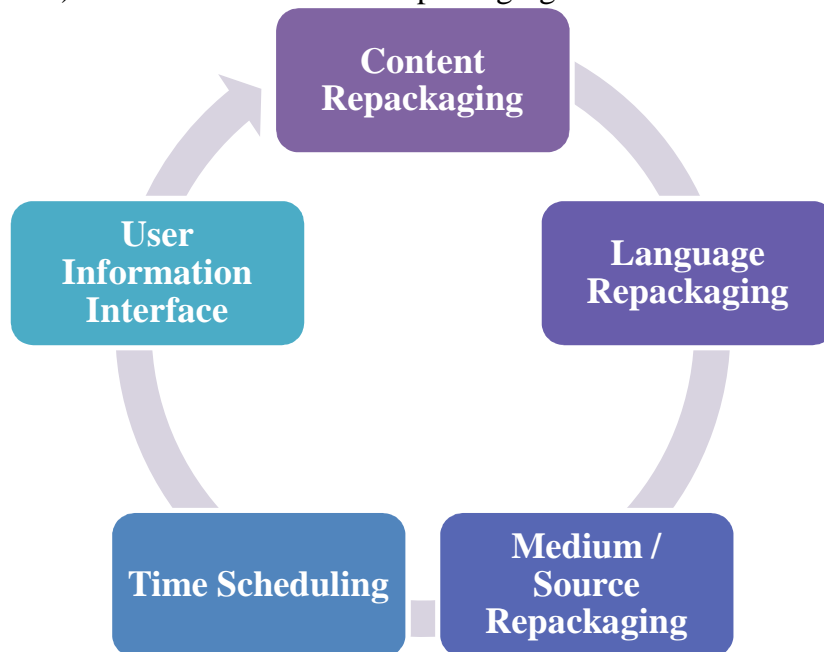


Figure 9.1: Ways Information Packaging can be done

1. Content Repackaging: this is the process of adapting and modifying the information contained in an information source, in order to present it in a way that it will more useful to specific group of users.

For example, very useful information that would address the needs of children with a lot of statistics can be repackaged in a way that the facts and figures are changed to words. This will enable the children to appreciate and better understand the information. Content repackaging ensures that information is reassembled in a way that it would be easier for users to comprehend.

2. Language Repackaging: information would be better understood if it is prepared in the appropriate language. Information meant for children should be packaged in a simple way. High sounding words and technicalities will be avoided. The same should be applied when presenting information to individuals that are not literate.

Additionally, individuals understand the information presented in their language of birth better than the one presented in a learned language. The media, especially television and radio stations engage in language repackaging by presenting very important information or public service announcements in the three major languages spoken in the country, Yoruba, Hausa and Igbo.

In-text Question

One of these mediums engages in language repackaging.

- A. Graphics
- B. Telephone
- C. Television
- D. Camera

In-text Answer

Television

3. Medium Repackaging: even if the right information is available to users, not presenting it in the correct medium would render it useless. It would be a waste of time and resources if useful information that would benefit farmers are printed and distributed to them. This is because most farmers in the rural villages are not literate and as such they would benefit from and appreciate information that is passed across in the right medium. This could be done through the use of a recording device that has the same information, or through the use of graphics like pictures. These farmers will better appreciate the information. Similarly, individuals with sight difficulties will better appreciate and understand information presented in Braille format or large print format.

4. Time Schedule Analysis: this highlights the fact that information should be presented at a time when individuals can better appreciate and use the information. Important information presented at the wrong time will not produce the desired effect in people. A telecommunication company that wants to engage in sales promotion may have special packages targeted at undergraduates.

In as much as the packages may be very appealing and useful to the undergraduates, most of them will not benefit from it if the company decides to visit their hostels in the morning or during examination time. This is because in the morning, they are expected to be in the lecture halls and during examinations most of them visit the libraries and other venues to read. The products may be appealing, wrong timing may be the problem.

5. User Information Interface: this is the avenue that ensures that there is a form of contact between the information and the user at the appropriate location. This could be viewed as a strategy in which information and the user are brought into close contact within the precincts of the user's abode.

Information should be packaged in a way that it would be easily accessed at a convenient location. The barrier of distance should be broken for effective use of information to be possible.

In-text Question

Information being timely is associated with_____?

- A. User information interface
- B. Language Repackaging
- C. Medium Repackaging
- D. Time Scheduling Analysis

In-text Answer

Time Scheduling Analysis

Summary of Study Session 9

In this study session, you have learnt that:

1. The information repackaging is inevitable if effective utilization of information by users is to be realized. This is because it ensures that information that is presented is modified and tailored to the identified needs of the users, especially target groups.
2. The various ways of repackaging information which include, content repackaging, language repackaging, medium or source repackaging, time scheduling and user information interface, have also been explained.

Self-Assessment Question (SAQs) for Study Session 9

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 9.1 (Tests Learning Outcomes 9.1)

List the functions of information repackaging

SAQ 9.2 (Tests Learning Outcomes 9.2)

With relevant examples, explain the two ways of information repackaging;

- a. Language Repackaging
- b. Time Scheduling Analysis

Notes on SAQs

SAQ 1

The functions of information repackaging are as follows:

1. A tool for saving information
2. A systematic and selective sorter of useful information
3. A means for more wide information transmission and delivery
4. A translation tool
5. An opportunity for the practical application of research results
6. A means for the promotion and delivery of relevant information

SAQ 2

Language repackaging: News casting in different language

Time Schedule Analysis: Product marketing at the right time and the right people

References

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Study Session 10: Information Seeking Behaviour

Expected duration: 1 week or 2 contact hours



Source: <https://www.jisc.ac.uk/full-guide/enhancing-the-digital-student-experience>

Introduction

The utilization of information resources is a result of the availability and accessibility of the resources, as well as the conscious effort on the part of users to retrieve the needed information. During the search for the needed information, information users exhibit certain behaviours which should not be overlooked by information agencies like libraries. A careful study of the behaviour of users can help improve information provision and access. Due to this, it is very important for the information seeking behaviour of users to be examined. This study session therefore helps you to focus on the concept of information seeking behaviour.

Learning Outcomes for Study Session 10

At the end of the study session, you should be able to;

10.1 Explain the concept of information seeking behaviour

10.2 Find out the link between demographic factors, institutional factors, nature of information need and information seeking behaviour.

10.1 Information Seeking Behaviour

Information seeking behaviour can be defined as the combination of all the activities that a person engages in when identifying his or her own need for information, searching for such information in any way and using or transferring of information.

Information seeking behaviour is the totality of human behaviour in relation to the sources and channels of information, including both active and passive information seeking and information use. Thus it includes face to face and online communication with others as well as the passive reception of information (Wilson 2000).

According to **Uhegbu** (2001) information seeking behaviour can be described as the way an information user conducts him or acts when looking for, receiving or acquiring information.

Attributes like gestures, anger, anxiety, eagerness, reluctance, zeal, enthusiasm, apathy, passion, worry, apprehension and concern displayed by an information user in his efforts to purchase, acquire, retrieve or receive news, data, stories or anything that may inform or otherwise his knowledge and understanding of something, constitute information seeking behaviour.

Put succinctly, information seeking behaviour deals with how people need, seek, manage, give and use information in different contexts (**Aina** 2013).

10.2 Factors that Determine Information Seeking Behaviour

Information seeking behaviour is function of;

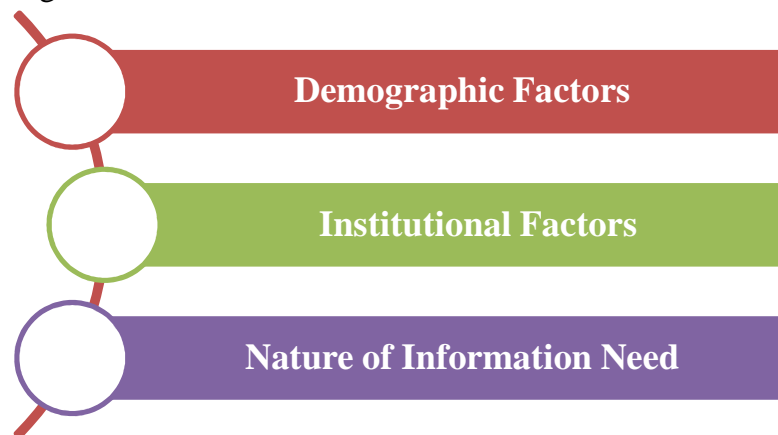


Figure 10.1: Information Seeking Behaviour's Function

1. Demographic factors: demographic variables like age, gender, educational qualification, religion, occupation, marital status, location and finance can determine the information seeking behaviour of users. A young boy who receives a very difficult homework from his class teacher may first of all show his parent. If the parent cannot fill

the information gap, older learned siblings may be consulted. Through that way, the boy may get help with the assignment.

The same cannot be said of a university student who is an adult. If he gets an assignment that must be done, we do not expect him to show his parent in order to get help from them. On his own, he can formulate ideas on how the assignment can be done; better still he can discuss with a group of friends, visit the library or browse the internet.

In addition, it would be an eye-saw to see a man in the office of a gynaecologist complaining about a particular ailment that he has. This is because a gynaecologist is a medical expert that treats women, especially with reproductive issues. This implies that gender also to a large extent influences information seeking behaviour.

Similarly, if a Christian has personal problems, there is a very high tendency that such an individual might approach his religious leader. The same also applies to a Muslim. It is not uncommon to see individuals who will approach their friends, pour their hearts to them about problems that need solution, and the friends in return take them to a mountain for deliverance. This reveals the connection between religion and information seeking behaviour.

Marital status could also influence information seeking behaviour. An individual, who is single, when the need for arises, may decide to seek information from any source he wishes. But that disposition is likely change when he is married.

This is because he may not always make decisions that are of serious concern alone; he has to consult with his mate. If the man is an individual who loves to visit spiritualists to find help to combat health challenges, the wife may not subscribe to that. She may be of the view that, if there is a health challenge, the doctors should be visited.

In-text Question

Marital status can influence information seeking behaviour. True / False

In-text Answer

True: An individual, who is single, when the need for arises, may decide to seek information from any source he wishes. But that disposition is likely change when he is married.

2. Institutional factors: these are factors that reside with information agencies like the library. Information seeking will likely not be successful for users if information resources are not available in the library, or they are available but not accessible. Also, if adequate awareness and user education are not carried out, information seeking behaviour of users will also be affected.

This is because when a need for information arises, due to lack of awareness, they would not realize that the information that they need actually resides in the library. In like manner, even if they are aware of the resources but they do not have the knowledge and skills to retrieve the needed information from the collection of the library, they would not have their information need satisfied.

3. Nature of the information need: it is very difficult to detach information need from information seeking behaviour. In fact the reason why there is a need to seek

for information in the first instance is because of an information need. However, the nature of the information that is needed may determine the steps that will be taken, strategies to employ and the source that will be contacted to satisfy the information needs.

For instance consider these two students who both have assignments to handle. The title of the assignment of student A is: provide a detailed biography of Professor **Wole Soyinka**. The title of the assignment for Student B is: prepare a business proposal to get financial assistance for the establishment of XYZ sachet water. The students both have an information need.

Student A is likely to visit the library or the internet to search for already compiled biographies on **Wole Soyinka**. Student B may not find the library and the internet useful. This is because; he needs specific facts to be able to write the proposal. Facts like the type of equipment to use, the size of a functional building, staff strength and financial implications.

In order to get all the information needed, he may visit owners of similar companies to get first-hand information, or even visit the market with a list. At the end, they will be both come up with solutions with the use of different search processes, as a result of the nature of the information need.

It must also be noted that majority of Africans rarely seek information from the library. This is as a result of the state of libraries, especially public libraries that are supposed to be a rallying point for everybody in the society.

Most of the public libraries are being starved of finance to be able to bring about the necessary transformation in line with global best practices. Some of them do not have good and attractive environment, current and adequate information resources, stable electricity and internet connectivity.

The categories of users that seek information from some of these libraries are secondary school students and retirees. Majority of the individuals in the society prefer to listen to the radio, watch the television, and visit the newspaper stands rather than visiting the public libraries.

While some seek information from friends, neighbours, colleagues, religious groups and societies or associations. The situation is slightly different with academic and research libraries. They still enjoy a better user patronage.

In-Text Question

What is information need?

In-Text Answer

Information need is the motivation that drives people to seek for information.

Summary of Study Session 10

In this study session, you have learnt that:

1. The information seeking behaviour refers to the way a user conducts him or acts when looking for, receiving or acquiring information.
2. It was also explained that information seeking behaviour is a function of demographic variables like age, gender, religion, education and so on, institutional factors and the nature of the information need.
3. The point that Africans rarely seek information from the library, especially public libraries was also discussed.

Self-Assessment Question (SAQs) for Study Session 10

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 10.1 (Tests Learning Outcomes 10.1)

What is information seeking behaviour?

SAQ 10.2 (Tests Learning Outcomes 10.2)

Discuss the influence of age and educational status on information seeking behaviour.

SAQ 1

Information seeking behaviour is the totality of human behaviour in relation to the sources and channels of information, including both active and passive information seeking and information use.

SAQ 2

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Study Session 11: Models for Studying Information Behaviour of Users

Expected duration: 1 week or 2 contact hours

Introduction

The information user has been previously described as an individual who seeks information, obtains and utilizes the information that was sought. It is very pertinent that you note that before an individual seeks information, there should be a perceived need. This is what will set information seeking in motion, which eventually may lead to the address of that need.

Scholars have studied the processes that take place as an individual crosses the bridge that separate an individual who is in need of information to one who now becomes an information user. This brings us to the models for studying information behaviour of users.

The study session will take a look at Wilson's Model of Information Behaviour, Ellis Model of Information Seeking Behaviour, Kuhlthau's Information Seeking Process Model and Dervin's sense making approach. The models provide insight into the process and manner in which users seek the needed information in order to address their information need.

Learning Outcomes for Study Session 11

At the end of this study session, you should be able to;

- 11.1 Explain the Wilson's model of Information Behaviour
- 11.2 Discuss the Ellis's (1994) Model of Information-seeking Behaviour
- 11.3 Identify the different stages of Kuhlthau's Information Seeking Process Model
- 11.4 Highlight the Dervin's (1983) Sense Making Approach

11.1 Models for Information Behaviour of Users

Preez (2008) viewed the four models that will be considered in this study session as General Process Model which focus on micro-processes of daily life, in particular, cultural contexts and social settings. A discussion of the models will be done one after the other. The first to be considered is Wilson.

11.1.1 Wilson's model of Information Behaviour

Wilson proposes two models of information behaviour. The first model was proposed in 1981, while the second was put forward in 1996. The aim of **Wilson's** 1981 model was to outline the various areas covered by what he proposed as information-seeking behaviour as an alternative to information needs.

Wilson's 1981 model of information behaviour

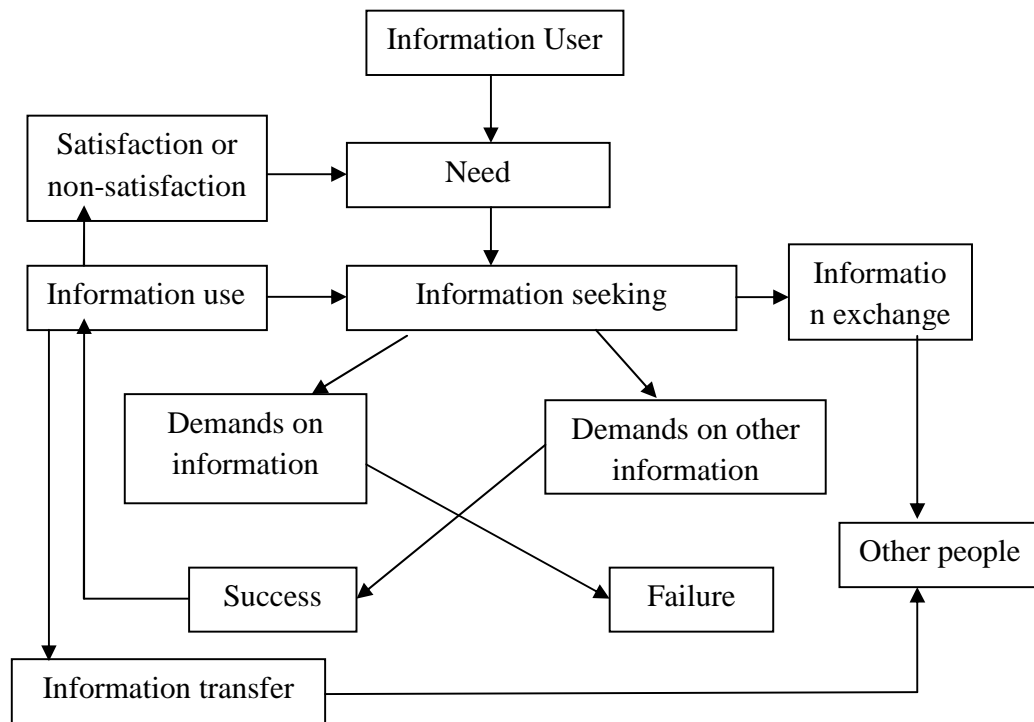


Figure 11.1: Wilson's 1981 model of information behaviour

Source: Wilson (1999)

Wilson's first 1981 model suggests that critical to the information seeking behaviour is the information need of the user. This need is satisfied through the use of various information systems that are available and accessible. Through the use of these information systems, the user can retrieve information, the relevance of which determines the success or failure of the information system used. User satisfaction results when the search for information is successful.

On the contrary, when the search is not successful, the user will not be satisfied and thus might need to change the information system to a different one that will be productive. In the first model, **Wilson's** shows that information exchange could be part of information seeking behaviour.

The information that will be exchanged will be one of great value that could meet the information needs of the user. Although, **Wilson's** model only draws attention to gaps in research it continues to serve as a framework in present research with as much validity as at the time of its conception (**Preez** (2008)).

Wilson's second model proposes that an information need is not a primary need but rather a secondary need that arises out of a more basic kind of need. He expressed that information need is a function of psychological, affective and cognitive needs.

The model also proposes that the user may encounter various forms of hindrances and barriers in his effort to locate the information that will satisfy his need. This model

suggests how information needs come about and the factors that may thwart the actual search for information.

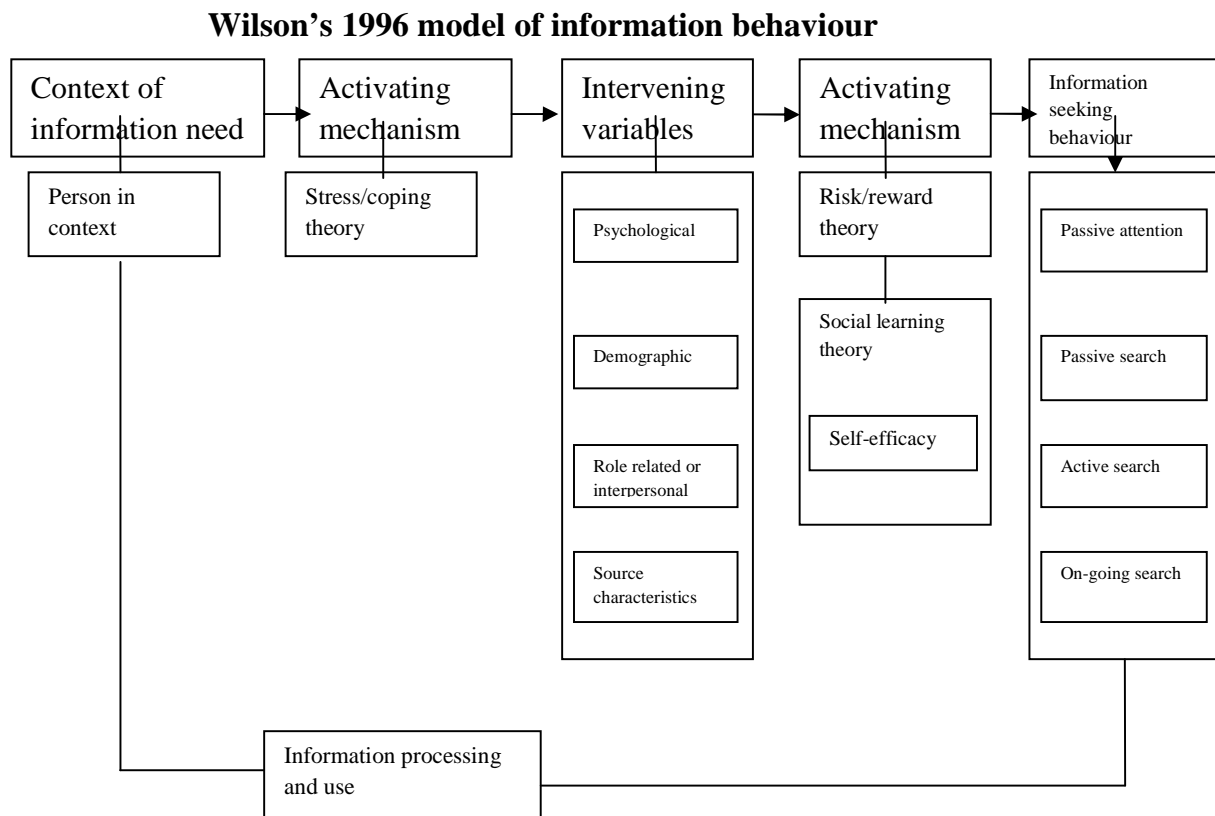


Figure 11.2: Wilson's 1996 model of information behaviour
Source: Niedzwiedka (2006)

The 1996 model of Wilson was not an entirely newly developed model. This is because the basic structure of the 1981 model was retained. Improvements were added to recognize the existence of variables. These variables were added to represent the barriers that could intervene with the information seeking process. These barriers were identified as psychological, demographic, role-related or interpersonal, environmental and source characteristics barriers.

The model proposes that the variables may either aid the use of the information, or may affect it. The 1996 model also includes more types of information seeking behaviour than the previous model. The model also highlights the importance of information processing and use. If the processing of the information is not well done, the needed information may not be retrieved by the user and that may lead to lack of satisfaction.

The 1996 model also includes activating mechanisms. These mechanisms are contained in the second and fourth boxes of the diagrammatic representation of the model. They are psychological factors like stress coping, risk/reward theory, social learning theory and

self-efficacy. This model proposes that these mechanisms can stimulate the user to continue with the information seeking process.

The Wilson's 1996 model also incorporate constructs from other models. Wilson (2005) as cited by (Preez 2008) opined that the decision to seek information to satisfy an information need could be related to **Folkman's** stress-coping theory while the decision to search information sources could be associated with Bandura's risk-reward theory.

In addition, the works of Ellis which will be considered next was also used in Wilson's 1996 model. The active search and on-going search that was used to describe information activities, and the passive attention and passive search mode which deal with information encountering were constructs in Ellis' behavioural characteristics of information.

This showed that rather than oppose each other, the models on information seeking behaviour actually complement each other. This no doubt has helped the quality of research. The second model that will now be discussed is Ellis' 1994 model of information seeking behaviour.

In-text Question

In Wilson model one of these is not the barriers that could intervene in information seeking behaviour.

- A. Environmental barrier
- B. Psychological Barrier
- C. Global Warming Barrier
- D. Demographic Barrier

In-text Answer

Option C

11.2 Ellis's (1994) Model of Information-seeking Behaviour

Ellis model of information seeking behaviour was first developed in 1984. This model has been used by different scholars to study the information seeking behaviour of different target groups and categories of users. Among those that were studied by Ellis were physicists, chemists, social sciences and engineers. Ellis developed an eight-featured model of information seeking behaviour.

#A Stage process version of Ellis' (1994) behavioural work

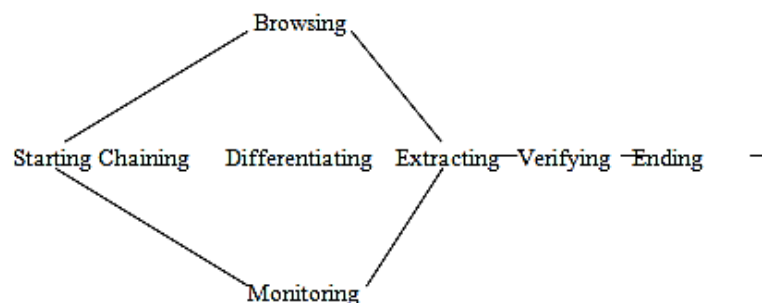


Figure 11.3: A Stage process version of Ellis' (1994) behavioural work

Source: Wilson (1999)

The eight features of Ellis' model of information-seeking behaviour represent types of activities, rather than stages that the users of information systems might want to accomplish through the systems and do not directly provide any design specifications for the system.

These are thus:

- ❖ Starting or surveying;
- ❖ Browsing,
- ❖ Chaining,
- ❖ Monitoring,
- ❖ Differentiating
- ❖ Extracting,
- ❖ Filtering or verifying and ending (Preece 2008).

a. Starting/surveying

Starting or surveying activities form the beginning of the search process. This represents the initial searching that takes place when a research problem has been established. This involves identifying the initial materials to search through and select starting points for the search. Various information sources like colleagues, library, internet and others are consulted at this level. The activities carried out are those associated with the onset of information seeking.

b. Browsing

Browsing involves semi-directed searching, casually looking for information in an area of potential interest. This at times leads to serendipitous findings, a privilege of retrieving new and unplanned information. Browsing can be done through scanning of journals and tables of contents and the likes, in an attempt to find something of particular interest.

A very good example is when the internet is accessed, especially if the web browsers are used, navigating from one website to another is quite easy. It is not unusual that in the process of surfing the web, the browsing may lead to the retrieval of information that was hitherto not planned.

c. Chaining

This is the process of following links and direction from one information resource to the others in order to meet the information needs. Chaining can be done for instance by a researcher, who after reading an article decides to search for the full text of all the documents cited in the work.

This could also be done if an individual reads a particular textbook by a prolific author and decides to check the library's catalogue for the availability of all the books written by that author.

Chaining is of two types; backward chaining and forward chaining. Backward chaining for instance is done when an individual checks the references cited in the work to locate what has been written about that issue. Forward chaining takes place when an individual for example use the index to see articles that have cited the work.

d. Differentiating or Distinguishing

Differentiating or distinguishing is characterized by activities in which the user rates and ranks the information sources based on the perception and the judgment of the information seeker and the relevance attached to the information. Thorough filtering of the information sources allows for the information that is really needed to be available for use.

e. Monitoring

Monitoring is done when a thorough observation on the recent trends and developments are recorded and noted. Monitoring also requires observing the current information on different affairs of human activities.

In other to do this successfully, the information seeker must be aware of the recent trends and current information. Failure to do this, will lead to poor monitoring and the information seeking process may not yield the desired and needed information that will be used to solve the research problem at hand.

f. Filtering

Filtering is the process of using certain standards or procedures when searching for information, to make the information as relevant and precise as possible, mainly through advance searching techniques like keyword search and computerized literature searches.

g. Extracting

This refers to the process of specifically taking out the information that will be of valuable form the information source. It has also being described as selectively identifying relevant material in an information source. Before the information is taken out, the location must be known. Once the information seeker extracts the information that he needs from the source, it can be targeted at particular queries.

h. Ending

Ending involves the assembly, collating and disseminating of the materials. In case doubts still exist, then all loose ends will be tied through a final search.

Ellis' Information seeking behaviour model has contributed greatly to the understanding of the way people need, seek, manage, give and use of information in different contexts. The stronghold of the Ellis' model lies in the fact that the model is not just conceptual, but rather based on empirical studies carried out on different groups and at different contexts.

In-text Question

One of these features is not the Ellis' model of information-seeking behaviour

- A. chaining
- B. Filtering
- C. Monitoring
- D. Exploration

In-text Answer

Option D

11.3 Kuhlthau's Information Seeking Process Model

The different stages identified in the information search process model are task initiation, topic selection, exploration, focus formulation, information collection, search closure, and starting writing.

a. Initiation

This is a stage where a user becomes aware of an information need. Due to the fact that initiation marks the start of the information search, the information seeker may experience some feelings of uncertainty and apprehension. This is understandable, because the search may be successful or not.

b. Selection

This stage involves the identification and the selection of a general topic that will be explored in an attempt to seek the needed information. The activity done at the level will raise the optimism of the information seeker that the search has the tendency to be successful if all the right steps are taken.

c. Exploration

At this stage, the topic that has been chosen will be examined and investigated to determine if it has the potential of providing the information that will meet address the information need. Tension again will rise at this stage, as the information seeker may experience an increase in feelings of doubts, confusion, and uncertainty.

d. Focus formulation

The information seeker at this stage develops a perspective and a sense of direction. The user formulates an area of focus that will assist in the proper structuring of the problem at hand that needs to be solved. An increase in focus also leads to increase in the confidence level, as a successful search is imminent.

e. Collection

This is the stage where relevant and appropriate information for the focused topic is gathered. Feelings of doubt, confusion and uncertainty reduce at this stage because the search has gotten to a stage where information on the research problem is being collected. The information seeker experiences increased user's interest and involvement.

f. Search closure or presentation

The stage marks the end of the search. This information seeker has the opportunity of using the information and to report the findings.

The Kuhlthau's Information seeking process model reveals that an information seeker in the process of getting the needed information experience different feelings like uncertainty, optimism, confusion, frustration, doubt, clarity, sense of direction, confidence and satisfaction or disappointment.

In-text Question

Which of the stage in Kuhlthau's model where information seekers develops a perspective and sense of direction?

- A. Focus formulation
- B. Collection
- C. Selection

D. Initiation

In-text Answer

Option A

11.4 Dervin's (1983) Sense Making Approach

This is one of the most widely studied and used theories of information science research. Though the theory was not developed to be accepted as a full communication theory, it has evolved into a methodology in the mainstream of communication studies. The theory contains four major elements;

- a. Situation
- b. Outcome
- c. Gap
- d. Bridge

Situation: this refers to the circumstances that give rise to the need for information. This is a period in space and time that provides the situation for the information problem. For example an undergraduate who wants to write his final project has an obvious reason to search for information.

The situation in this case is the need for the undergraduate to complete his project, which is in fulfilment for the award of the degree that will be given to him. If the situation of presenting a project before graduation does not exist, he would not have reasons to write the project.

Outcome: this refers to the result of the information search. In line with the example given above of the undergraduate who wants to write his final year project, the outcome refers to the successful completion of the project.

Gap: this refers to the hindrances, barriers and problems that might constitute itches between the situation and the desired outcome. For example, the undergraduates may experience a gap (barriers) that may not make it very easy for the project to be completed and for him to graduate. The gap that may be experienced by the undergraduates may include unavailability of scholarly articles on the topic chosen and lack of appropriate sampling method to select the desired sample that will be studied.

Bridge: this refers to the means by which the gap between the situation and outcome is crossed. For instance, the undergraduate may develop ways to bridge the gap. He may decide to seek the help of a professional librarian who has mastered the skills of information retrieval from various electronic databases, to help retrieve more documents on the project title.

He may also consult a statistician to seek help on how to develop an appropriate sampling technique for the study. Here is a diagrammatic description of the central concepts in Dervin's approach.

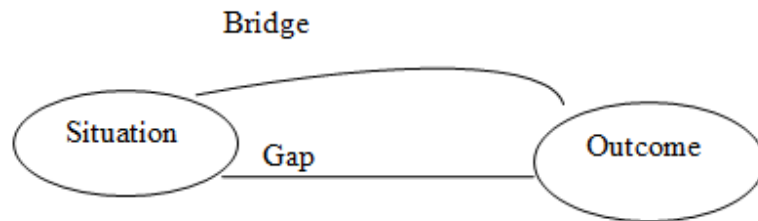


Figure 11.4: Dervin Approach
Source: Ingwersen and Jarvelin (2005)

Dervin's sense making approach proposes that, in an attempt to face the *situation* and get the desired *outcome*, the information seeker will need to cross the *gap* by bridging it with information sources and rational questions in order to make sense of them.

Sense making is the term that connotes the relevance of the information sources that are used to address the barriers that might hinder the information search process. If the information resources make sense, the information search is viewed as successful, if not the desired outcome has not been realized and the sense making process has to be retried.

Activity 11.1: Dervin's (1983) sense making approach

Allowed Time: 30 minutes

In a situation where you are to participate in a competition and you need to surf the web to gather the required information you need for the competition. Now, you don't know how to search for information online, how would you go about it in order to bridge the gap?

Summary of Study Session 11

In this study session, you have learnt that:

1. The Four different models for studying information behaviour of user are Wilson's Model of Information Behaviour, Ellis Model of Information Seeking Behaviour, Kuhlthau's Information Seeking Process Model and Dervin's sense making approach.
2. Wilson came up with two models, one in 1981 and the other in 1996. Ellis' model is built around eight characteristics.
3. Kuhlthau's model has six stages.
4. While Dervin's sense making approach emphasizes on the ways in which individuals perceive and bridge cognitive gaps in order to make personal sense of the world.

Self-Assessment Question (SAQs) for Study Session 11

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 11.1 (Tests Learning Outcomes 11.1)

Distinguish between Wilson's first model and second model.

SAQ 11.2 (Tests Learning Outcomes 11.2)

What do you understand by chaining and differentiating in Ellis model?

SAQ 11.3 (Tests Learning Outcomes 11.3)

Write short note on Kahlthau's model of information seeking behaviour?

SAQ 11.4 (Tests Learning Outcomes 11.4)

Write short notes on Dervin's sense making approach.

Notes on SAQs

SAQ 1

The first model suggests that critical to the information seeking behaviour is the information need of the user. This need is satisfied through the use of various information systems that are available and accessible. Through the use of these information systems, the user can retrieve information, the relevance of which determines the success or failure of the information system used.

The second model proposes that an information need is not a primary need but rather a secondary need that arises out of a more basic kind of need. He expressed that information need is a function of psychological, affective and cognitive needs.

SAQ 2

Chaining is the process of following links and direction from one information resources to the others in order to meet the information needs.

Differentiating is an activity in which the user rates and ranks the information sources based on the perception and the judgment of the information seeker and the relevance attached to the information.

SAQ 3

The different stages identified in the information search process model are task initiation, topic selection, exploration, focus formulation, information collection, search closure, and starting writing. See explanations above.

SAQ 4

Dervin's sense making approach uses four major elements such as the situation, the outcome, the gap and the bridge.

Situation refers to the circumstances that give rise to the need for information.

Outcome: the result of the information search

Gap: this refers to the hindrances, barriers and problems that might constitute itches between the situation and the desired outcome

Bridge: this refers to the means by which the gap between the situation and outcome is crossed.

References

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Study Session 12: User Education

Expected duration: 1 week or 2 contact hours



Source: <https://www.psychologytoday.com/blog/freedom-learn/201601/why-no-nonsense-classrooms-are-less-terrible-usual-ones>

Introduction

It is very difficult and equally dangerous for an individual who has not been taught how to drive a car to suddenly enter a vehicle and begin to drive. This same is true of individuals who are prospective information users. Without user education, individuals will find visiting the library and other information centres frustrating and equally time wasting.

Therefore before individuals can be called information users, information centres, in this case, the library has a lot to do to provide the necessary library use skills that will help individuals to develop the abilities and capabilities to seek obtain and utilize information for problem solving and decision making.

Learning Outcomes for Study Session 12

At the end of this study session, you should be able to;

12.1 Define User Education and identify the objectives

12.2 Explain the types of User Education

12.3 Discuss the teaching methods used in User Education

12.1 User Education

User education within the context of the library is a term that has a number of synonyms. These include; library orientation, library instruction, reader advisory services, bibliographic instruction, library outreach, library literacy, study skills and information use.

Regardless of the name used for it, user education is the process of imparting the necessary skills and required knowledge needed to enable library users to; recognize the various information resources, understand how these resources are organized, locate these information resources within the collection, retrieve the needed resources and utilize the information retrieved from the resources for problem solving and decision making.

User education has implications for the laws governing service delivery in libraries as propounded by **Ranganathan. Aina** (2013) listed the five laws formulated by the famous Indian professor and librarian as;

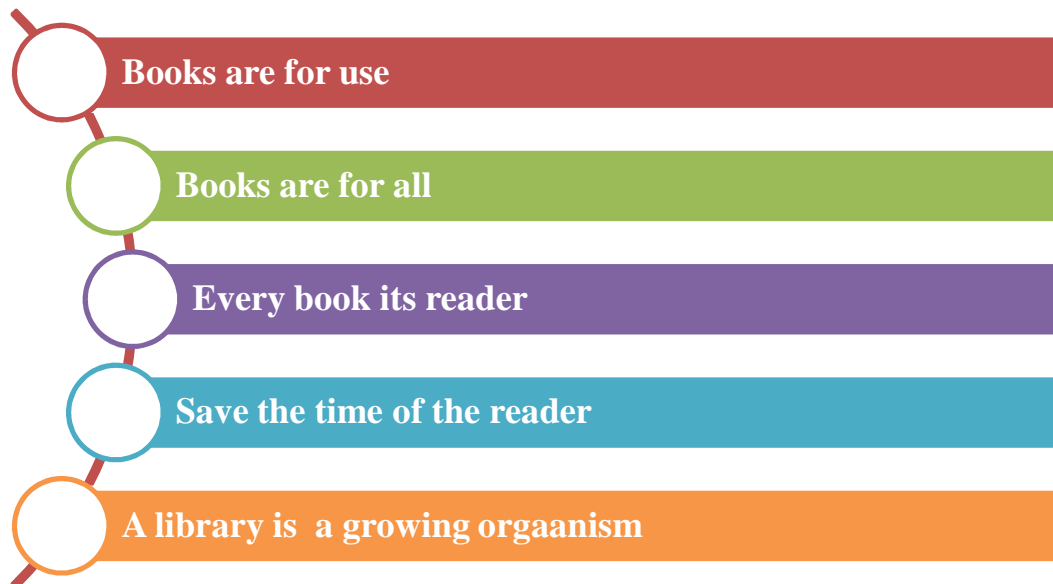


Figure 12.1: Five Laws formulated by Ranganathan

The first law states clearly that books and indeed all information resources in the library are for use. But they can only be used when the users have the knowledge that they can retrieve the needed information in those resources. They have to be educated to know this.

The second law also expresses that books are for all. This implies that all categories of library users should have access to the information contained in the library. The library should not just assume that a certain user group knows the information resources contained in the library and as such they can retrieve information at will.

That assumption may be wrong. User education should be given to all categories of users so that no category will be left to operate a trial and error method, whereby they are left on their own to stumble on the information that they need because of lack of user education.

Furthermore, the third law emphasizes that every user should have the privilege of having access to desired information resources. This can only be done when they have the knowledge that information resources that are useful to them are available and accessible and also when they know where to locate the information resources.

The fourth law recounts the need to deliver library services on time. The user should be able to visit the library, get the desired information and leave within the shortest possible time. This will only be a mirage if the user is not educated. An uneducated library user may spend hours looking for just one book, going from shelf to shelf because he does not have the knowledge of classification schemes. Such will be a violation of the law.

The fifth law reveals the fact that the library should not be static in terms of resources and services. A library that does not view user education as a priority will end up having user having users who cannot utilize the library on their own.

Before long, these users might no longer see the need for them to come to the library. Can a library with a depleting user base grow? Not likely. Thus, the link between user education and the five laws of library science shows the seriousness that should be attached to user education.

In-text Question

What is the first law formulated by famous Indian profession on library

In-text answer

It states that books and all information resources in the library are for use.

12.1.1 Goals and Objective of User Education

Some of the objectives of user education include;

1. To enable the library users get the required skills and knowledge to use library resources independently.
2. To develop the awareness of and appreciation for library resources and services.
3. To inculcate in the users desirable attitude toward the library.
4. To provide users the capacity of researching any problem at hand.
5. To provide information on how the library is organized in order to facilitate quick access to information.
6. To reduce the level of anxiety that users have when they feel overwhelmed by the large quantity of information resources in the library.

12.2Types of User Education Program

There are different types of user education program in the library. They are;

- a. One –to-One Sessions
- b. Library Tours
- c. Library Orientation
- d. Classroom Instruction
- e. Bibliographic Instruction
- f. Use Awareness

One –to-One Sessions: as the name suggests, this type of user education is done in such a way that the librarian and the newly registered user move round the library together. The various sections in the library will be visited; with the librarian explaining to the user and giving the necessary information about what he/she needs to know about the activities of the sections.

During the session, the user is exposed to the basic services of a library, like how to use the catalogue to search for information resources, location of shelves holding books on various subjects and how the books are organized.

During the session, library guides, handbooks of rules and regulations, and other documents prepared in the library to assist the users are given. This kind of exposure will increase the knowledge of the user about library resources and how to access the resources and the services.

Library Tours: this is a type of user education in which groups of library users are taken round all the sections in the library. This will be particularly enjoyable in a big library with modern and functional facilities. Otherwise, if the library is small and cramped, there will be no room to tour. At the end of the tour, there is usually a discussion and a question and answer session.

In-text Question

A situation where by the library attendant moves together with the newly registered person to show him/her around is called_____?

- A. Library Orientation
- B. One –to- One Session
- C. Classroom Instruction
- D. Use Awareness

In-text Answer

Option B

Library Orientation: this is a formal arrangement of user education in the library. Some libraries, especially academic libraries set days aside for this. Users take turns to have their orientation program.

There is normally a prepared manual by the library that will be used for the program. The manual contains information like; history of the library, information resources that are available and accessible in the library, procedure for borrowing books, number of books that can be borrowed, and rules and regulations.

Information and Communication Technology has made it possible for orientation's instructions to be projected to the users. The presentation can be prepared in full multi-media. Pictures and video can be included to make the learning more graphical. Some libraries package the orientation instructions on CD-ROM, while some are transferred to willing users through flash drives, Bluetooth and flash share software.

The orientation will not be complete if the users are not allowed to visit the various library sections first hand. There they would have the privilege of asking questions from

the sectional heads. This differentiates this type from one-to-one sessions, where a user will just visit the sections and only just observe what is going on without asking questions. During orientation, each sectional head will explain the routines that are carried out in the section and also welcome questions.

Classroom Instruction: this is a formal instruction for library users where they are taught library use skills in the classroom setting. Some institutions of higher learning have an entire course devoted to this, often called ‘Use of Library’ this is done as part of the general studies program that requires all students in the institution, regardless of their course of study to offer the course.

In the University of Ibadan at present, an entire course is not devoted to this, but a whole chapter in the general studies textbook on use of English (GES 101) treats use of library. In some higher institutions, this course is taught by practicing librarians chosen from the academic libraries.

Bibliographic Instruction: this type of user education is essentially meant for those who are already library users, not new users. It is meant to help them maximize their use of the library. Information on how to engage in literature search, how to use information retrieval tools like indexes and abstracts, bibliographies and library catalogues is also passed across.

Use Awareness: this is a type of user education that ensures that users are informed regularly about happenings in the library. This becomes all the more important when new books are acquired and when new databases are subscribed to.

If there are adjustments in the opening and closing hour or a renovation has to be done in the library that will prevent users from using the library, they must be informed. The tools used to create the awareness include; library bulletin, notice boards, pamphlets, guidebooks, etc.

In-text Question

Which type of user education ensures that users are informed regularly about the happenings in the library?

- A. Library Tour
- B. Bibliographic Instruction
- C. Use Awareness
- D. Classroom Instruction

In-text Answer

Option C

12.3 Methods of Implementing User Education

Uhegbu (2001) opined that the success or failure of any user education depends to a large extent upon methods that were employed to teach it. Due to this he identified two approaches to teaching user education as in figure 12.2;

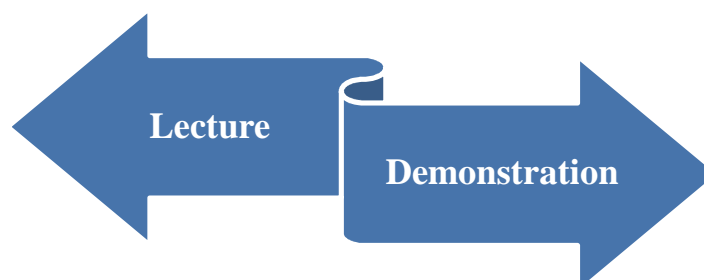


Figure 12.2: Two Approaches to User Education

Lecture: This is an approach that can be used to impart the skills and knowledge on use of the library to the users. The lecture method demands that an individual will take the centre stage in providing the necessary information on effective use of the library. The lecture should be prepared in such a way that the audience will have something beneficial to gain that will improve their use of the library at the end of the lecture.

The audience will determine the type of information that will be passed across in the lecture. If the audience is made up of new library users, it will be fitting if information like overview of library resources and their usefulness can be discussed. The stronghold of this method is that, members of the audience are allowed to ask questions after the lecture. However, the disadvantage of this method is that it is theoretical in nature.

Demonstration: this is a more practical approach of library instruction. Words are not only spoken, they are concretized through practical demonstrations of the points expressed in words. A librarian who employs the demonstration approach will not only explain how to you the Online Public Access Catalogue (OPAC) with the words of mouth, but will go ahead to demonstrate by example how he will use the catalogue. Demonstrations add vividness to instruction and actually make learning more permanent than what is just heard.

Activity 12.1: Types of User Education

Allowed Time: 30 Minutes

Suppose you are a new student and the school decides to give all the students formal instruction on use of library, what methods of user education can be adopted by the school?

Summary of Study Session 12

In this study session, you have learnt that:

1. The importance of user education cannot be over emphasized.
2. Provides the definition of user education revealed that a very good way of not violating the laws of librarianship is by engaging in user education. This can be done through one-to-one sessions, library tour, library orientation, classroom instruction, bibliographic instructions and use awareness.
3. In order to impart the education in a way that will be beneficial to the users, two methods of implementing user education namely lecture and demonstration approaches were described.

Self-Assessment Question (SAQs) for Study Session 12

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 12.1 (Tests Learning Outcomes 12.1)

List three goals and objectives of user education.

SAQ 12.2 (Tests Learning Outcomes 12.2)

Outline the different types of user education and explain two

SAQ 12.3 (Tests Learning Outcomes 12.3)

How can user education be implemented in the library?

Notes on SAQs

SAQ 1

- ❖ To develop the awareness of and appreciation for library resources and services.
- ❖ To inculcate in the users desirable attitude toward the library.
- ❖ To provide users the capacity of researching any problem at hand.

SAQ 2

The different types are as follows:

- ❖ One –to-One Sessions
- ❖ Library Tours
- ❖ Library Orientation
- ❖ Classroom Instruction
- ❖ Bibliographic Instruction
- ❖ Use Awareness

Library Tours: this is a type of user education in which groups of library users are taken round all the sections in the library

Library Orientation: this is a formal arrangement of user education in the library.

SAQ 3

User education can be implemented in the library by adopting lecture and demonstration method.

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Study Session 13: User Studies

Expected duration: 1 week or 2 contact hours

Introduction

For libraries to be able to meet the information needs of their users, they need to conduct user studies. This should not be an activity that is done once and then forgotten, it should be a continuous form of activity.

This is because the information needs of users are not static. This study session therefore introduces you to the need for user studies, what constitutes user studies and the main steps for conducting user studies.

Learning Outcomes for Study Session 13

At the end of this study session, you should be able to;

13.1 Highlights the Need for User Studies

13.2 Explain the steps for conducting user studies

13.1 Need for User Studies

User studies deal with the process of determining the profile of the users in terms of demographic and personal information, in an attempt to understand their information needs and information seeking behaviour, in order to provide information services that would meet their information needs.

Table 13.1: User Studies

User studies are specifically conducted in order to:
1. Design an effective and efficient information system and service
2. Provide a new course of action to introduce information products and services that will address the needs of users
3. Evaluate the effectiveness and efficiency of existing information service and system
4. Determine if the library is meeting up with its predetermined goals and objectives
5. Improve the current state of library services

User studies can be conducted on an individual user basis or collectively as a group. **Powell** (1997) expressed that user characteristics such as frequency of library and information use, purpose of use, types of library and information use, attitude and opinions regarding libraries, reading patterns, level of satisfaction, demographic data, personality, life style and awareness of library resources and services all form part of user studies.

User-characteristics could be internal or external to the individual. They may also be classified as

- ❖ Sociological
- ❖ Demographic
- ❖ Psychological
- ❖ Personality (work-related),
- ❖ Organizational,
- ❖ Professional, etc.

Some specific characteristics of interest in user studies are age, experience, gender, educational level, performance, productivity, creativity, motivation, emotional stability, temperaments, interests, personal idiosyncrasies, productivity, communication, citation and other activities, nature of work or function, various roles, responsibilities, and status of users have also to be understood in user studies (**Sridhar** 1995).

In-text Question

User studies characteristics could be classified as the following EXCEPT _____?

- A. Personality
- B. Organizational
- C. Professional
- D. Teaching

In-text Answer

Option D

13.2 Steps for Conducting User Studies

In order to conduct effective user studies, the following steps in figure 13.2 are important;



Figure 13.2: Steps to Conduct Effective Studies

1. Selection and formulation of research problem: in order to conduct user studies, the aspect to be studied must be selected. This constitutes the research problem. The research problem can be developed from the comments of users, personal observations or through literature search. Research problem is a foundation for every user studies.

For example if a librarian observes that users rarely use serials in the library, in an attempt to improve the use of that information source, a user study may be initiated. The lack of use of serials is the research problem in this example. Once the problem has been formulated properly, then next steps in user studies can be taken.

2. Literature Review: A literature review summarizes, interprets, and critically evaluates existing "literature" (or published material) in order to establish current knowledge of a subject (McKinney 2008). It helps to locate the problem within a disciplinary space in order to examine what has been done, the extent of work, the outcome of researches and areas that are left.

For example, the librarian who wants to examine the reasons why serials are not used will conduct a literature review that will reveal the findings of similar studies on the same problem. This will give a sense of direction to the librarian and help in determining the best methodology that will be suited for the study.

In-text Question

What is the second step in conducting a user studies?

- A. Selection
- B. Methodology
- C. Literature Review
- D. Observation

In-text Answer

Option C

3. Methodology: critical to the success of the user study is the methodology. The methodology principally includes the research design, sampling technique, and data collection methods and data analysis. A very important aspect of the methodology is the method of data collection. The commonly used methods are;

- ❖ Observation
- ❖ Interview
- ❖ Questionnaire

Observation: this is a data collection method that involves paying close attention to the behaviour of users, observing and recording their actions. Observation can be done in two ways;

- a. Participant observation
- b. Non participant observation

Participant observation requires the researcher to be directly involved with the observation. For instance if the System's librarian who is in charge of the ICT centre where the internet can be accessed decides to examine the contributions of this centre to research activities of students, he can compile the number of users who use the section

daily by just observing and recording. With this number, he can have an idea of how students value this unit.

In non-participant observation, the researcher is not a direct participant in the study. Non-participant observation can either be obtrusive or unobtrusive. It is obtrusive when the researcher is present at the place of data collection but does not get involved.

It is unobtrusive when the researcher is not even present physically to observe when the behaviour is being displayed, but examines a record that can give the information that can be used.

Advantages of Observation

1. It allows the researcher to observe the behaviour as it occurs
2. It eliminates bias
3. The method is free from memory errors of respondents
4. The apathy displayed by respondents when questions are asked is eliminated

Disadvantage

The major disadvantage is that, it is difficult to quantify observational techniques.

Interview: this is a popular data collection method used in user studies. This technique is sometimes called oral questionnaire. This is because, the researcher has the privilege of receiving verbal response to the questions posed to the respondents.

An interview schedule that contains a list of all the questions that will be asked is used in order to keep the interview focused and patterned after the research questions. Researchers go along with an audio recording device to record the answers provided by the respondents.

Advantages of Interview

1. It produces high response rate
2. It gives the researcher to explain ambiguous questions in detail
3. It gives the interviewer the opportunity to render additional help if the need be

Disadvantages

1. The information is likely to be biased
2. The information obtained is always subjective
3. The information may be difficult to organize and quantify
4. The method is often used to complement other method

Questionnaire: this is the most common method of data collection. It can be described as a document or a form which contains questions designed to collect information that may be analysed statistically from the respondents. A questionnaire could be open or closed. It is open when users are allowed to indicate their response in the available space on the form. While it is closed when the options to each item or questions have already been

indicated, all what the respondent must do is to pick out of the options provided. It must be noted that a single questionnaire may be open and closed in nature. For example if the instruction to a set of questions is;

Please tick as applicable, using this scale: Strongly Agree (SA) Agree (A) Disagree (D) and Strongly Disagree (SD)

This is an example of a closed questionnaire, because the respondents must pick one of the options. But if in addition to that, another instruction in that same questionnaire says;

Others please specify_____

OR

Suggest other solutions _____

This suggests an open approach, as the opinion of the respondents may be written.

Advantages of Questionnaire

1. Anonymity of the respondent is guaranteed
2. It facilitates the collection of large amounts of data in a relatively short time
3. It is cost effective

Disadvantages

1. The opportunity to clarify misleading and confusing questions is not always available
2. Incomplete and sometimes wrong response by the respondents due to the lack of comprehension of the questions asked.

In-text Question

The very important aspect of methodology is the_____?

- A. Interview
- B. Method of data collection
- C. Observation
- D. Questionnaire

In-text Answer

Option B

4. Interpretation of results: after data has been collected and analysed, the results have to be interpreted. If quantitative method was used to analyse, the results will be presented in tables full of statistical figures. These would have to be interpreted and discussed. The interpretation of the result will reveal the disposition of the users on the research problem. This will help in the realization of the research objectives

5. Dissemination of result: Communication is utmost important in research and naturally in user studies. Communication is like sharing the experience of journey, an obligation of research to those who participated, cooperated and interested in it.

Dissemination of research results ensures integrating it with the existing body of knowledge and avoiding duplication of work, others to learn from one's mistakes,

anybody to replicate the study, bring in improvements to methodology and clears doubts and suspicion, if any, in the minds of people.

In as much as librarians conduct user studies to improve on the level of library service delivery, the findings of the study should not only have implications for the library that was studied. The outcome of the study should be communicated across the world to the global audience. The internet has made this to be realizable. The librarian can endeavour to publish the findings in international scholarly journal in an article form. This should be done in line with the format provided by the journal body.

Summary of Study Session 13

In this study session, you should be able to:

1. The concept of user studies which deals with the process of determining the profile of the users in terms of demographic and personal information, in an attempt to understand their information needs and information seeking behaviour.
2. The steps in conducting user studies which are selection and formulation of research problem, literature review, and methodology, interpretation of results and discussion of results were explained.

Self-Assessment Question (SAQs) for Study Session 13

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 13.1 (Tests Learning Outcomes 13.1)

Why would you expect a library to conduct user studies?

SAQ 13.2 (Tests Learning Outcomes 13.2)

As a librarian who wants to conduct a user study in your library, what are the methods of data collection available to you?

Notes on SAQs

SAQ1

- ❖ Design an effective and efficient information system and service
- ❖ Provide a new course of action to introduce information products and services that will address the needs of users
- ❖ Evaluate the effectiveness and efficiency of existing information service and system
- ❖ Determine if the library is meeting up with its predetermined goals and objectives
- ❖ Improve the current state of library services

SAQ2

The steps involve are as follows

- ❖ Selection and formulation of research problem
- ❖ Literature Review
- ❖ Methodology
- ❖ Interpretation of Result
- ❖ Dissemination of Result

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Study Session 14: The Information User in the Age of ICT

Expected duration: 1 week or 2 contact hours

Introduction

The present age of Information and Communication Technology has created a lot of opportunities for information to be created, communicated and accessed via the computer and other smart devices like computer tablets and I-pads.

Information is becoming less and less tactile, as electronic information resources have emerged and in fact increasing daily due to the advent of ICT.

This has implications for information users, as the skills and competencies needed to effectively locate and access information via the internet must be developed. This study session presents how individuals can effectively utilize ICT to access information.

Learning Outcomes for Study Session 14

At the end of this study session, you should be able to:

14.1 Define Information and Communication Technology

14.2 Identify the skills needed by information users in this information age

14.3 Highlight the basis of Online Searching

14.1 Information and Communication Technology

Information and Communication Technology (ICT) is concerned with the technology used in handling, acquiring, processing, storing and disseminating information (Aina 2004). ICT has developed to such a stage that it has given access to information at fingertips.

Islam and Islam (2006) expressed that ICT provides; speedy and easy access to information, remote access to users, round the clock access to users, access to unlimited information from different sources and information flexibility to be used by any individual according to his/her requirement.

Prominent ICT devices that have helped in the globalization of information and knowledge are the internet and the World Wide Web (WWW). These two products of ICT have together provided the connectivity and the access to unlimited information.

The internet is the global connectivity of computer networks. It is often referred to as the network of networks and the information superhighway. WWW otherwise called the web is the platform that provides access to the information in a multimedia format through the

internet. The web provides access to millions of websites that hold tons and tons of information.

In-text Question

(WWW) means_____?

- A. World Wide Web
- B. Wide World Web
- C. World Wind Web
- D. Web Wind Web

In-text Answer

Option A

14.2 Skills for Information Users in Information Age

In order to access information over the internet, individuals need to develop the required skills. These include;

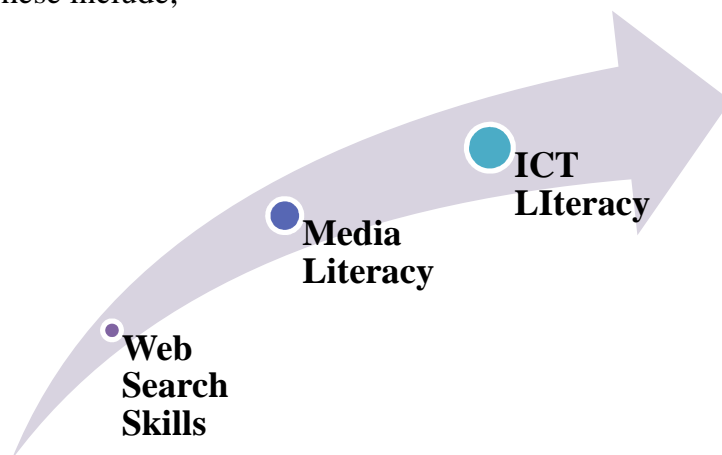


Figure 14.1: Skills for Information Users

1. ICT Literacy: ICT literacy refers to the knowledge and skills necessary to understand information and communication technologies (ICTs), including the hardware, the software, systems, networks (both local area networks and the Internet), and all of the other components of computer and telecommunications systems (Lau 2006).

ICT literacy will assist information users develop the competencies of using products of technology that are getting all the more increasingly compact, to retrieve the needed information. Smart devices like mobile phones (with windows and android operating systems), computer tablets and I pads, apart from being tools used for communication, have the capacity to retrieve vast information from the internet through a push of a button.

Individuals who are ICT literate can utilize these devices to access information to meet their needs. These devices should not be for youths only; adults should also have ICT literacy if they do not to be left behind on the information superhighway.

2. **Media Literacy:** Media literacy according to **Lau** (2006) refers to the knowledge and skills necessary to understand all of the mediums and formats in which data, information and knowledge are created, stored, communicated, and presented, i.e., print newspapers and journals, magazines, radio, television broadcasts, cable, CD-ROM, DVD, mobile telephones, PDF text formats, and JPEG format for photos and graphics.

The age of ICT is creating the avenue for information to exist in different formats. Information users should be media literate so that they would be able to recognize all the media and also have the required skills to retrieve the information that they need from them.

3. **Web Search Skills:** Web search skills refer to the proficiency in the use of WWW to retrieve information. These skills are particularly needed when using the search engines. Search engines enable a user to find the contents of millions of web-pages simultaneously once the appropriate search terms or keywords are used (Aina 2004).

Information users in this age of ICT, should be familiar with these search engines, as studies have confirmed that the preference of individuals for search engines as against all other information sources is soaring higher by the day. Information users should be familiar with basic online searching process. This would assist them to get the needed information out of the millions that are on different WebPages.

In-text Question

Media literacy involves the following EXCEPT _____?

- A. Mobile Telephone
- B. PDF text Format
- C. Radio
- D. Writing

In-text Answer

Option D

14.3 Basic Online Searching Process

Information users must know how to search the web for the desired information. This will ease the location and retrieval of information content through the use of the search engines. Some individuals express their frustration of not getting the information that they desire on the web. This could be as a result of not following the process of online searching. Search terms are very important when it comes to online searching.

The various volumes of information indexed on the web can be retrieved through the use of appropriate search terms. Information users interact with the database through the use of search terms. Depending on the information needs of the user, single or combination of search terms may be required.

There are specific techniques of retrieving information with the use of single search terms. An individual who does not know these techniques may end up spending more time on the web and still may not be able to retrieve the needed information.

A technique that can help users to search with single search term is the use of truncation. Such truncation are * and +. When an asterisk is combined with a search term, it symbolizes that the database should retrieve only documents with the asterisked word.

For instance, a single search term like Football* is instructing the database to retrieve documents with the term football, and not documents on footballers. On the other hand, a search time like Football+ is instructing the database to retrieve documents with all the eight letters of the search term. In this case, documents on football and footballers will be retrieved.

Moreover, if the query of the user requires a combination of terms to be used in searching, Boolean Operators and Proximity concepts could be employed. Boolean Operators are AND, OR and NOT. They are used to widen or narrow the search. Aina (2004) stated the AND operator usually makes a search appropriate, OR operator is usually used for synonyms or related terms, and NOT is used to specify the documents that are only needed.

For example a search on “The History of Nigeria” will bring different results if the Boolean Operators are used. If ‘History AND Nigeria’ is combined, the documents that will be retrieved will be those on history of Nigeria only. If ‘History OR Nigeria’ is combined, the documents that will be retrieved will be those that have the terms ‘History’, ‘Nigeria’, ‘History of Nigeria’.

The use of NOT, ‘History NOT Nigeria’ will only retrieve documents on history (general history as a subject discipline or history of any phenomenon, and not history of Nigeria.

Proximity features are also used when a search will involve the combination of terms. The terms used are proximity ADJ and proximity SEN. The use of these two features can be illustrated with the use of this example. Consider these two project articles;

- ❖ “Accessibility and use of library resources by undergraduates for academic activities in University of Ibadan, Nigeria”
- ❖ Factors affecting the use of library resources for academic activities by undergraduates in University of Ibadan, Nigeria”

In these two project articles, “library resources” and “undergraduates” are present. The search of both terms using this search term “Library Resources and Undergraduates ADJ” will only retrieve article number one and not number two. This is because in the first article, library resources and undergraduates are adjacent (nearby) to each other unlike in the second article where they are not adjacent to each other although they are both present in the title of the article.

But when proximity SEN is used in this way “Library Resources and Undergraduates”, the two articles will be retrieved. This is because SEN symbolizes that as long as these terms are in the sentence, fetch them out regardless of whether the terms are close to each other or not.

Information users must master all these skills if they are to have access to the information resources that they need anytime and as anywhere and also to enjoy the benefits that the ICT environment has created. Apart from these skills, information users must also be information literate to be successful in getting the needed information. The concept of information literacy will be discussed in the next study session.

Summary of Study Session 14

In this study session, you have learnt that:

1. Information users can use the environment created by the advent of ICT maximally to retrieve needed information.
2. Some of the skills needed to guarantee this like ICT literacy, Media literacy and web search skills were discussed.
3. The study also provided useful information on basic online searching techniques. The use of Boolean Operators and Truncations were also explained.

Self-Assessment Question (SAQs) for Study Session 14

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 14.1 (Tests Learning Outcomes 14.1)

Give a concise definition of ICT

1. Write short notes on;
 - a. Boolean Operators
 - b. Truncations

SAQ 14.2 (Tests Learning Outcomes 14.2)

Enumerate the skills needed by an information user in this information age.

SAQ 14.3 (Tests Learning Outcomes 14.3)

Explain the contributions of Boolean operators and Proximity search as basic online searching process

Notes on SAQ 13

SAQ1

ICT: Information and communication Technology is concerned with the technology used in handling, acquiring, processing, storing and disseminating information (Aina 2004).

Boolean Operators: Boolean Operators are AND, OR and NOT. They are used to widen or narrow the search

b. Truncations: A technique that can help users to search with single search term is the use of truncation. Such truncation are * and +.

SAQ 2

The skills needed by information users in the this information age are ICT literacy skill, media skills and Web search skills.

SAQ 3

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Study Session 15: Information Literacy

Expected duration: 1 week or 2 contact hours

Introduction

The Internet and WWW have made it easy for information to be easily created and accessible. In as much as this has brought about a transformation in information creation, retrieval and communication, it has also created an environment where information has become so common place that anybody and anywhere can just publish anything, at any time. This situation called information explosion, places the information user at a very difficult situation.

If not careful, an information user could become overwhelmed by the ever increasing volume of information that is available on the internet and other sources. This could lead to data smog, which refers to the idea that too much information can create a barrier in our lives. In order to cope with this situation, users of information in this present age must be information literate. This study session therefore focuses on the concept of information literacy.

Learning Outcomes for Study Session 15

At the end of this study session, you should be able to;

15.1 Define the Concept of Information Literacy

15.2 Identify those who need to be Information literate

15.3 Explain the Standards for Measuring Information literate

15.1 Information Literacy

Information literacy is a concept that was coined over three decades ago, specifically in 1974 by **Paul Zurkowski** the then President of the Information Industry Association in his proposal to the National Commission on Libraries and Information Science (Koch 2001).

Information literacy can no longer be defined without considering technology literacy in order for individuals to function in an information-rich, technology-infused world. The National Higher Education Information and Communication Technology (ICT) Initiative has developed a definition of literacy for the 21st century which combines cognitive and technical skills with an ethical/legal understanding of information.

ICT proficiency is the ability to use digital technology, communication tools, and/or networks to define an information need, access, manage, integrate and evaluate information, create new information or knowledge and are able to communicate this information to others.

You will neither become information literate nor communication technology literate overnight. Just as with speaking skills and writing skills, your abilities will improve over time as you gain expertise in the topics you choose to investigate.

This process will give you practice in searching for, selecting and evaluating the information you encounter and will allow you to create new ideas, which you communicate to others using a variety of technological tools.

In-Text Question

Who was the president of the Information Industry Association in 1974?

- (a) Paul Zurkowski
- (b) Napoleon Bonarpate
- (c) Richard Osborne
- (d) None of the above

In-Text Answer

Paul Zurkowski

Ever since then, information literacy has become a concept that been variously defined by different authors and organizations. Notwithstanding, the most cited and used definition is the one provided by the American Library Association (ALA) which defines information literacy as the ability to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (The Association of College and Research Libraries ACRL 2000)

Information literacy is increasingly important in this contemporary environment of rapid technological change and proliferating information resources. Because of the escalating complexity of this environment, individuals are faced with diverse, abundant information choices in their academic studies, in the work place, and in their personal lives.

Information is available through libraries, community resources, special interest organizations, media, and the Internet and increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability (ACRL 2000)

In addition, information is available through multiple media, including graphical, aural, textual, visual and audio-visual and these pose new challenges for individuals in evaluating and understanding it. The uncertain quality and expanding quantity of information pose large challenges for society.

The fact that there is access to increased volume of information in itself is not beneficial to an individual who does not have the necessary skills and abilities to determine the specific information item that will meet his need out of the myriads that are available. The need for information literacy is hereby inevitable.

In-text Question

The uncertain quality and expanding quantity of information pose large challenges for society. True/ False

In-text Answer

True: the challenges of understanding the expanding quantity of information in different format such as print, media, aural, textual and many more.

15.2 Who Needs Information Literacy?

All categories of information users need information literacy. Children, students, adults, professionals, researchers and lecturers, policy makers and planners, artisans, individuals living with disabilities, politicians, even clergy men all need information literacy.

This is because everybody in the society has his or her everyday information needs, the information environment has earlier expressed is jam-packed with excessive volume of information even about our everyday needs. Without information literacy, wrong choice of information may be made. This resultant effect of this could affect the individual adversely and also have multiplier effect on the society.

For instance an individual who receives information about a scheme that allows individuals to invest a certain amount of money and without doing anything, the money will be doubled in a matter of days, decides to participate in his scheme because of the appealing offer. This individual goes to his bank, withdraws all his savings and made an investment in the scheme.

Not long after he made the investment, he discovered that the whole scheme was a fraud. The multiplier effect that this would have on the individual and the family members can only be imagined, if care is not taken, he could commit suicide.

This situation could have been prevented if the individual was information literate. The skills that would have been acquired through information literacy would have helped him to critically evaluate the source of his information and the feasibility of the scheme before the decision of withdrawing all the savings will be made.

In-Text Question

All categories of information users need information literacy. True or false

In-Text Answer

True

Ranaweera (2008) also commented that Information literacy helps us in our day to day life such as buying a house, choosing a school, making an investment, voting for the election, and many more. Information literacy skills are of prime importance in order to achieve everybody's academic goals. Information literacy is the truly the foundation of the democratic society.

A society that is capable to access, evaluate, use and communicate information in an effective and efficient manner is called an information literate society. When different categories of individuals are armed with the necessary information literacy skills, consequently, the society becomes information literate.

It is equally important to note that Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to do the following in figure 15.1 below:



Figure 15.1: An Information literate Individual

15.3 Standards for Measuring Information Literate

In order to develop information literacy competencies especially in the academic setting, standards, performance indicators and outcomes have been developed. The American Library Association (2000) developed 5 standards, 22 performance indicators and 87 outcomes specifically for students. These are outlined as follows;

Standard One: The information literate student determines the nature and extent of the information needed.

Performance Indicators:

1. The information literate student defines and articulates the need for information.

Outcomes Include:

- a. Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need
- b. Develops a thesis statement and formulates questions based on the information need
- c. Explores general information sources to increase familiarity with the topic
- d. Defines or modifies the information need to achieve a manageable focus
- e. Identifies key concepts and terms that describe the information need
- f. Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information
2. The information literate student identifies a variety of types and formats of potential sources for information.

Outcomes Include:

- a. Knows how information is formally and informally produced, organized, and disseminated
- b. Recognizes that knowledge can be organized into disciplines that influence the way information is accessed

- c. Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)
 - d. Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
 - e. Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline
 - f. Realizes that information may need to be constructed with raw data from primary sources
3. The information literate student considers the costs and benefits of acquiring the needed information.

Outcomes Include:

- a. Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound)
- b. Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) in order to gather needed information and to understand its context
- c. Defines a realistic overall plan and timeline to acquire the needed information

In-text Question

The five standards of information literate have how many performance indicators?

- A. 20
- B. 23
- C. 22
- D. 25

In-text Answer

Option C

- 4. The information literate student re-evaluates the nature and extent of the information need.

Outcomes Include:

- a. Reviews the initial information need to clarify, revise, or refine the question
- b. Describes criteria used to make information decisions and choices

Standard Two: The information literate student accesses needed information effectively and efficiently.

Performance Indicators:

- 1. The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.

Outcomes Include:

- a. Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)
 - b. Investigates benefits and applicability of various investigative methods
 - c. Investigates the scope, content, and organization of information retrieval systems
 - d. Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system
2. The information literate student constructs and implements effectively designed search strategies.

Outcomes Include:

- a. Develops a research plan appropriate to the investigative method
 - b. Identifies keywords, synonyms and related terms for the information needed
 - c. Selects controlled vocabulary specific to the discipline or information retrieval source
 - d. Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)
 - e. Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters
 - f. Implements the search using investigative protocols appropriate to the discipline
3. The information literate student retrieves information online or in person using a variety of methods.

Outcomes Include:

- a. Uses various search systems to retrieve information in a variety of formats
- b. Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration
- c. Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)
- d. Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information

4. The information literate student refines the search strategy if necessary.

Outcomes Include:

- a. Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized
- b. Identifies gaps in the information retrieved and determines if the search strategy should be revised

c. Repeats the search using the revised strategy as necessary

5. The information literate student extracts, records, and manages the information and its sources.

Outcomes Include:

- a. Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)
- b. Creates a system for organizing the information
- c. Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources
- d. Records all pertinent citation information for future reference
- e. Uses various technologies to manage the information selected and organized

Ste

Standard Three: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledgebase and value system.

Performance Indicators:

1. The information literate student summarizes the main ideas to be extracted from the information gathered.

Outcomes Include:

- a. Reads the text and selects main ideas
- b. Restates textual concepts in his/her own words and selects data accurately
- c. Identifies verbatim material that can be then appropriately quoted

2. The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

Outcomes Include:

- a. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
- b. Analyses the structure and logic of supporting arguments or methods
- c. Recognizes prejudice, deception, or manipulation
- d. Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information

3. The information literate student synthesizes main ideas to construct new concepts.

Outcomes Include:

- a. Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence
- b. Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information
- c. Utilizes computer and other technologies (e.g. spread sheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena

4. The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

Outcomes Include:

- a. Determines whether information satisfies the research or other information need
- b. Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources
- c. Draws conclusions based upon information gathered
- d. Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)
- e. Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions
- f. Integrates new information with previous information or knowledge
- g. Selects information that provides evidence for the topic

5. The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.

Outcomes Include:

- a. Investigates differing viewpoints encountered in the literature
- b. Determines whether to incorporate or reject viewpoints encountered

6. The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.

Outcomes Include:

- a. Participates in classroom and other discussions
- b. Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., e-mail, bulletin boards, chat rooms)
- c. Seeks expert opinion through a variety of mechanisms (e.g., interviews-mail, listserves)

7. The information literate student determines whether the initial query should be revised.

Outcomes Include:

- a. Determines if original information need has been satisfied or if additional information is needed
- b. Reviews search strategy and incorporates additional concepts as necessary
- c. Reviews information retrieval sources used and expands to include others as needed

Si

Standard Four: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

Performance Indicators:

1. The information literate student applies new and prior information to the planning and creation of a particular product or performance.

Outcomes Include:

- a. Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards)
- b. Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance
- c. Integrates the new and prior information, including quotations and paraphrasing, in a manner that supports the purposes of the product or performance
- d. Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context

2. The information literate student revises the development process for the product or performance.

Outcomes Include:

- a. Maintains a journal or log of activities related to the information seeking, evaluating, and communicating process
- b. Reflects on past successes, failures, and alternative strategies

3. The information literate student communicates the product or performance effectively to others.

Outcomes Include:

- a. Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience
- b. Uses a range of information technology applications in creating the product or performance
- c. Incorporates principles of design and communication
- d. Communicates clearly and with a style that supports the purposes of the intended audience

Standard Five: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Performance Indicators:

1. The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.

Outcomes Include:

- a. Identifies and discusses issues related to privacy and security in both the print and electronic environments
- b. Identifies and discusses issues related to free vs. fee-based access to information
- c. Identifies and discusses issues related to censorship and freedom of speech

- d. Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material
- 2. The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.

Outcomes Include:

- a. Participates in electronic discussions following accepted practices(e.g. “Netiquette”)
 - b. Uses approved passwords and other forms of ID for access to information resources
 - c. Complies with institutional policies on access to information resources
 - d. Preserves the integrity of information resources, equipment, systems and facilities
 - e. Legally obtains, stores, and disseminates text, data, images, or sounds
 - f. Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
 - g. Demonstrates an understanding of institutional policies related to human subjects research
- 3. The information literate student acknowledges the use of information sources in communicating the product or performance.

Outcomes Include:

- a. Selects an appropriate documentation style and uses it consistently to cite sources
- b. Posts permission granted notices, as needed, for copyrighted material

These standards even though address students, other categories of information users can also develop competencies through these standards made available by ALA. Developing information literacy skills should be the goal of every information user.

In-text Question

One of these is not an outcome of standard four?

- A. Organizes the content in a manner that supports the purposes and format of the product or performance
- B. Participates in classroom and other discussions
- C. Participates in electronic discussions
- D. Manipulates digital text, images, and data, as needed

In-text Answer

Option B

Summary of Study Session 15

1. This study session has extensively discussed information literacy. Information explosion and data smug have made it essential for information users presently to be information literate.

2. Information literacy refers to the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
3. Everybody in the society needs to be information literate in order to make appropriate decisions. The standards by the American Library Association should be maintained by all categories of information users.

Self-Assessment Question (SAQs) for Study Session 15

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 15.1 (Tests Learning Outcomes 15.1)

How do you understand the concept of information literacy?

SAQ 15.2 (Tests Learning Outcomes 15.2)

Explain the reasons why everybody in the society should be information literate

SAQ 15.3 (Tests Learning Outcomes 15.3)

Discuss one standard that can be used to measure information literacy in students

Notes on SAQs

SAQ 1

Information literacy is increasingly important in this contemporary environment of rapid technological change and proliferating information resources and they are available through ranges of mediums such as media, libraries etc. You will neither become information literate nor communication technology literate overnight. Just as with speaking skills and writing skills, your abilities will improve over time as you gain expertise in the topics you choose to investigate

SAQ 2

Everybody in the society must be information literate because everybody has information need and without information wrong choice of information will be made.

SAQ 3

Standard Three: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledgebase and value system.

Performance Indicators:

4. The information literate student summarizes the main ideas to be extracted from the information gathered.

Outcomes Include:

- d. Reads the text and selects main ideas
- e. Restates textual concepts in his/her own words and selects data accurately
- f. Identifies verbatim material that can be then appropriately quoted

References

- American Library Association (2000) Position paper on information literacy, Retrieved January 4, 2015 from <http://www.fiu.edu/~library/ili/ilicurr.html>
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