

ICIL AFRICA 2022

2nd International Conference on Information Literacy (ICIL)

Sister conference of the
European Conference on Information Literacy (ECIL)

hosted by the North-West University,
Potchefstroom South Africa
11 – 14 October 2022

Information literacy in the fourth Industrial Revolution

Network: ICIL2022
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ICIL AFRICA 2022

We would like to express our heartfelt gratitude and appreciation to the following partners for their support:

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The 2nd International Conference on Information Literacy (ICIL-Africa 2022)

Welcome



On behalf of the University Management, it is with immense pleasure and privilege to extend my collegial and warmest welcome to all delegates of the 2nd ICIL-Africa 2022, attending this meeting either in-person or virtually. The North-West University (NWU) is a public higher education institution in South Africa boasting three campuses - two in the North-West Province and one in Gauteng Province. We are honoured and excited to host this event for the second time since its inception in 2019; it is a sister conference to the European Conference on Information Literacy (ECIL) that started in 2013. The 2019 inaugural ICIL took place at our majestic campus of Vanderbijlpark in Gauteng province, situated on the banks of the famous Vaal River, which forms the border between the Gauteng and the Free State Provinces. This year's conference is taking place in our Potchefstroom Campus in the North-West Province. Potchefstroom, located about 120 km from central Johannesburg, is a city surrounded by an impressive scenery of willow trees lining the banks of the Mooi River.

The Covid-19 pandemic prevented the holding of the ICIL conference in 2021 as originally planned. However, the pandemic has changed more than just our day-to-day life – it has ushered in an era of exciting opportunities of innovative hybrid scientific events to impact the delegates the world over. It is for this reason that this year's conference is held under the theme “*Information literacy in the Fourth Industrial Revolution*”. This conference will showcase that the Fourth Industrial Revolution (4IR) is no longer a futuristic concept. The conference is focussed specifically on issues in the areas of media literacy, data literacy and digital literacy, with information literacy as the overarching domain. Thus, the target audience includes, but not limited to, the Media and Information Specialists, Academics, Students, Librarians, and Managers. I trust the conference shall offer a platform to gather and disseminate the latest knowledge and recent advancements on information literacy. In addition to rich and diverse shared experiences in the thematic area, the conference aims to provide a networking forum for the benefit of both theory and practice.

The conference theme is critically important if Africa has to attain the UN Agenda 2030 Sustainable Development Goals. Every effort is urgently needed to change the status quo for Africa to regain its rightful place in the world. Universities have significant role to play in Information Literacy. The abilities of students and other information consumers to find and use information in an ethical and legal manner is of utmost importance to the NWU. Similarly, reputable and trusted information is critical in informed decision making. The Internet is a blessing but also brings with it, a lot of challenges such as disinformation and misinformation particularly if users are not information literate. Students, whether born digital or not, mostly lack information literacy skills and are often ill-prepared at the time they enter higher education. This could manifest in academic malpractices such as plagiarism.

This 2nd ICIL-Africa 2022 is testament that the NWU is willing to continue to play its part in pursuit of its Africanisation strategy and global citizenship. The NWU ranks in the top 4,7% of universities worldwide. The NWU was ranked as the safest university in Africa. In 2021, the NWU boasted more than 1 600 international students from over 60 countries. The conference theme perfectly aligns with the NWU Digital Business Strategy that aims to keep pace and remain competitive in delivering our core business of teaching-learning, research, and community engagement. This is precisely because the 4IR has profound impact on our lives. Like the Covid-19, the 4IR has instilled in us the ability to evolve rapidly to become even more smarter and a better fit for our purpose.

I extend special gratitude to those who made this conference a reality. First, the stewardship of the Conference Organising Committee under the chairmanship of Dr Matt Moyo, our Chief Director of the Library and Information Services (LIS), and co-chairmanship of Ms Hendra Pretorius, our Director of Information and Learning Services, is applauded. My appreciation is also extended to the entire LIS Senior Management team, as well as Dr Ellen Materechera and Mr Andre Gouws who are members of the Programme Committee seconded by the Executive Dean of Humanities.

I wish each one of you the safest, insightful, fruitful, rewarding and enjoyable conference. We look forward to welcoming you in Potchefstroom.

Prof Jeffrey Mphahlele
Deputy Vice Chancellor: Research and Innovation
North-West University

Welcome Message: Information Literacy in the Fourth Industrial Revolution



To our distinguished guests, keynote speakers, presenters, participants, colleagues, ladies and gentlemen, it is my pleasure to welcome you all to our 2nd International Conference on Information Literacy (ICIL-Africa), hosted by the North-West University. The conference as you now know it, is hosted as a sister conference to the European Conference on Information Literacy (ECIL).

As the conference organising committee, we are encouraged by the ongoing support from ECIL. During our Inaugural conference in 2019, we had envisaged to have the second conference in 2021 but this was called off following the sudden outbreak of the Coronavirus pandemic. This affected the sequence of our hosting, as ECIL could not go ahead with its conference in 2020 which only proceeded in 2021 as a virtual conference. This then opened the way for us to be able to host the conference this year, thanks to the massive improvement of the Covid 19 pandemic environment across the world. Although the pandemic had devastating effects on humanity, it also taught us many lessons - one of which is the ability to host conferences in a hybrid mode. This conference is therefore hosted in a hybrid mode with a number of participants and presenters joining us remotely. Please feel welcome wherever you are.

We were, however, able to keep to one of our promises and that is the theme of the conference:

Information Literacy in the Fourth Industrial Revolution as was promised in 2019. The theme was urgent to us and remains so, given the advances in information technology, amongst other attributes of the Fourth Industrial Revolution. The emergence of the Coronavirus pandemic, its devastating effects aside, also prompted most institutions and individuals to increase their pace at which more and new technologies were adopted. However, the question remains whether our people have the right abilities to help them navigate the everchanging digital and information landscape. This conference therefore seeks to address some of the challenges and measures which can be put in place to ensure an information literate Africa, and the world at large. Thus, we have lined up several papers on the theme and sub-themes, to be discussed over the next four days.

May I, on behalf of the conference organising committee, invite you to sit back, relax and enjoy the conference. Enjoy the old normal in-person interaction opportunity which we missed for the past two years due to the pandemic. I also hope that you will find time to join the excursions which have been arranged for you, one of which provides you with an opportunity to see the Big five animals at the Pilanesberg National Park and all that which the North-West Province of South Africa has on offer for you.

Enjoy!

Dr Mathew Moyo

Chair: ICIL-Africa Conference Organising Committee
Chief Director: Library and Information Service
North-West University

Keynote Speakers

Moving from Collection to Connection: A post-human, post-Covid perspective on information literacy

Prof Johannes Cronjé (Cape Peninsula University of Technology, South Africa)

Johannes Cronjé is a professor of Digital Teaching and Learning in the Department of Information Technology at the Cape Peninsula University of Technology. Prior to that, he was the Dean Informatics and Design. His interest lies in how people learn from other people using technology. He has supervised more than 140 Master's and Doctoral students and published more than 65 peer-reviewed papers and 8 book chapters. He is a postgraduate examiner for 10 universities. He is a sought-after international keynote speaker and has been a visiting professor at seven universities internationally.



Abstract

Once upon a time people believed that humans ruled the world. But our experience over the past two and a half years has shown that the world is ruled by a combination of humans, machines and a virus.

The virus made a very simple rule: Stay away from each other or I will kill just enough of you to scare the living daylights out of you. The humans responded to this by using machines to communicate with each other remotely, while the machines developed sophisticated algorithms to extract maximum information out of the humans and to manipulate their behaviour accordingly. Traditionally a combination of a computer and a human is called a cyborg. But when all the connected humans are combined with all the connected machines, the Great Connected Cyborg awakens. This paper will consider how the Great Connected Cyborg uses its multiple tentacles in its struggle for world domination and explore the benefits and harms that it poses to us.

Impact of Digital Transformation on 4.0 Age Academic Library Services

Prof Judith Mavodza (Zayed University, Abu Dhabi, United Arab Emirates)



Judith Mavodza is Associate Professor and Assistant Director for Public Services at Zayed University. Areas of research interest include Reference and Information Skills Instruction, education and PD of librarians, marketing and assessment of library services, and knowledge management. Dr Mavodza serves as an editorial advisor to the Evidence Based Library and Information Practice Journal and is a published author of several scholarly journal articles, a reviewer for several journals, a book author, as well as a presenter at many professional/ academic conferences.

Abstract

This presentation addresses the transformation or metamorphosis that is happening in academic library services. The integration of digital technology into most aspects of services, radically altering how academic libraries operate and provide value to the communities they serve, is known as digital transformation. It is also a culture shift that necessitates them challenging the traditional methods of service, experimenting, and learning to accept failure while moving into the future. This is achieved by addressing digital transformation in library reference services and what that signifies; digital transformation and its implications in academic research; and the impact of digital transformation in library instruction services. The method used is literature review. Results of the investigation reveal suggestions and ideas on how to provide services in the current fast-changing information environment heavily impacted by digital transformation while also being clear about the way forward.

Conceptualizing computer literacy, digital literacy, media literacy and information literacy: an informetric perspective using journals of publications

Prof Omwoyo Bosire Onyancha (University of South Africa)



Omwoyo Bosire Onyancha is a Research Professor at the Department of Information Science, University of South Africa. Prof Onyancha was the Head of the Department of Information Science, University of South Africa, from July 2011 to September 2015. He holds a PhD in Library and Information Science.

Prof Onyancha is a C2 NRF-rated researcher. His areas of research interest include Informetrics, Scientometrics, Altmetrics, Information Resource Management (IRM), Management of Information Services, Knowledge management and organisation, user education, ICTs in LIS education and training, and Information Searching and Retrieval (ISR).

Abstract

The era of the information age has witnessed the emergence of several concepts related to, or used interchangeably with or in place of information literacy. Informetric scholars have noted that the occurrence of over 73 literacy concepts in the literature of information literacy. The majority of these concepts emerged in the second decade of the 21st century, with the most common being media literacy, computer literacy, and digital literacy. Furthermore, the multidisciplinary nature of IL and its associated literacies, namely digital literacy (DL), computer literacy (CL) and media literacy (ML) has resulted in an increased dispersion of the literature on the literacies across many disciplines. This has resulted in the publication of the papers on DL, CL, ML and IL in hundreds to thousands of journals, some of which are not necessarily specialized in the subject domain. Finally, it has been observed that while the literature on the IL-associated literacies is, to a large extent, intertwined, the concepts may have developed to acquire their own uniqueness and therefore become independent concepts in the 21st century. This study sought to examine the publications on CL, DL, ML and IL in an attempt to conceptualize the concepts using the sources that publish research in the respective subject domains. The study found minimum overlaps in the CL, DL, ML and IL journals, with 92 journals publishing papers in all the subject domains; the publication intensity differed from one concept to another; regarding the core journals in each subject domain, CL posted the highest number (i.e., 34), followed by DL (28) while ML's and IL's nuclei consisted of seven journals each. The list of the core journals differs across the four subjects. The implications of the dispersion of the CL, DL, ML and IL in a variety of journals are discussed and conclusions drawn based on the findings.

Online writing clinics as third space towards developing e-research literacy - a case study

Dr Brenda van Wyk (University of Pretoria, South Africa)



Brenda van Wyk holds postgraduate qualifications in both Information Science and Education. She is currently a senior academic in the EBIT Faculty at the University of Pretoria. Some of her previous positions include the Head of LIS, The IIE and the Dean of Research at the IIE. She has been responsible for literacy teaching, postgraduate supervisor training and postgraduate support in her current as well as previous positions. She has a passion for technology-assisted teaching and learning toward digital inclusion and cognitive social justice. Her research interests include open scholarship, metaliteracy, ABET, critical digital literacy, information and research ethics. She serves on the steering committee of ACEIE. She was instrumental in the planning and implementation of open-access research repositories. She is the Managing Editor of a DHET accredited journal: The Independent Journal of Teaching and Learning (IJTL). She has published several manuscripts and articles in academic journals, chapters in books and conference proceedings. She is a research associate with JET Education Services.

Abstract

Literature abounds on the lack of research and eResearch literacy among novice researchers. Research competency refers to the ability to apply a range of statistical, technical, and theoretical knowledge, among very specific skills. E-research requires the use of information and communication technology to facilitate research and requires, inter alia, both academic and digital literacies. During the pandemic lockdown, several issues surfaced in the case under study: the lived extent and impact of digital exclusion, the inequality of the teaching and learning ecosystem were foremost in hampering the acquisition of eResearch skills. The transition to technology-assisted online facilitation posed challenges to both information specialists, academic and students alike. The aim was to answer two questions: firstly, which research literacy, e-Research skills and research competency are required by novice researchers; and secondly, how can writing clinics transition from the traditional writing centres to online facilitation in supporting academic writing and research online? Informed by recent research, and through the lens of Third Space theory, this paper reports on the findings of a mixed-method study. Qualitative data were collected from semi-structured interviews with research managers and triangulated with collected quantitative data from a survey of 26 academic and support staff involved in academic and information literacy. Findings are that the foremost reported barriers and challenges include a lack of critical digital literacies and eResearch competency to enable self-determined research and learning. Online writing clinics as a Third Space was offered as a solution. The difference between a writing clinic and the traditional writing centre lies in the acknowledgement of prevailing metacognitive injustice and addressing this design a more personal approach in alleviating fears of failure. This paper sets out to add to the existing body of knowledge and address inequalities.

Building a sustainable Information Literacy Program across the university in the era of the 4th Industrial Revolution

Prof Mary Sengati-Zimba (Zayed University, Abu Dhabi, United Arab Emirates)



Mary Sengati-Zimba is an Academic Librarian at Zayed University, United Arab Emirates; employed as an Associate Professor and Assistant Director of Public Services at the Abu Dhabi campus. She holds a Doctorate in Education and a Master of Arts in Library Science. Prof Mary has over 35 years of experience as an academic and school librarian. Prof Mary has presented at international and national conferences and has been a consultant for various organizations on Librarian training. Her research interests include Information Literacy at all levels, Academic integrity, Academic, School and Public Libraries development, management, and capacity building. She has been a key player in capacity building for Library staff and School Librarians in UAE, workshop facilitator and presenter at professional and academic conferences

Abstract

This presentation focuses on building a sustainable Information Literacy (IL) program in an academic library, based on practical experience of a university in the Gulf. The program addresses needs of students, staff, and faculty/researchers i.e., for the whole academic community. Librarians through IL instruction, workshops, and Reference Services, engage in building skills and competencies that allow individuals to cope with life, work, and studies in the 21st century. Through IL, learners are engaged to use critical thinking, interpret, and evaluate information and use of analytical skills to manage the technology for providing the information needed. Information Literacy skills are key to putting technological skills to use. Developing a sustainable IL program prepares learners with skills needed to cope in the 4IR workplace, research and life in general. This makes Librarians and Information Management professionals more relevant than ever in training citizens with skills needed including digital literacy, information literacy, health literacy, media literacy, data literacy and other literacies. Interpretation and use of the information created by 4IR technology requires knowledge and skills available through IL. Strategies, lessons learned and best practice used at this university Library may be applied in other libraries.

The transitioning of Information Literacy in the Global South

Dr Daisy Selematsela (University of Witwatersrand, South Africa)



Daisy Selematsela (PhD) has been appointed as the University Librarian of Wits University from 1 March 2022. She is a Professor of Practice of Knowledge Management of the University of Johannesburg. Her role in academic citizenship involves serving on international and national Boards of Directors. She previously served on the Board of the National Library of South Africa, Council for Library and Information Services (NCLIS) and Council of the National Archives of South Africa. She was Chair of the South African National Committee of CODATA through the NRF and also served on the Editorial Board of Committee on Data for Science and Technology (CODATA) Data Science Journal (DSJ). Currently she serves on the Editorial Board of both Global Change Research Data Publishing and Repository and Preservation, Digital Technology & Culture (PDT&C) Journal.

Daisy is the recipient of the 2016 and 2019 Knowledge Management Leadership Award by the Global Knowledge Management Congress & Awards in association with World Education Congress; and the 1st International Conference on Knowledge and Innovation Management (ICKIM) Babcock University. Daisy is also an alumnus of HERS-SA and HERS- Bryn Mawr College (Philadelphia).

Abstract

The world is changing fast. We have known this from the writings of futurist Alvin Toffler in the 80s, when he sensitized the world to the impending digital and communication revolutions that would transform human societies in profound ways. Well, Toffler's world is here! Google and Wikipedia make it possible for us to access information at our fingertips anywhere and anytime. In a split second you can access information that, in the world gone by, would have taken you hours to days to access; for example, taking time off whatever activity you were doing, taking some mode of transport and travel to a library to take out a book. With the seismic shifts the world has made in accessing information, you could ask: Who still needs a library in the digital age? Are libraries still relevant? After all, Google and Wikipedia have all the information I need. In this article I shall determine whether the role of information literacy in libraries continue to be relevant in a changing society.

Battles (in Jantz, 2016) asserts "In the library, the reader is wakened from the dream of communion with a single book, startled into recognition of the worlds materiality by the sheer number of bound volumes; by the sound of pages turning; covers rubbing; by the rank smell of books gathered together in vast numbers". This quotation, in essence, challenges the library of the 21st century to redefine itself and its collections, its user education processes and to reflect on whether to preserve and maintain its colonial traditions or to undertake a critical examination of the library underlying principal responsibility to its users.

Kafka asserts "a writer's life and work are not a gift to mankind; they are its necessity; a book is an axe to break the frozen sea within us".

Writers expose views about social reality. They expose society to discourses they would otherwise not be aware of. They are the translators of the human condition to the public through prose, poetry, stories and analyses. Often their product is considered subversive by power mongering authorities whose survival is threatened by the truth exposed by writers.

With the important role of writers as a backdrop, it begs the question: What is the role of information literacy in libraries with regards to communities and society? A library is a place of sanctuary for the products of writers and needs to be informed by intelligence on user preferences and behaviours to remain a sanctuary.

From the perspective of societal development and social justice, libraries and archives, including museums across the African continent, are facing interwoven challenges that impact on their collections, for example budget cuts and book donations that do not address the societal needs. The relevance of the collections impacts on the provision of information at point of need; including the library as an environment that cultivates epistemic contribution – in forms of materials and collections that are “aspirational, navigational, social, familial, linguistic and resistant” (Yosso,2005). Most library collections are perceived to be colonial and not relevant for the knowledge, understanding, and very often, practical reason and applicable to the communities’ they are intended to serve. How information literacy aligns itself to these imperatives.

In libraries, the concept of “formalism” as referred to by innovation scholars, attest to the preference for rules and procedures and the reluctance to change by libraries. For libraries, these rules provide for guaranteed high-quality service but also lead to institutionalized rigidity and resistance to adapting to the transforming information and digital world. This “formalism” impacts on the library to innovate, contribute to scholarship and the advancement of knowledge for societal benefit. The transformative role of information literacy will be tested against the “formalism” analogy.

PAPER

Antecedents of Financial Information Literacy and Financial Management Behavior of University Students: Social Cognitive Perspective (virtual presentation)**Tabassum Aslam (Institute of Information Management, University of the Punjab, Lahore, Pakistan)****Khalid Mahmood (Institute of Information Management, University of the Punjab, Lahore, Pakistan)**

Tabassum Aslam served as a Librarian at Lahore School of Economics, Teaching Research & Resource Center-3 (Social Sciences), & Case Study Unit. He is a doctoral candidate enrolled in Institute of information Management.

Abstract

Pakistan is a developing country, and a major part of its population belongs to the lower-middle and lower economic classes. Also, COVID-19 badly influenced the global economy, more specifically of developing countries. To overcome the social and financial crisis, literacies play a significant role. Financial education/training/ literacy is imperative for the survival of generations suffering from COVID-19 and such pandemic situations. Therefore, to provide appropriate financial education and training is extremely important to understand people's current financial information literacy level. Also, Youth (especially students) considers the backbone of any society. Pakistan's most population consists of youth. Therefore, my doctoral aims to examine the financial information literacy (FIL) level of the university student. Also, it aims to understand how learning of financial information literacy among students is affected by cognitive, behavioural, and environmental factors through social cognitive theory (Bandura, 1986). This study is quantitative in nature and A quantitative research approach with a survey method through a self-administered questionnaire will be employed to collect the data from the participants. A purposive sampling technique will be used to select the sample from the targeted population. Data analysis will be performed through SPSS-22 and AMOS for the testing of the proposed research model and hypotheses. The study's findings will also be beneficial to the educators and information professionals, as they can upgrade their educational policies and can effectively design any financial education programs including awareness & training sessions for adults, resulting in better financial choices and improving informed financial decision making to achieve ultimate wellbeing for future lives. Also, this study raised awareness among students about the importance of financial information literacy and why it matters for them to fulfil financial obligations.

PAPER

The Postgraduate and Undergraduate Toolkits: Innovative South African learning resources to empower students and enhance throughput rates at higher education institutions (virtual presentation)

Dr Layla Cassim, Layla Cassim (ERS Consultants CC)

Layla Cassim specialises in providing academic support and mentorship to undergraduate and postgraduate students.

Abstract

The Academy of Sciences of South Africa (2010) identified key challenges experienced by postgraduate students, resulting in high attrition rates. These barriers include inadequate support, supervision-related problems and pipeline constraints. The role of undergraduate degrees in preparing students for postgraduate research and the world of work is critical. South Africa has one of the lowest undergraduate graduation rates globally (Lourens, 2020). To address this problem, we have developed innovative, user-friendly learning resources that cover a range of academic concepts and holistically address quality of life challenges that may undermine academic success. Our Postgraduate Toolkit, now in its fourth edition (2021), contains 988 written pages, with ten chapters covering the entire research process. It has 25 hours of voice recordings, in different file formats to enhance accessibility and self-paced learning. With the success of this, we then developed The Undergraduate Toolkit (2022). This enables matriculants and undergraduate students to effectively transition into their tertiary studies and career development journeys. It furthermore supports diverse stakeholders in higher education, such as funders and institutional players, to advance graduate development. The Undergraduate Toolkit contains 880 written pages, with 18 chapters containing practical exercises and self-reflection logs on key topics such as writing, reading and learning guidelines, mentorship, self-management, wellbeing, library support, research and professional development. The Toolkits contribute to information literacy by empowering students to know how and where to access academic and other resources that will assist them in completing their degrees. The use of these Toolkits, across all disciplines, at any stage of tertiary studies, has the potential to enhance student throughput rates.

PAPER

Information literacy instruction: role of the faculty (in-person)**Mpundu Chilonga (Kwame Nkrumah University, Zambia)****Mpundu Chilonga** is Chief University Librarian at Kwame Nkrumah University.**Abstract**

The study presents the result of the Information literacy assessment, which was carried out at the University of Lusaka, Zambia. The study was based on the American College and Research Library (ACRL) Information Literacy Competence Standards for Higher Education (ACRL, 2000). A mixed methods research approach and survey design were used for data collection and analysis. The survey followed a cross-sectional approach and employed questionnaires to collect data. A sample of one hundred students was drawn from the study population of all full-time students from the five university faculties of Law, Business, Education, Social Sciences & Technology (ESST), Health Sciences, and Graduate Studies. The findings of the study indicated that there was no systematic approach to information literacy instruction at the University of Lusaka. It was also established that the students faced challenges to find the required information in the library. Based on these findings, the study recommended that there was a need to have an objective instructional approach. This includes the development and promotion of a coherent information literacy policy, which should guide the organisation, planning, and implementation of the programme. It was recommended that faculty, as course designers, should take interest in the students' acquisition of information literacy competencies, so that their students could see the connection between what they are learning in class and the available materials and resources in the library (Bhati, 2010).

PAPER

Using external programme evaluation reports to analyse the perceived role of the library in providing information literacy instruction at a university in South Africa (WITHDRAWN)

Sabelo Chizwina (Sol Plaatje University, Kimberley, South Africa)

Sabelo is the Director: Library and Information Services at Sol Plaatje University in Kimberley.

In the South African higher education context, both internal and external reviews must be conducted in order to ensure programmes adhere to set quality standards. While internal reviews are conducted by internal reviewers within the institution, external reviews are conducted by external subject matter experts from other universities. The focus of this study is on the programme evaluation reports from a university in South Africa. The purpose of an external review is to determine whether programmes or institutions meet a set of standards or criteria against which they are measured, as predetermined, and evaluated by the Higher Education Quality Committee. One of the stakeholders in the external review is the library. The study was motivated by a need to examine the perceptions of reviewers regarding the role of information literacy in a programme and how it can aid teaching and learning. Also, the study contributes to information literacy research and practice by both synthesizing and corroborating some of the findings of earlier studies. The study uses programme evaluation reports. The reviewed evaluation reports were based on interviews that were conducted with academic, support staff, students and alumni connected to the programme, as well as relevant senior staff and programme documents. The method that will be used in this study is critical discourse analysis. Critical discourse analysis can be described as the study of implicit or indirect meanings in text. The aim of critical discourse analysis is to reveal connections between language, power and ideology that may not be visible to people. Thematic analysis is used in the study to analyse eight reports. Emerging themes, sub-themes and recurring explanations were categorised, summarised and interpreted. Findings revealed that there is a misconception on the role of the library's information literacy programme, there is a need for clear clarification of roles in academic literacy and the need for the librarians to be involved in programme curriculum design. There is a need for greater collaboration between academics and the library.

PAPER

Artificial Intelligent Content Enrichment for Digitized Cultural Heritage

Mr Andrea De Polo Saibinti, Consultant and Project Manager, Zeuschel GMBH, Via Pietro Maroncelli 22, 50137 Florence, Italy

Andrea De Polo Saibinti is President of Progettali srl. He is a marketing manager expert of innovation programs with international research funding with solid experience in the support of companies in the multimedia, cultural heritage, digital transformation and social sector, including international cooperation on e-learning and cultural heritage. He has skills in long-term preservation project management and as a digital archivist supervisor. He has skills in digitalization, indexing, conservation, housing, cleaning and proven experience as project manager for films (rolls, glass plate negatives), prints, cardboards, frames, etc. Digital and analog restoration supervision. He is a consultant for Zeuschel GMBH.

Abstract

The world cultural heritage is an “irreplaceable repository of knowledge and a valuable resource for economic growth, employment and social cohesion”. Cultural heritage is often at risk to be damaged and compromised in value. In addition, the war in Ukraine and the COVID pandemic disease has negatively affect our global market. How fragile it really is, was made apparent recently by several natural and man-made disasters. Incidents such as the intentional destruction of the ancient Semitic city Palmyra, Syria underline the need for new documentation and preservation tools and have led to a re-evaluation of the importance of high-resolution facsimiles.

Based on the above, the primary objective of the initiative is to lay the necessary foundations to become a solution for A.I. Content Enrichment of Digitized Cultural Heritage and develop methodologies for:

- the necessary scalable and sustainable concepts and the high speed and high-quality technologies to digitize tangible and intangible cultural heritage data;
- standardization of metadata to create consolidated data models merging annotated data from a variety of different multimedia data types as well as language agnostic, characteristic object data to find correlated data;
- ubiquitous and pervasive 3D-centered, web-based data curation, analysis and preservation tools to validate potentially correlated data;
- consolidated data experiences, integrating digital objects in order to create more attractive, engaging and comprehensive access to cultural heritage for a variety of target user groups using disruptive new technologies, that are economic, easy to use and maintain.

All of those objectives can be done only through an education and training activities that should be carried out at the private and public level. They key is to “inform” and “train” decision makers for the most efficient best practice solution to digitize, index, preserve and share valuable content in the most efficient and technically driven way.

PAPER

2D+, from still images to animated video-clips (in-person presentation)

Mr Andrea De Polo Saibinti, Consultant and Project Manager, Zeuschel GMBH, Via Pietro Maroncelli 22, 50137 Florence, Italy

Old photos and movies are emotional testimonies of heritage, and stimulate people's feelings and memories. Often, these however remain hidden to the large public. Digitized files will be enhanced, made easily searchable and usable, using both machine learning and social processes including crowdsourcing. The project will offer multilingual automated tagging, relevance feedback, provisions for contributing with user generated content and enrichments, a multimodal spatio-temporal faceted search and exploration engine, restoration, and content animation/revitalization.

Four key component descriptions are proposed below:

1. **Multimedia Big-Data repository Management and Semantic driven Ingestion** The indexing engine will be multi-faceted and hybrid to support full-text search, semantic search, and vector-space search. The system will be capable to involve in the search chain incremental learning, and instance search.
2. **Visual Distributed Semantic Search Engine.** Competitive and complementary query modes for searching or navigating the project's corpora collection will be provided.
3. **Multilingual tagging and categorization.** Computer vision technology will be used for this thanks to the automatic recognition of several visual elements present the images.
4. **Authoring tools enrichment (photo animation, multimedia enhancement, etc).** We will give new appearance and appeal to historical material: Ken Burns pan & zoom Effect: using saliency detection, short movies (animated gif's) will be automatically created starting from photos. While several commercial products (such as iPhoto, or Premiere) offer this effect, none of them provide a fully automated method. Background animations: starting from state-of-the-art masking algorithms, a semi-automated separation of the background from foreground will be applied. Then, different types of background animation will be realized using warping tools, to create moving water effect, wind, clouds, etc. Foreground animations: On the isolated foreground, it will be possible to compute the internal linear structure of main subjects, the skeleton. That skeleton will be animated, giving "life" to the figures.

PAPER

Opportunities and challenges of blended learning, remote teaching and flipped classroom - Wits Library Experience (virtual presentation)**Thuli Dhlamini, University of the Witwatersrand, South Africa)****Thuli Dhlamini** is an Information Literacy Specialist at the University of the Witwatersrand.**Abstract**

Students are faced with diverse and abundant information choices in their academic studies, personal lives, and workplace. Information is available through libraries, community resources, special interest organizations, media, internet etc. Increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability. This is where information literacy comes in. This paper aims to explore information literacy teaching, blended learning, flipped classrooms, and remote teaching as practiced at Wits Libraries. It further discusses the activities that have been put together to make Information Literacy teaching relevant. Blended learning is an educational strategy that combines traditional face-to-face teaching with online activities. Flipped classroom learning is when students are given responsibility for their learning. Teaching and learning material are delivered online before class time and is presented in a variety of ways, such as digital versions of traditional handouts, pre-recordings, videos, and tutorials. Learning modules are embedded in the online learning management system called Canvas. The paper also discusses the collaboration and creativity that the Wits Librarians displayed during the Covid-19 Pandemic to accomplish co-operative teaching. Librarians acquired new 4IR technologies and teaching techniques for the Wits community research support. As a result, they showed their competency in mastering blended learning through remote teaching and learning. They became teachers and technologists by helping patrons to navigate and find reliable and credible information for their research. Through determination, hard work, and resilience, librarians pulled through and managed to assist staff, academics, researchers, and students with their research work. The sudden shift from traditional teaching to remote teaching brought new opportunities to the library profession. The transition was not smooth as the Librarians faced challenges. The case study will conclude by discussing the opportunities and challenges that Wits Faculty Librarians faced in remote teaching and learning environment.

PAPER

What can Information Literacy learn from Information Audit? (virtual presentation)**Michaela Dombrovská (Silesian University in Opava, Czech Republic)**

Michaela is Head of the LIS department at Silesian University in Opava and external lecturer at Masaryk University in Brno (Czech Republic).

Abstract

Information audit, focusing on information sources and flows, has appeared in the literature since about the 1980s, at about the same time as information literacy (Dombrovská 2022). The authors of one of the first studies on information audit (Ellis, Barker, Potter, and Pridgeon 1993) date the first mention to 1976. However, as a topic for information specialists and a tool for information or knowledge management, it has evolved rapidly. Less than a decade later, Susan Henczel, a respected author of seminal publications in this area, stated that information audit is an established tool of information management (Henczel 2001). According to Steven Buchanan and Forbes Gibb, the simplest justification for information audit is the need to identify the information sources and information needs of a company (Buchanan and Gibb 1998) and relate them to each other. The literature offers framework methodologies, a comparison of which has been undertaken by Huan Vo-Tran. According to him, Susan Henczel's seven-stage model is the most appropriate and integrative because, in particular, it (1) draws on the seminal contributions of C. F. Burke and Woody Horton (1988), Liz Orna (1990), Steven Buchanan and Forbes Gibb (1998) and others, (2) focuses on the strategic direction of the organisation, and (3) takes into account the importance of executive management and project management (Vo-Tran 2011:275). Robert B. Frost and Chun Wei Choo later confirmed that Henczel's seven-stage model encompasses all other major models in some form or other (Frost and Choo 2017). Based on an analysis of the seven-stage model, according to available published literature, and a parallel case study of information audit teaching at Masaryk University and Silesian University, both in the Czech Republic, this paper asks whether an information audit can offer any new insights or new tools in the field of information literacy.

PAPER

Guidelines for conducting rapid reviews in psychology research (in-person presentation)**Ryan Evan du Toit (North-West University, South Africa)****Werner de Klerk (North-West University, South Africa)**

Ryan du Toit is currently registered as an Intern Research Psychologist at the Health Professions Council of South Africa. He is completing his internship programme at the School of Psychosocial Health, North-West University Potchefstroom.

Abstract

Within the 21st century, a variety of literature review methods can be utilised to synthesise existing knowledge (Moher et al., 2015; Sutton et al., 2019). The excess of and access to large volumes of knowledge within all disciplines contributed to the use of review methods to guide through the large volumes of knowledge (Cooper & Koenka, 2012; Epstein et al., 2018). However, selecting the most appropriate review method remains a challenging task (Tricco et al., 2018). Focusing on rapid reviews, Hamel et al. (2021) stated that this review method typically speeds up the traditional systematic review process. However, it is widely noted that the time characteristic could not be the only distinguishable characteristic (Featherstone et al., 2015; Hamel et al., 2021). The under-explored and comprehension of the accompanying characteristics of this review method contributes to an overall decline in the rigour of this method. Rapid reviews can inform policymakers and key stakeholders on urgent health and mental health-related issues. Consequently, the paper aimed to propose a guideline for rapid review methods by synthesising 17 high-quality peer-reviewed journal articles that employed rapid review methodologies relating to the field of psychology. A literature review as proposed by Onwuegbuzie and Frels (2012) was utilised to examine and synthesise the applicable literature. Eight methodological themes were identified and serve as the proposed guideline for conducting rapid reviews in psychology: 1) Stating the aim of the review and formulating the research question; 2) Setting the eligibility criteria and in- and exclusion criteria; 3) Formulating the search strategy; 4) Screening and selection of literature; 5) Extraction of data from included literature; 6) Quality and risk of bias assessment of included literature; 7) Synthesis and analysis of the included literature; 8) Stating the limitations of the review.

The proposed guideline could serve as a tool to enhance the overall use and rigour of rapid reviews, especially in times of urgent decision-making.

PAPER

Researcher-librarian collaborations: a case for structural transformation towards the realisation of research goals through digital scholarship services in selected higher education institutions (in-person presentation)**Keitumetse Betsy Eister (Central University of Technology, South Africa)****Betsy Eister** is Director of the Central University of Technology Library.**Abstract**

The study seeks to ascertain higher education institutions' (HEIs) structural and regulative formations that enhance or impede researcher-librarian collaborations and, to determine perceptions and state of readiness of researchers in collaborating with librarians as a structural feature for digital scholarship services. The research problem is the critical role research librarians play towards enhanced research goals of HEIs, something not formalised in university-wide regulations and not distinctly recognised as a support structure in research strategies. Therefore, the need for a study that focuses on developing a comprehensive framework for researcher-librarian collaborations in South African HEIs.

This study adopts the structuration theory which was conceptualised in 1984 by Anthony Giddens. He used the theory to address challenges linked to the constitution of social life, with structure and agency inter-changeably influencing their existence. The theory will be used to define the structural formations and guiding documents of HEIs that affect relations of researchers and librarians as people who are involved in research.

A qualitative research approach will be used to collect, analyse, interpret, and report on the results. A multiple case study design will be used, with the Universities of Cape Town, Free State and Pretoria as selected cases. Their choice is informed by South African research-intensive HEIs' levels of development towards the establishment of digital scholarship services. The population will include academics/researchers; research librarians; post-doctoral fellows, and university executives. Data will be collected using one-on-one semi-structured interviews, focus group discussions, and documents review.

The envisaged outcome of the proposed study is a comprehensive framework for researcher-librarian collaborations with implications for practice in HEIs in South Africa, the African continent and even beyond.

PECHAKUCHA

Through the looking glass: The UFS multi-campus first years' library orientation (in-person presentation)

Lee Goliath (University of the Free State, South Africa)

Larshan Naicker (University of the Free State, South Africa)

Lee Goliath is Faculty Librarian for Humanities at the University of the Free State Library.

Abstract

First-time entry (FTEN) students' effective orientation remains a critical component of their transition to higher education, providing a solid foundation for their learning, development, and success. Higher educational institutions have resorted to creating programs and courses to address the first-year students' experience to successfully transition into a new academic environment. Academic and support services play a critical role in ensuring the necessary information and skills are transferred within the first-year experience. This fosters the necessary safe space, socially and academically to enhance teaching and learning. An effective program, however, is dependent on many stakeholders. The first-year experience relies on meaningful collaboration between student administration, student affairs, academic departments, faculties, health and wellness, university facilities and estates and support services. The absence of an embedded mandatory library orientation within the academic programme, results in few and in some instances, no attendance at all. The burden is often left to librarians to implement mitigation strategies to reach out to students who might not have experienced this process. This is especially true for academic libraries in South Africa, where institutions with multi-campus models fail to offer the same experiences to their students. The COVID-19 epidemic has produced an unpredictable, complex, and uncertain environment in academic libraries.

This PechaKucha presentation will map the processes and procedures of the University of the Free State Library and Information Services (UFS LIS) to ensure active participation and contribution within the library orientation program during the Covid-19 pandemic period. The UFS has adopted the integrated framework for holistic student support responds to the needs of students. The complicatedness of the current environment has, therefore, caused the Division of Student Affairs (DSA) and the Centre for Teaching and Learning (CTL) to explore how they can foster stronger collaboration towards holistic and integrated support for FTEN students. This collaboration has since expanded and deepened support to FTEN students pre- and post-COVID-19 and positions the UFS LIS as a thought leader in the field. In addition to this, a hybrid orientation programme has been implemented, where librarians also embedded themselves in campus residences to maximize reach beyond normal library operating hours. It is anticipated that this will motivate the development of academic library orientation frameworks and guidelines for officially embedding orientation into academic programs equally within multi-campus universities. In addition to this, it can initiate further empirical research on this phenomenon.

PAPER

Insights on Academic Integrity Literacy Instruction and Policy Development in African Schools: A Call for Action (virtual presentation)**Zakir Hossain (ICS Inter-Community School, Zurich)****Zakir Hossain** is an IB Teacher-Librarian and Independent Researcher.**Abstract**

Schools are supposed to provide students with a solid foundation in both education and ethics. However, research indicates that there are significant gaps in policy and instruction on academic integrity in educational institutions, particularly in K-12 schools (Hossain, 2022a; Hossain et al., 2022; Khan & Mulani, 2020; Menéndez & Valle, 2018; Stoesz, 2022; Vieyra & Weaver, 2016). Academic integrity is overwhelmingly a topic of study in the Global North and West while the literature from the Global South, particularly from African countries, is sorely lacking. A few studies that emerged from the Global South on academic integrity, value education and ethics did not include studies from K-12 schools in this critical discussion.

PAPER

Digital Archiving for decision makers: what you need to know (in-person presentation)**Adri Jansen (North-West University, South Africa)****Adri Jansen** is Librarian: Special Collections at the North-West University Library and Information Service.**Abstract**

The purpose of the original research that provides the basis for this presentation, was done to provide a digital archive for De Beer Exploration Archive. Findings showed that it is not possible to archive digitally. File compression protocols used by file formats such as Jpeg, erodes the quality of digitised images progressively over time, even Tiff format images deteriorate albeit much slower. Jpeg images deteriorate at a rapid rate due to discarding 'unnecessary' bits every time it closes and compresses a file. The cumulative effect starts with colour changes and progresses to illegibility and eventually total destruction. Adherence to ISO standards and kelvin temperature test sheets, flags the deterioration and a safe replacement rate was established at 15 times a document had been opened and closed. Practical implications: there are specific requirements at a cataloguing database structure level to ensure that images remain of a high quality as required in a scientific environment, specifically with regards to colour accuracy. A 'counter' needs to be installed on the 856 Marc field. The Jpeg images used for online document delivery need to be replace every 15 times the file or document has been opened, and this should be done overnight and in batch process. Practical file protection methods are given to slow down the process and provide longevity as much as we can, but a physical archive format such as Pipl is necessary. To archive digital images, you need digitisation equipment that adheres to international ISO digitisation standards (Metamorphoze or FADGI), an archiving format that is software and hardware independent, such as Pipl, and highly trained staff.

PAPER

The importance of secure and sustainable content preservation in the digital era (in-person presentation)

Mr Lenton Kapp, Chief Technology Officer at Metrofile Vysion and GM for Business Support and Resilience services, City of Johannesburg, Gauteng, South Africa

Lenton has been active in the technology industry and digital business transformation for the last 20+ years. Throughout his career, he has been involved in the design, architecture and implementation of large enterprise-wide rollouts, Content Management Solutions, integration and automation projects that ultimately have driven business success. In his role as General Manager for Business Support & Resilience services, he through his dynamic team, has assisted numerous listed companies on their digital transformation journey and has keen insights on how things go wrong, and why, as well as why they succeed.

Abstract

Purpose – The purpose of this research was to address the challenges faced in Archiving/preserving irreplaceable information for future generations by providing a holistic view of what Piql as a storage medium offers to ensure data security and authenticity for the next millennium.

Findings – Most historical and heritage data that has been lost through the years has been based on the storage mediums used for preservation purposes and the fact that those technologies are no longer supported and or available for the retrieval of information. The continuous advancement in technology leads to multiple upgrade paths and in the process of copying and migrating data the integrity of the information is compromised and or corrupted.

Solution – In our findings, we realised that the features needed to preserve data for the next generations would have to include but not be limited to:

| Ultra-secure data | Long-term digital preservation | Common with most storage mediums |
|-------------------|--------------------------------|--------------------------------------|
| Unalterable | Migration-free | Flexible (Digital and Visual Format) |
| Secure | Future-proof | Searchable |
| | Permanent | |

Technology – Through extensive Research and world-class technology the development of Piql as a content and data preservations solution was created using open-source formats. Piql eradicates the preservation challenges by using the latest Nano technologies to convert photosensitive film into a digital preservation medium for the future. The result is an ultra-high-resolution film with the highest data capacity available in the market – each data frame (QR code) contains 8.8 million pixels, or 2 megabytes of data.

Conclusion – Piql as a solution is technology independent and it is self-contained, all the material required to retrieve data in the future is written on the film in a human-readable format, hardware and software independent.

PAPER

The impact of gate openers in accelerating research data literacy (in-person presentation)**Dr Tiyani Mabunda (North-West University, South Africa)**

Tiyani Mabunda is Director Open Scholarship at the North-West University Library and Information Service.

The universities as institutions of higher learning and knowledge production, play an important role in the reproduction of wealth of the nations and to its development. Therefore, it is important that the knowledge produced, including the data collected, is not limited to the selected few or to an individual researcher. Furthermore, research data should be accessible to the public in general, to reuse, reproduce and build upon it for collective benefit. The gate openers are playing a critical role in opening access to the university research outputs and research data produced. However, the work is not complete until the user community is well literate to use, store, convert, and access the available research materials or relevant datasets. The North-West University (NWU), Library and Information Service (LIS) has been playing a vital role in guiding the researchers in understanding data throughout the research data lifecycle. The qualitative approach was followed to collect real-life evidence to achieve the research objectives. Content analysis was used as a data collection instrument to ascertain the practice of NWU gate openers and the impact of the work in accelerating research data literacy. The findings show that gate openers have done more than we anticipated, to ensure that the literacy level is increasing and improving in the institution. The advanced data literacy programmes have shown a greater impact, notwithstanding the embeddedness of both faculty librarians and research librarians to the faculties and research centres.

PAPER

Virtual Exchange: Developing Global Digital Narratives and Metaliteracy in a Shared Learning Community (virtual presentation)**Dr Thomas P. Mackey (SUNY, Empire State College USA)****Dr Sheila M. Aird, (SUNY, Empire State College USA)**

Dr Thomas Mackey is Professor of Arts and Media in the School of Arts and Humanities at SUNY Empire State College.

Dr Sheila Aird is Associate Professor and Director of European Programs at SUNY Empire State College.

Abstract

How do we prepare learners for the dramatic changes of the “Fourth Industrial Revolution”? According to Klaus Schwabb (2016) “Shared understanding is particularly critical if we are to shape a collective future that reflects common objectives and values” (Schwabb, 2016, p. 2). Combining the theory and practice of metaliteracy with digital storytelling supports the development of shared learning communities for today and into the future (Mackey and Aird, 2022). Metaliteracy is a pedagogical framework that develops reflective learners as individual and collaborative knowledge producers (Mackey & Jacobson, 2022). Digital Storytelling is a global online course that integrates metaliteracy by adapting the core components of the metaliteracy model (learning domains, roles, characteristics, goals and learning objectives) to online learning activities and course outcomes (Mackey and Aird, 2022). Metaliteracy is embedded into the course through the application of open educational resources (OER) to develop metaliterate learners as ethical and informed producers of digital content (Mackey and Jacobson, 2022, Mackey and Aird, 2022). This innovative course is designed, developed and team taught to promote collaboration among learners located in the United States and Europe. Our research from this case study demonstrates that metaliteracy aligns closely with the goals of digital storytelling to construct and share meaningful narratives using a wide range of openly available digital technologies (Mackey and Aird, 2022). The course allows for the development of narrative styles while giving voice to their individual and shared stories. Through our teaching and research together, we have found that students construct knowledge together, as they teach and learn from each other about more than just the technology. Students also develop project management skills, and conduct collaborative research, about timely social causes such as climate change, COVID-19, and social justice. As part of this innovative global course, they also conduct peer reviews and learn to collaborate across international borders. Student projects are selected and then housed in a virtual museum that allows their work to be linked to and viewed in a living space outside of the course environment.

The goals of this presentation include the following:

1. Provide a descriptive analysis of this global course for collaborative teaching and learning
2. Discuss the combination of metaliteracy and digital storytelling to make students aware of their learning domains, learner roles, and characteristics
3. Examine the preliminary findings of our research with recommendations for building global digital storytelling communities that inspire collaborative knowledge construction
4. Describe how this model for combining metaliteracy and digital storytelling is transferrable to different disciplinary settings and pedagogical situations.

PAPER

Ways of understanding information literacy of undergraduate students of Library and Information Science of Mozambique: phenomenographic approach (virtual presentation) (WITHDRAWN)**Ilídio Manhique (Escola Superior de Jornalismo Maputo, Mozambique)****Helen Casarin (Sao Paulo State University, Mozambique)**

Ilídio Manhique is Professor and Researcher at Library and Information Department of Escola Superior de Jornalismo in Mozambique; Head of Library and Information Science Department at Escola Superior de Jornalismo, Mozambique.

Abstract

Information society is a broad context characterized by wide production and access of information. This context demand new knowledge and competences to enable individuals to develop critical and ethical use of information. Librarians are part of this process and must be well prepared to teach information literacy in their programs, so it's important to understand the ways future librarians conceive this information practice in their academic and social environment. The research aimed to investigate the different qualitative ways in which undergraduate students of Library and Information conceive information literacy in academic world and in daily activities. The study is descriptive and qualitative, and adopts phenomenography, which is a research approach that is concerned with mapping the people's conceptions about a particular phenomenon, so that they are organized into categories of description and into space results. This type of research follows an inductive logic, according to which, the categories of description emerge from the raw data of the research. Data collection was carried out based on an in-depth interview with students (22) from the fifth to the eighth semester of graduation in Library and Information Science at the Journalism Superior School (ESJ) and the School of Communication and Arts of the Eduardo Mondlane University (ECA / UEM), which are the two higher education institutions that offer such courses in Mozambique. Document analysis was also carried out, which consisted of the analysis of the Pedagogical Projects and curricular plans of both institutions to analyse the integration of this topic in the curricula of these courses. The results indicated that five qualitative ways (conceptions) were identified by which these students conceive information literacy, namely:

i) Access and retrieval of textual information in traditional environment; ii) use of ICT to access and retrieve information in digital context; iii) Selection and filtering of information; iv) information literacy as knowledge construction; v) information literacy as ethics and responsibility in the use of information. The document analysis showed the absence of specific disciplines or content of information literacy in curricular plans of both institutions. It was concluded that the conceptions that were expressed by students, can be fundamental to assist the insertion of information literacy in the curricula of Library and Information Science courses of both institutions. On the other hand, it is believed that these results can contribute to the identification of the gaps in the philosophical formulation in political and pedagogical projects and may help to reformulate them.

PAPER

The impact of a book club on Information Literacy Skill at an African University Library (in-person presentation)**Dina Mashiyane (University of the Free State, South Africa)****Tuto Kgosiemang (University of the Free State, South Africa)****Tebogo Makhurupetsi (University of the Free State, South Africa)****Dina Mashiyane** is Assistant Director at the University of the Free State Library.**Abstract**

Information Literacy allows individuals to engage and effectively use the information made available to them. Libraries play a fundamental role in ensuring users are acquainted with skills to search, organize, evaluate, and use information effectively (Aharony et al, 2017). The Neville Alexander Library at the University of the Free State established a book club to foster a culture of reading among its users. Reading has the benefits of enhancing critical thinking and is therefore intertwined with information literacy (Ulu, 2019). Librarians observed a lack of awareness among book club members in defining information and seeking needs, as well as difficulties in locating library materials in both print and electronic format. This resulted in informal information literacy instruction during book discussion meetings and library visits to borrow leisure reading books, and the development and implementation of a crossword puzzle competition as efforts to enhance information literacy endeavours. This study aims to investigate the perceptions of book club members to assess the impact of the book club on their information literacy skills. The population of the study consists of book club members, and data is collected through a survey and focus group interviews. According to preliminary findings, the book club has been effective in developing and improving the members' information literacy skills. The findings are expected to advocate for, and improve the use of library book clubs as platforms for embedding information literacy instruction. It can also be used to shed light on the phenomenon and motivate further research.

PAPER

Gauteng-North Secondary school teacher's level of awareness of online information usage and netiquette in line with Mason's PAPA model (in-person presentation)**Dina Mashiyane (University of the Free State, South Africa)****Nicolene Wessels (University of the Free State, South Africa)****Dina Mashiyane** is Assistant Director at the University of the Free State Library.**Abstract**

Gauteng-North Secondary school teacher's level of awareness of online information usage and netiquette in line with Mason's PAPA model.

Technological advancements have reimagined the teaching and learning landscape, making information easily accessible in a variety of formats. In line with changing pedagogical practices in South Africa, Information and Communication Technologies (ICT) have been embedded in schools to support the programme rolled-out by the Gauteng Department of Education, with the objective of bridging the digital divide in rural and township schools (Minty & Moll 2020; Msiza et al 2020). Though this is a good initiative for reducing disparities and enhancing educational standards, ethical online information usage becomes a concern for both students and teachers. Information ethics are more important than ever, as there have been reports of cyber-bullying, invasion of privacy, and plagiarism perpetrated by learners. Teachers, as knowledge gatekeepers, should be knowledgeable and skilled in raising awareness and advocating for online ethical use of information in school settings. The purpose of the study was to determine the level of awareness of online information ethics and netiquette in line with Mason's PAPA Model among secondary school teachers in Ga-Rankuwa, Gauteng-North region, South Africa. The study applied a qualitative approach, with participants chosen using non-probability convenience sampling. To collect data, eight schoolteachers were interviewed in semi-structured, face-to-face interviews. The findings indicate that schoolteachers have a limited understanding of the measures that can be used to ensure appropriate online information usage and netiquette among learners. Despite a basic awareness of netiquette topics such as online privacy, plagiarism, copyright, and cyber-bullying, teachers are not well equipped to address these issues in the classroom. The study recommends reinventing the school curriculum to incorporate online moral, and ethical (netiquette) teaching and continuous reskilling of teachers in this area.

PAPER

Data Literacy: Awareness of Research Data Management Issues by Researchers at South African Universities (in-person presentation)**Dr Matt Moyo (North-West University, South Africa)****Matt Moyo** is Chief Director of Library and Information Service, North-West University.**Abstract**

Research data management is a fairly new area of work to most researchers, particularly in a developing country such as South Africa. However, funders such as the National Research Foundation – an agency of the South African government, requires researchers to manage data on widely accessible platforms such as the Institutional Repositories, in support of the Open Science movement. Some publishers also require researchers to provide links to the repository where their data is stored, before accepted manuscripts could be published. This study sought to understand the level of awareness of data management issues by researchers at the university level. An online questionnaire was used to collect data from researchers comprising graduate students and academics. The questionnaire was distributed to all the 26 public universities in South Africa through the offices of the library directors, who in turn sent the questionnaire to their researchers electronically. One hundred and forty-one responses were received, of which one hundred and forty were found to be usable. The study was anchored on the research life cycle framework in which research librarians play a critical role regarding data management issues. Researchers were asked to respond to a range of questions which included the types of data that researchers normally used, how they normally got their data which they used in their studies, and how they usually use the data which they got from other sources. Published literature on the topic in the context of South Africa, is currently limited. In most cases, the focus of available literature is on libraries and librarians and not necessarily about researchers' awareness of research data management issues.

Preliminary results reveal some low level of understanding and awareness of data management issues by researchers. The study could therefore qualify as the first of its kind in South Africa and as such, the results will assist librarians and research administrators to understand the knowledge that researchers have regarding data management with a view to develop awareness programmes, which will help fill the identified gaps.

PAPER

Standardisation of information literacy content within the diverse and decentralised Wits libraries (in-person presentation)

Bongi Mphuti (University of the Witwatersrand, South Africa)

Bongi Mphuti is Subject Specialist for Architecture, OER and Scholarly Communication, University of Witwatersrand Library.

Abstract

The information literacy program is one of the library key focus areas that needs to be aligned with the university strategy, vision and mission, since its main purpose is to support teaching, learning and research in an academic environment. This paper identifies and addresses four areas of information literacy that can drive the library to have a winning program that can be integrated into the curriculum as follows: are the existing international and national information literacy standards relevant and meet user needs; can information literacy content be standardised; what is a winning presentation strategy using both virtual and onsite options; will collaboration with relevant stakeholders achieve unity, uniformity and standardisation?

The paper will conclude by highlighting the needed skills for the library personnel to be on par with the 'new normal' of blended learning.

PAPER

Information literacy for the support of student academic success at UWC during COVID-19 (in-person presentation)**Sibongiseni Mrwashu (University of the Western Cape, South Africa)****Anelisa Mente-Mpako (University of the Western Cape, South Africa)**

Ms Mrwashu currently serves as the Faculty Librarian for the Physical Sciences at the University of Western Cape.

Abstract

Introduction The COVID-19 pandemic has once again demonstrated that we have reached the apex of our size and the fourth industrial revolution. This disruption has altered the manner in which teaching and learning are conducted, and consequently, how information is consumed and applied. Globally, the importance of information literacy in achieving development goals and the advancement of societies are gaining recognition. In academic communities, librarians collaborate with academics to advance literacies to a significant degree. This study seeks to investigate how the University of the Western Cape promoted student success during COVID-19 and beyond. In 2016, the UWC Libraries officially adopted the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education (UWC Libraries, 2016). The ACRL framework is defined by six frames: "authority is constructed and contextual," "information creation is a process," "information has value," "research is inquiry," "scholarship is conversation," and "searching is strategic exploration" (ACRL Framework, 2016). Brief theoretical framework: The primary purpose of information literacy is to teach students how to use information effectively and independently. For the purposes of this study, the student-centered learning (SCL) approach has been identified as a viable research method. The SCL provides a sufficient framework for examining librarian navigation, service provision renewal, and student support. "Framework for Information Literacy in Higher Education" by the Association of College and Research Libraries (ACRL) describes a "renewed vision of information literacy as an overarching set of skills in which students are consumers and creators of information who can successfully participate in collaborative spaces" (ACRL, 2016, p. 8). The ACRL Framework as adopted by the UWC libraries will be utilized.

Methodology: A qualitative approach would be used to conduct a document analysis using Libguides, online how-to videos, self-paced tutorials, iKamva (lesson plan training material), and Twitter accounts that students already have. This method is simple to use, as well as to analyse and interpret data.

Findings/Recommendations: The preliminary findings of the analysis will be discussed in order to demonstrate how the library's information literacy contributes to student success at UWC.

PAPER

Decoding disciplinary difficulties in student learning: A case for Information Literacy Habits of Mind (virtual presentation)**Shehaamah Mohamed (University of the Western Cape, South Africa)**

Shehaamah Mohamed is Senior Librarian at the University of the Western Cape Library with a specialisation in Learning and Teaching and critical literacies.

Abstract

University students often experience hidden challenges in various courses across all levels of their academic careers. These difficulties often serve to deter student learning and academic progress which may end in high student failure rates. In some instances, this may be attributed to tacit assumptions that academic teachers make about their learners when preparing lesson plans, course content and learning assessments. It is often mistakenly assumed that students already possess the necessary information literacy (IL) ways of thinking to overcome bottlenecks within their respective disciplines. To this end, the researcher, who is a senior librarian and who specialises in teaching and learning at the University of the Western Cape (UWC) Library, will collaborate with academic teachers to decode specific disciplinary difficulties and to subsequently enhance the required information literacy knowledge practices in student learning. Using a qualitative research approach, this doctoral thesis will explore how two models namely, the ACRL Framework for Information Literacy for Higher Education (ACRL Framework) and the Decoding the Disciplines Paradigm (DtD), may be used to identify and deconstruct disorientating learning bottlenecks in the Department of Conservative Dentistry (Faculty of Dentistry); and the School of Business and Finance (Faculty of Economics and Management Sciences) at UWC. Although the ACRL Framework is intended for academic teachers and to be included in discipline-specific learning outcomes and activities, these proficiencies are not integrated in curricula at programme nor at course levels. Thus far, current research shows that the ACRL Framework is largely being taught by faculty librarians during IL training within particular disciplines. In addition, the researcher has not found studies that discuss how the expert's IL ways of thinking are incorporated into lessons and assessments. This constitutes a huge gap in the literature in this area of research. Furthermore, although studies about the DtD and its application in teaching and learning focus on expert ways of thinking, none have discussed how such cognitive processes of academic teachers should be used to develop information literacy Habits of Mind. The main objective of the study is to identify expert information literacy Habits of Mind that could be developed in students to overcome instructional bottlenecks; and to present an educational approach for transforming teaching methods to develop expert information literacy habits of mind. Participants will comprise of academic teachers and students. Self-administered, open-ended questionnaires, semi-structured interviews, formative and summative assessments and focus group interviews will be used to collect data. The findings of this study will enable librarians to collaborate intensely with subject matter experts with the aim to engender expert information literacy habits of mind in students, which may assist them to overcome learning bottlenecks.

PAPER

“Let me show you how it’s done”: information literacy practices of technical service librarians (virtual presentation)**Marguerite Nel (University of Pretoria, South Africa)****Mercia Moreane (University of Pretoria, South Africa)**

Marguerite Nel is the Head of Library Technical Services at the Department of Library Services (DLS), University of Pretoria (UP).

Abstract

The literature on people’s learning in workplace settings is clear that the creation of knowledge in organizations is inherently social and normative, and relies on shared notions, such as the testimony of others, group judgments, and organizational norms and standards (Byström et al., 2019; Choo, 2016). In the workplace, information literacy is thus a form of practical understandings, where people become knowledgeable by means of working together, sharing experiences, and constructing meaning out of what they do (Lloyd, 2011). The work environment of academic librarians is constantly and vigorously changing with knowledge creation rapidly shifting to new levels, and technology dynamically evolving to offer new opportunities for intensified processes, products, and services. Particularly in technical service units of libraries, infrastructure and tools are continually evolving, and along with other challenges, such as a retiring workforce and unfilled vacancies due to budget restraints, it becomes imperative to incorporate new developments, while simultaneously keeping expertise and knowledge within the organization. Yet, change is not easy, and when staff members are fully occupied with demanding daily tasks and projects, efforts to learn new skills to incorporate new developments in their work, are less prioritized.

This paper will report on a case study of the Library Technical Service unit at the University of Pretoria, on the practical application of theory on workplace information literacy practices in the everyday work context. It will in particular focus on the methodology to implement peer learning in the team to address succession planning and ensure professional development.

PECHAKUCHA

Animated instruction: UFS faculty librarians' approach to blended Information Literacy (in-person presentation)

Kegomodicwe Ellen Phuti (University of the Free State, South Africa)

Ronet Very (University of the Free State, South Africa)

Gadibolae Lydia Moshotloa (University of the Free State, South Africa)

Molatholi Sephoko (University of the Free State, South Africa)

Zinakile Wellington Sotu (University of the Free State, South Africa)

Kegomodicwe Phuti is a Faculty Librarian for Natural and Agricultural Sciences at the University of the Free State Library.

Abstract

Information Literacy (IL) is an integral part of teaching and learning in educational institutions to leverage the usage of various types of resources in support of both academic and everyday life information needs. Technological advancements are necessitating and forcing librarians to conform to trends in meeting the changing needs of both millennials and the generation Z. University of the Free State (UFS) faculty librarians have been utilizing traditional methods for facilitating IL, and scantily applied multimedia and resources to enhance content comprehension and engagements. In addition to this, the outbreak of a health pandemic (Covid-19), which brought an abrupt closure and limited access to libraries, hindered normal face-to-face IL endeavors, motivating librarians to reinvent their IL pedagogies. The UFS has explored the use of animation, a process of filming drawings in a sequence to give an illusion of movement, as a tool for teaching, learning, and engagement. This is corroborated by Kwasu and Ema (2015:113), who state that students believe that animation combats boredom, stimulates the senses of sight and hearing, and increases academic performance, hence enhancing the learning effectiveness of all students, even those with special needs. The UFS developed IL animation project focuses on training students on using the library's electronic resources. Librarians collaborated with different stakeholders, including the Department of Drama, Fine arts, Centre for Universal Access and Disability Support (CUADS), and the IDEA's Lab. It is anticipated that the presentation will motivate information professionals to rethink their IL instructional practices through embedding animations. In addition to this, it can also shed light and initiate further empirical research on this phenomenon.

PAPER

Efficacy of information literacy content offered to first-year law students at a rural-based university in South Africa (in-person presentation)

Maropene Ramabina (University of Venda, South Africa)

Alugumi Ndou (University of Venda, South Africa)

Maropene Ramabina is an Information Librarian: Law at the University of Venda.

Abstract

Information literacy (IL) has been adopted in the institutions of higher learning in Africa. However, there is still a lack of IL standards developed within the continent. A lack of homegrown IL standards led African universities to align the IL content with the international standards. In addition, the literature lacks report of studies examining the efficacy of the IL content offered to law students in historically disadvantaged universities. Based on the above statement, this study assessed the effectiveness of IL content offered to first-year law students at a rural-based university in South Africa. The assessment determined whether the IL programme provided to the first-year level law students at the rural-based university is aligned with the stipulated international IL standards. The study population consisted of 311 first-year law students at the University of Venda (UNIVEN) who registered for the Introduction to the Theory of Law 1541 (INT 1541) module. The study adopted a census sampling approach, using a survey design for data collection and Law Student Research Competency and IL Standards (LSRCILS) for assessing the IL content offered to first-year Law students at UNIVEN. This census sampling was used to select first-year law students who participated in and wrote the IL test in the 2019 academic year. Only 201 students attempted and completed the set test. This study used Blackboard Learning Management System accessed through <https://myuniven.univen.ac.za/webapps/login/> to collect and analyse data. The informal interview with three academics in the School of Law was used to validate the results of this study. The results revealed that the IL content offered for the first-year level Law students efficiently provides law students with the necessary skills to search for law-related information, using library resources and other Internet-based information sources. In addition, this study depicted the exclusion of evaluation of information sources in the currently offered IL content offered to the first-year level Law students at UNIVEN. This study recommended the integration of IL into all first year-level academic programmes at the University of Venda.

PAPER

The intersection between information literacy and critical pedagogy: updating the Stellenbosch University Information Literacy Framework (in-person presentation)**Jeremiah Pietersen (Stellenbosch University, South Africa)**

Jeremiah Pietersen is currently the Manager of Learning and Training at Stellenbosch University Library and Information Service.

Abstract

Information literacy is not a new concept in academic libraries. With international frameworks being developed since the 90s to guide academic libraries in information literacy provision, major underlying principles remain unchanged but has undergone revisions to take into account developments like digitalisation in the academe. This paper explores the impact of digital capabilities and the resulting impact of information literacy frameworks, using the case of the Stellenbosch University Library and Information Service's (SU LIS) 2022 revision of their information literacy framework as a case. In the 2021/2022 ACRL (2022: 249) top trends document, critical librarianship is identified as a trend. Critical librarianship makes provision for examining underlying power structures in the academe, the access (or lack of access) to information, and incentives that govern engagement with information. This paves way for critical information literacy.

In this paper, I explore how the inclusion of the Jisc Digital Capabilities model (Killen, Beetham & Knight, 2017) in the SU LIS revised framework addresses issues of the critical information literacy, and how this supports information literacy in the South African higher education context - resulting in a Digital and Information Skills Training Framework.

PAPER

How the use of knowledge graphs can drive information literacy in research (in-person presentation)**Bronwyn Rassmann, EBSCO****Bronwyn** is Director of Software-as-a-Service Innovation at EBSCO Information Services.**Abstract**

The 4th industrial revolution is described as the revolution and innovative use of digital technology, (Boone, 2022). Information Literacy can be described as a process of transferring knowledge into information “in a manner that is efficient, effective, and practical.” (Schroth, 2022) continues to describe the importance of research skills but with the advancement of technology this has changed how literacy of information is processed by users. Technology has become an enabler of literacy and understanding. Technology has also provided a platform for data to become more interconnected than ever before. This connection of data can be seen with the emergence of linked data standards such as the resource description framework (RDF) which is governed by World Wide Web Consortium (W3C) standards. We can also see this with the emergence of the knowledge graph, otherwise known as a semantic network which is represented by networks of “entities” and the relationships between them, (IBM, 2021). Within libraries, the desire to be able to perform a true semantic search has been the dream for more than three decades. Semantic searching in its most basic form is the ability to search any word and find exactly what you want without barrier. It describes a search with meaning across different terms, both from controlled vocabularies and natural language. This is very hard to achieve, but with knowledge graphs we can start to be able to search semantically, using linked data. An innovation using knowledge graph technology is the concept map. The concept map is the result of the mapping of controlled vocabularies and user’s natural language within a knowledge graph.

During my presentation I will introduce the theory behind knowledge graphs, and how the technology can be used to improve a user’s search across vocabularies resulting in contextual understanding.

PECHAKUCHA

Information literacy provision to postgraduates and researchers: the #SmartResearcher workshops experience (virtual presentation)

Marié Roux (Stellenbosch University, South Africa)

Marié Roux is the Manager for Research Impact Services at Stellenbosch University Library.

Abstract

It is often assumed that, unlike undergraduate students, postgraduates and researchers are well equipped with adequate information literacy skills to carry on with their academic programme and research. However, a focus group discussion held in 2019 with researchers and postgraduate students at Stellenbosch University Library and Information Service, contradicted this perception. Among the findings of the focus group was the fact that these user groups are not always aware of some of the research-related library workshops, services and resources. In response to this concern, the library decided to rebrand the research support information skills programme to #SmartResearcher workshops and to market this initiative more actively. This unique series of workshops was developed specifically aimed at postgraduate students and researchers covering topics related to the whole research process. Since its inception in 2011/2012, the workshop series has seen substantial adjustments in response to the needs of researchers, emerging topics such as research data management and data visualisation and changes in research and models of pedagogy. A recent study by Santharooban (2022) reported that participants to their research-related workshops mentioned that they did not have sufficient knowledge to start their research at first, but that after attending these workshops, they gained great confidence and practical knowledge on research-related aspects. Participants to the #SmartResearcher workshop series give similar feedback after attendance, which could be seen as an indication of the impact of this initiative. Although librarians started to test the use of Microsoft Teams for hybrid workshops in February and March 2020, the adoption of the webinar-format during the Covid-19 pandemic, accelerated the change to an online presentation format. The attendance numbers grew substantially during this time and for the first-time staff and students from various campuses of Stellenbosch University and distance students could participate.

This PechaKucha presentation will provide a brief overview of the metamorphosis and impact of the #SmartResearcher workshop series at Stellenbosch University Library and Information Service.

PAPER

Students' Perception of the Engineering Librarian using Multimodal Teaching Methods at the Durban University of Technology for the provision of Information Literacy (in-person presentation)**Mousin Omar Saib (Durban University of Technology, South Africa)****Mogiveny Rajkoomar (Durban University of Technology, South Africa)****Nalindren Naicker (Durban University of Technology, South Africa)**

Mousin Omar Saib is currently employed at the Durban University of Technology in South Africa as a Subject Librarian.

Abstract

The impact of the Fourth Industrial Revolution (4IR) on multimodal teaching methods became a reality during Covid -19. Prior to the pandemic, the shift to using multimodal teaching methods in the 4IR was uneven and measured. However, worldwide during the pandemic, academia accelerated towards using multimodal teaching approaches. Although information literacy is not ubiquitous at higher education institutions, academic librarians also reflected and repositioned their teaching methods aligned to the 4IR during the pandemic. This paper presents the empirical findings related to multimodal teaching methods used by the engineering librarian prior and during the pandemic at the DUT. The Community of Inquiry framework was used to explore the teaching, social and cognitive presence of the engineering librarian in multimodal environments. An online questionnaire was distributed to a cohort of first year engineering students. The aim was to gain an understanding of the engineering librarians teaching practices from a student's perspective. The results illustrate academic librarians can use multimodal teaching methods to enhance learning, irrespective of the environment. The findings provide significant student perceptions of multimodal teaching methods used for the provision of information literacy at the DUT.

PECHAKUCHA

Engaged learning through gamification: UFS Libraries and virtual escape rooms (in-person presentation)

Molatholi Sephoko (University of the Free State, South Africa)

Nambitha Manqola (University of the Free State, South Africa)

Molatholi Sephoko is Chief Information Officer at the University of the Free State Library.

Abstract

The current digital landscape has ignited academic libraries to explore ways to engage and motivate users/digital natives who are fascinated with technological developments that are appealing and engaging. This generation has a short concentration span, where only verbal or textual information tends to influence their information intake and comprehension. University of the Free State (UFS) faculty librarians have created various multimedia resources for IL; however, these tools have received scant engagement and participation. This motivated faculty librarians to strategically develop and include virtual escape rooms, using the LibWizard application from SpringShare as one of the primary interactive training tools in one of the modules where IL has been officially embedded. The gamified escape rooms are designed with information searching and reference in mind. This technique is supported by Giles (2015), who asserts that gamification is an engagement strategy for teaching students how to use online library resources through a hands-on activity in which they are actively involved.

This Pecha Kucha presentation, which will demonstrate the new strategy implemented by UFS librarians in enhancing their IL endeavours, is expected to motivate the use of virtual escape rooms for gamification purposes in academic libraries. Furthermore, it can initiate additional empirical research on this phenomenon as an innovative strategy to complement various types of IL practices.

PAPER

Impact of Digital Transformation on Academic Library Services (in-person presentation)**Kgaogelo Shai (University of Limpopo, South Africa)****Abigail Shoroma, University of Limpopo, South Africa)**

Kgaogelo Shai is Subject Librarian for Turfloop Graduate School of Leadership in the Faculty of Management and Law at the University of Limpopo.

Abstract

University libraries have a mandate to provide library user education to guarantee optimal, effective and efficient utilisation of the costly information resources and services. University of Limpopo (UL) is offering Library Orientation, aimed at first entering students, Bibliographic Instruction aimed at returning students and Information Literacy aimed at the extended programme students. Subject Librarians offer all the training programmes. In the wake of the Covid-19 pandemic, the Subject Librarians had to transform their services to multi-modal. This study examines the transformation of the delivery of the information literacy programme from the perspectives of Subject Librarians before and during Covid-19. The 11 Subject Librarians were using a purposive sampling method, as they are the facilitators of the Information Literacy programme. The programme was offered traditionally and the attendance was good, virtual attendance posed some challenges from both the facilitators and the attendees. Through the review of the attendance through blackboard, from the attendance registers, and from the overall assessments, it was evident that information literacy as set out to help improve learning by making information locating, access and evaluating is indeed pivotal. The behaviourism theory was adopted to provide guidance to this study. The results reveal that the majority of students attended information literacy sessions. The virtual attendance was not as good as the face-to-face attendance, while on the other hand, the rate of participation was higher on the virtual platform. It was evident from the marks obtained and tasks given students that they are now able to search for information from the library catalogue and use other information retrieval tools, as well as to evaluate the information retrieved. However, the librarians expressed that limited numbers of students do attend the virtual sessions. Other challenges hindering the success of the programme are loadshedding, connectivity, data shortages and non-attendance by some students. A lack of collaboration from the stakeholders is the biggest challenge they encounter in delivering user education programmes. The study recommends that librarians should intensify their marketing of library user education programmes through communication with the prospective attendees, and escalate the marketing efforts to the university management. Strong collaboration between academics, librarians and students is also recommended.

PAPER

Rethinking and reimagining the provision of Information Literacy during the Covid 19 pandemic: a case of University of Limpopo Library (in-person presentation)**Abigail Shoroma (University of Limpopo, South Africa)****Kgaogelo Shai (University of Limpopo, South Africa)****Gloria Ramaboea (University of Venda, South Africa)****Abigail Shoroma** is Librarian: Faculty of Management Law at University of Law, Turfloop campus.**Abstract**

In the wake of the Covid-19 pandemic, imposed lockdown and the closing of institutions of higher learning in South Africa, the Library had to close, rethink the operation processes, reform the evolving services and reassemble its resources to maximise accessibility. The sudden and unexpected outbreak of the virus demanded prompt response from institutions which were lagging behind in implementing online teaching and learning. Information Librarians had to provide adequate remote services to researchers, academics, and students alike in support of teaching, learning and research. They also had to adapt to the multimodal training methods for user education programmes and start to offer the programmes online through blackboard collaborate interface, and also conduct assessment. Throughout the lockdown period, Information Librarians had to work hard with limited resources to repurpose the library vision for user education programmes, and ensure the library remains relevant. Information Librarians were met with various challenges throughout, yet they showed resilience. Students were equally overwhelmed by adapting to online learning because the connection was very limited and face-to-face attendance impossible due COVID-19 regulations (Mehta and Wang 2020:354). The purpose of this study was to explore the Information Librarians' response to the pandemic, the challenges they faced in offering User Education programmes whilst working remotely, and their working practices, services patterns, strategies applied, and role played. The social constructivism theoretical framework was applied in the study which is a sociological theory of knowledge according to which human development is socially situated and knowledge is constructed through interaction with others, (Creswell, 2013). A survey was conducted through google forms to collect data and compare with the assessments to determine the impact of information literacy during the pandemic and the challenges thereof. The study reveals that Information literacy is essential to first entering students, as it provides guidance on how to access, interact and decipher information. It is thus advisable to have the programme be accredited and embedded in all the first-year courses. Chipeta (2010:21) infers that "An information literate individual cares about the quality of the answer to what he/she is investigating, and is prepared to work to guarantee that quality".

PAPER

Frontline staff and Information Literacy: a case study at the Durban University of Technology library (in-person presentation)**David Thomas (Durban University of Technology, South Africa)****Patricia Nomsikelelo Badenhorst (Durban University of Technology, South Africa)****Mousin Omar Saib (Durban University of Technology, South Africa)****David Thomas** is the Manager for Academic Services at the DUT library.**Nonsikelelo Patricia Badenhorst** is Librarian: Training and Development at DUT.**Abstract**

The Fourth Industrial Revolution (4IR) has transformed the global teaching and learning landscapes at higher education institutions. Academic libraries, being the information hub for teaching and learning, are deeply impacted as the 4IR gains momentum. Presently, to realign academic library services to embrace 4IR, there is a definitive need for library staff to learn new skills. This will enable them to become versatile in their jobs and empower them with diverse skills set for the future. One such initiative is the provision of information literacy (IL) to the broader university community that are serviced daily. The Durban University of Technology (DUT) library hosts a comprehensive in-house continuous professional development (CPD) program to support such initiatives. Continuous professional development at DUT is geared at building staff competencies and improving the quality of services offered to library users. Recently, the library introduced a CPD initiative that focused on developing the IL skills of frontline library staff. This category of staff, many of whom have library qualifications, function at the circulation service points with the desire to eventually occupy professional librarian posts. The Instructional System Design (ISD) model guided this case study. The ISD model emphasises key phases; Analysis, Design, Development, Implementation, Evaluation and Feedback.

The outcomes of the initiative revealed that the participants demonstrated improved competencies in the application of information literacy skills within their work environment, thus contributing to their life-long skills.

PAPER

Review of Information Literacy Module at Central University of Technology, Free State (in-person presentation)**Pelisa Vanda (Central University of Technology, South Africa)****Tununu Joyce Smith (Central University of Technology, South Africa)****Zukiswa Maya (Central University of Technology, South Africa)****Pelisa Vanda** is Faculty Librarian at the Central University of Technology.**Zuki Maya** is Deputy University Librarian: Client Services at Central University of Technology.**Abstract**

In this report, the Information Literacy module facilitators reflect on the experiences and challenges encountered while conducting a review process of the module at the Central University of Technology (CUT), Free State. Reflection, according to Donald Schon's theory, is the ability of professionals to think about what they are doing while they are doing it. The module review project is a deliverable of the CUT library's strategic goal, which is to support students in achieving academic success and preparing for work excellence in the digital world. There was also a need to determine the overlapping of information literacy content in other CUT core-curriculum modules such as Digital Literacy, Academic Literacy and Communication Studies, Numeracy, Reading Skills, and training programs offered by Writing Centre. The purpose of this descriptive report is to discuss the preliminary findings of the review and share lessons learnt during the process. The methods and techniques employed in the review process included group discussion, desktop research, benchmarking, and opinions of various stakeholders. In this report, recommendations for a successful review process are discussed. The review process of the information literacy module at CUT is in progress and the final findings will be shared with relevant stakeholders on similar platforms.

PAPER

Opportunities and challenges of integrating information literacy as a credit-bearing module into first-year level academic programmes (virtual presentation)**Dr Acquinatta Nomusa Zimu (Department of Information Science, University of South Africa)****Alugumi Samuel Ndou (University of South Africa)****Dr Acquinatta Nomusa Zimu** is Senior Lecturer at the Department of Information Science, Unisa)**Abstract**

The concept of information literacy (IL) has evolved to include many literacies such as digital literacy, media literacy, academic literacy, copyright literacy and many others. In South Africa, literature indicates that many university students have become cell phone savvy, but it is not clear if this enhances their digital literacy skills to access and retrieve information for their academic programmes. In addition, it is not clear if IL programmes, and curriculum of universities and their libraries have accommodated these new literacies.

This study aimed to find out if the IL programme content of the studied university took cognizance of the new literacies. It also aimed to explore opportunities and challenges of integrating the IL programme into the curriculum, and what recommendations can be made in line with the challenges identified.

PECHAKUCHA

Beyond the library walls: Information literacy instruction for postgraduate students and researchers at a university library during a crisis (in-person presentation)

Hesma van Tonder (University of the Free State, South Africa)

Carmen Nel (University of the Free State, South Africa)

Hesma van Tonder is Research Librarian at the University of the Free State Library and Information Services.

Abstract

The COVID-19 pandemic had taken the world by surprise, with countries going into lockdown. South African higher institutions were not spared and had to close with only a few days' notice. Research continued, and the libraries had to continue with their services despite the lockdown. With this abrupt closure of libraries, access to physical resources was a challenge, leading to enhanced ebooks acquisitions and marketing of other electronic information resources. Librarians quickly got accustomed to various internet-based communication platforms, such as MS Teams, Blackboard Collaborate, and Zoom. The training was conducted for students and researchers via these platforms, which also provided some challenges, such as no and very little interaction between the librarians and students. Research librarians had to reconsider their strategy to enhance online engagements by implementing interactive tutorials and resources. Online quizzes and group discussions were then incorporated into the virtual Information Literacy (IL) sessions to ensure participation and collaboration amongst postgraduate students and researchers.

This PechaKucha presentation will be a welcome contribution to strides made by the UFS research librarians during a time of crisis, in enhancing IL practices and reaching out to both students and researchers beyond the library wall. It can also motivate further research on this phenomenon both nationally and globally.

DOCTORAL FORUM

Information Literacy in the Omani Government Companies and its Impact on Employees' Engagement and Performance (in-person presentation)

Hamed Al Azri (Sultan Qaboos University, Oman)

Naban Al-Harrasi (Sultan Qaboos University, Oman)

Hamed Mohamed Al-Azri PhD is a student at Department of Information Studies, Sultan Qaboos University, Muscat, Oman.

Nabahan Harith Al-Harrasi is Associate Professor at the Department of Information Studies, Sultan Qaboos University, Muscat, Oman.

Ali Saif Al-Aufi is Professor at the Department of Information Studies, Sultan Qaboos University, Muscat, Oman

Abstract

The proposed PhD study aims to determine differences in information experience among directors and decision makers in the Omani government companies. The study employs a phenomenographic approach to understand the different ways that employees experience when using information in the workplace. The data was collected through 36 semi-structured interviews with all nine holding group companies affiliated with the Oman Investment Authority. The study is currently in the data analysis stage. The significance of the current study lies in its categories of description that represent critically and qualitatively the different ways of information experience in the workplace. Also, it is expected that findings will generate an "outcome space" for the phenomenon of information literacy, which shows how the different categories of description relate to each other. The results also expected to give richer and broader understanding of how people recognize the use of information in the workplace. Contribution of new knowledge and understanding about people's engagement with information for learning in everyday life is of great value in the current study. In practicality and policy making, the results of the study are expected to guide the design of how information is processed and disseminated to employees, and come up with lesson plans for programs that teach people how to use information efficiently at work.

GUIDELINES FOR PRESENTERS

Presentations

Take note of the structures and timings for the different presentation types:

1. Individual papers

Papers will be 20 minutes with 10 minutes for discussion and questions.

2. PechaKucha

These sessions will cover work in progress reports, fresh developments, innovations and good practices. It is a short, very focused, visually appealing and inspiring narrated slide show (20 slides), 6 minute 40 second length (20 seconds for each slide). 10 minutes for discussion and questions will also be allocated for each presentation.

3. Doctoral forum

This section covers short papers either on a critical literature review of the research topic or research question(s), research objectives, research methodology and work done so far of ongoing work of PhD students. This provides an opportunity to gain valuable feedback from peers and subject specific experts. Papers will be 20 minutes with 10 minutes for discussion and questions.

4. Posters

- Posters should be prepared in advance and brought already printed to the conference by the presenters.
- Furthermore, conference organizers will not be able to receive any posters by mail in advance, print or transport posters.
- There will not be facilities on-site for printing or composing posters.
- No audio-visual equipment is permitted for poster presentations.
- You may also bring handouts.
- Each poster should be no larger than A0 paper size measuring 84.1 cm (width) × 118.9 cm (height) or 33.1 inches (width) × 46.8 inches (height).
- Each presenter is allowed one poster.

5. Keynote papers

Keynote presentations will be 45 minutes with 15 minutes for discussion and questions.

Practical guidelines

- Please be at the venues on time. You are requested to be at your designated venue at least 10 minutes before commencement of the session. If you do not arrive on time, the presentation will not take place – at the discretion of the session chairperson – and

the programme is followed as it is published. If for some reason you cannot present at a specific time anymore, please contact the programme committee via the registration desk.

- Presenters may bring their files in MS PowerPoint format on USB drives.
- Presenters are advised to keep to the time limit. The Session Chair will not allow any presenters exceed the allocated 20 minutes in any case.
- There will be an opportunity for questions and discussion after each presentation. During this time, participants may ask more questions and seek clarifications from the presenter. Please keep the question and answer not more than the time allotted.
- The content of the presentation can be a very brief introduction of the concepts, research problem identified, methods used, findings, conclusion, limitation etc.
- It is recommended that the presenters focus more on their research methods, findings, implications and the usefulness of the research and not the literature. Unless a presentation involves a conceptual, literature of philosophical or similar research.
- There will be ample opportunities during the breaks and lunch for further discussion.

Guidelines for session chairs

- Session chairs are requested to check the conference schedule and be clear about the exact date, time, venue and room of the session that you are chairing.
- Please be in your designated venue at least 10 minutes prior to the commencement of your session. Acquaint yourself with the working of the lights, computer LCD projector etc. Please contact the registration desk or usher immediately if you face any problems.
- Please stick to the time as indicated on the programme. Chairs may not swop or move sessions. If presenters do not show up, then the registration desk staff must be notified and then the specific presentation is cancelled and the programme is followed normally. Changes can only be determined and communicated by the programme committee at the start of each morning's session.
- Announce the time allotted to each paper (see at the start of this document).
- Briefly introduce yourself and welcome the participants to your session. Announce that you will be chairing this session. Remind the presenters and audience to adhere to the guidelines.
- Please ensure that each presenter starts on time and ends on time. It is your
- responsibility to ensure that the session finishes on time. Cards showing the time left will be provided in the rooms (5 minutes, 1 minute and Stop for papers or just 1 minute and Stop for PechaKucha).
- When inviting presenters, announce their name and surname, affiliation and title of the paper. You may refer to the conference programme.
- Please encourage questions and answers, discussions, comments and interaction among the participants given the time limit.
- At the end, convey acknowledgements and thanks and either invite the next speaker or conclude the session.

Article publication

Presenters at the International Conference on Information Literacy 2022 (ICIL) are invited to submit their papers as articles to the *Communications in Information Literacy* journal for consideration. Articles must be submitted directly to the journal. All submitted articles must comply with the guidelines of the journal and will be evaluated for their relevance and standards of quality by the editors. When submitting, indicate that the article was presented as a paper at the International Conference on Information Literacy (ICIL). For more on the journal, see <https://pdxscholar.library.pdx.edu/comminfolit/>. The author guidelines are available here: <https://pdxscholar.library.pdx.edu/comminfolit/policies.html>. Presenters should ensure that their submitted articles conform to the author guidelines and the scope of the journal.

Contributions can also be submitted to Prof Susan Montgomery at Rollins College, Olin Library for an edited volume on information literacy. The focus will be on information literacy instruction and initiatives at higher education institutions outside the U.S./Canada and Europe and tentatively titled Academic librarians across borders. Proposals must be submitted in English, but chapters can be written in the author's preferred language.

Proposals can be submitted online at this link: <https://forms.gle/o1cm7bYMQQQkVQJn9> and the deadline is **Friday, December 16, 2022 at 5:00 PM ET (9:00 PM GMT)**.

Contact smontgomery@rollins.edu for any questions.



<https://library.nwu.ac.za/>

