

**UNIZIK JOURNAL OF RESEARCH**  
*IN*  
**LIBRARY AND INFORMATION SCIENCE**

**VOL.1 NO.2 JUNE 2008**

22

1921-30



**DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE**  
**NNAMDI AZIKIWE UNIVERSITY**  
**AWKA**



**Editor-in-chief**

Rev. Dr. Obiora Chukwuma Nwosu  
H.O.D Department of Library and Information Science  
Nnamdi Azikiwe University - Awka

**Associate Editor-in-Chief**

Prof. E.A Apeji  
National Educational Research Development Centre  
Abuja

### **EDITORIAL BOARD**

**Mrs. Rose Nwana**  
Dept. Lib. & Infor. Science  
NAU - Awka

**Mr. E.O. Onwuka**  
University Librarian  
NAU- Awka.

**Miss. Anthonia Nwabueze**  
Dept. Lib. & Infor. Science  
NAU- Awka.

**Dr. A.A. Ugwuanyi**  
Dept. Lib. & Infor. Science  
NAU- Awka.

**Sir. E.S Muogilim**  
Dept. Lib. & Infor. Science  
NAU- Awka.

**Dr. E. S. Anaehobi**  
Dept. Lib. & Infor. Science  
NAU- Awka.

**Mrs. Esther Aghauche**  
Dept. Lib. & Infor. Science  
NAU- Awka.

**Dr. Okee Okoro**  
Dept. Lib. & Infor. Science  
Imo State University -Owerri

### **CONSULTING EDITORS**

**Prof. Sam Ifidon**  
Edo State University  
Ekpoma

**Dr. K.I.N. Nwalo**  
University of Ibadan  
Ibadan

**Prof. Bimpe Ike**  
Nnamdi Azikiwe University  
Awka

**Prof. C.C. Aguolu**  
University of Maiduguri  
Maiduguri

**Prof. E.S. Afolabi**  
University of Uyo  
Uyo

**Ralph Nwamefor**  
Udoka Housing Estate  
Awka.

**Prof. G.O. Alegbeleye**  
University of Ibadan  
Ibadan

**Mr. J.C. Anafulu**  
Anambra State University,  
Uli

**Dr. (Mrs) Eunice Anucheazi**  
University of Nigeria  
Nsukka

Unizik Journal of Research in Library and Information Science will be published twice yearly (biannually) in June and December by the Department of Library and Information Science, Faculty of Education, Nnamdi Azikiwe University, Awka.

Editor in Chief, (Revd Dr. Obiora Chukwuma Nwosu), Department of Library and Information Science, Faculty of Education, Nnamdi Azikiwe University - Awka, Nigeria  
(e-mail: obinwachrist@yahoo.com) or any member of the editorial board nearest to you.

**Publishing Company** - IFEVIC PUBLISHERS LIMITED, OBA  
ANAMBRA STATE. 08038653520.

**ISBN:2006-1390**



## EDITORIAL

Unizik Journal of research in Library and information sciences is a refereed oriented journal . It aims at promoting research activities in the person profession. Library and information Scientists are called upon to do well researched papers on issues and trend in our profession and send to us for publication.

Ten articles are published in this second edition of the journal. The papers deal with various issues at interest to our profession. Prof. Sam. Ifidon presents the significant features for determining university library building space standards. Nwalo gives a blue print for the students industrial work Experience Scheme(SIWES)for holistic training needs of today librarianship undergraduates. Madu writes prompting standards for effective teaching and researching library and information profession in the 21st century. Nwosu presents efforts made in introducing ICT in library operations and services at Alex Ekwueme library, federal polytechnic, Oko. Nnadozie and okeke studied the use of res our services of a private university library in Nigeria. Onwudinjo and Okeke discusses the issues emerging from the neds for digitizing law libraries in Nigerian Universities. Okoro and Azubogu look at the funding of journals as a factor with respect to the growth in libraries of universities. Nwabueze examines the need for empowerment-oriented literature for children. Chukwuma analyzes Igbo/English bilingual speeches in order to promote improved performance in English communication skills. Agbanu and Agwuna examine the role of school libraries in the implementation of the new 9-3-4 system of education.

Rev. Dr. Obiora Nwosu  
*Editor-in-Chief*



# PROMOTING STANDARDS FOR EFFECTIVE TEACHING AND RESEARCH IN LIBRARY AND INFORMATION PROFESSION IN THE 21ST CENTURY

BY

DR. E. C.MADU

Department Of Library And Information Technology Federal  
University Of Technology, Minna, Niger State.

## *Abstract*

*The paper discusses the main objective of degree programmes in Library and Information Science. The major functions of Library and Information Science graduates on the field are stressed with a call on library schools to meet appropriate professional standards. Provision of relevant learning resources and exposure of students to working environments were also stressed. Expected characteristics of graduates of library schools with appropriate standards are mentioned in the paper.*

## 1. Introduction

1.1 Designed programs in this subject field of Library and Information Science are designed to provide a fundamental education to prepare students for professional posts in information, knowledge, library, records or archives management and cognate fields. The broad aim of these programmes is to equip students with a range of knowledge, understanding and skills at level that will enable them to take advantage of career opportunities in a variety of jobs broadly concerned with the management of information. Students should also acquire an understanding of the historical and theoretical context of the subjects covered.

1.2 Student following programmes in this field should develop competencies related to identifying, creating, acquiring, organizing



retrieving, preserving and disseminating information. There are substantial differences in both the content and the titles of programs, reflecting their particular disciplinary focus, but they are all intended to provide students with a sound foundation for professional practice in their chosen domain. This spectrum of provision is reflected in a variety of degrees, some of which are cross- departmental. The subject is taught at foundation, undergraduate and postgraduate levels.

1.3 Professional and vocational relevance are important aspect of these programmes, which generally include exposure to current professional practice and/or a period of in-service job-specific training as an integral part of the curriculum. Programmes are likely to be accredited by relevant (professional) bodies such as the National Universities Commission (NUC). In Minna Llibrary School for instance, a six month Industrial Training (IT) is a compulsory component of the training. This subject benchmark statement does not by itself confer professional accreditation or approval and is equally applicable to all programmes, whether or not they are accredited by a professional body or bodies. It is also expected that graduates will undertake continuing professional development throughout their careers to keep their knowledge, skills and understanding up to date.

#### **Need for Academic standard**

Ogunsheye (1999) has identified the need for managers of knowledge and information resources to brace up with world trends in development in the 21st century.

Specifically, she identified three basic reasons which include:

- (a) The transformation in the style and user demand for information in development industrial societies of the world.
- (b) The development in the use of computers to store, organize, retrieve and the application of telecommunications available to users in distance place.
- (c) The world trend toward globalization of institutions, structures, services and operations for optimum results, especially in the use of virtual reality for library operations.



To ensure standard therefore and meet up with the millennium goal especially as it effects Library and Information Science, there is the need for a second look at the subjects offered in the Library Schools.

## **2. SUBJECT KNOWLEDGE AND UNDERSTANDING**

2.1 The following is an outline of the broad areas of knowledge that characterize librarianship and information management. The emphasis placed on each area will depend on the disciplinary focus of particular programs

### **Information resources and collection management**

- Familiarity with documentary and other sources of information, through a range of physical and virtual channels, media and formats.
- The ability to identify, assess, evaluate and use such resources in different contexts.
- The ability to develop, arrange, manage, preserve and review collections of information objects and other resources for particular communities.

### **Information retrieval and knowledge organization**

- Understanding of human information behaviour, information seeking processes and information retrieval systems.
- Familiarity with frameworks, standards and systems for the description, classification and indexing of information and knowledge containers and content.
- The ability to create or select appropriate tools and perform relevant operations on document content to facilitate access to information.

### **Information literacy and user support**

- Understanding of the concepts of information literacy and reader development and their application in education, the workplace and society.
- Understanding of the role of information professional and information agencies in developing information literacy, promoting reading and supporting learning.
- The ability to identify and make appropriate interventions to help different types of information users become information literate.



### **Information services and intermediary roles**

- Understanding of the functions and activities of information specialists in mediating access to information for particular communities in specific contexts.
- The ability to anticipate, determine, stimulate and satisfy the changing needs of existing and potential information users in a global technology rich environment.
- The ability to design, develop and deliver information products, systems and services to match customer requirements in conformity with appropriate quality standards.

### **Information agencies and professional institutions**

- Understanding of the different types of organizations that produce, disseminate and store information and their place in the information chain.
- Familiarity with the purposes, operations, facilities, services and interactions of libraries, information centres and knowledge repositories in all sectors.
- Awareness of the professional context of information management, including standards and codes of practice, professional bodies and relevant government agencies.

### **Information environment and policy context**

- Awareness of the cultural, ethical, economic, legal, political and social issues surrounding the use of information by individuals and groups in organization and society, at local, regional, national, international and global levels.
- Familiarity with the legal and regulatory framework within which information professionals operate, including the law relating to freedom of information, data protection, defamation, copyright, patents and other intellectual property.
- The ability to identify and apply appropriate policies and procedures to the creation, capture, storage, dissemination, retrieval and destruction of information to ensure compliance with regulatory frameworks.



### 3. TEACHING, LEARNING AND ASSESSMENT

#### Teaching and learning

3.1 Teaching and learning may be delivered in both real (physical) and virtual environments. Programmes should facilitate reflection on and self-assessment of learning. Given the importance of the development of practical and technical skills for librarianship and information management graduate across all areas of professional practice, institutions should integrate skills-based learning activities within their programs.

3.2 Because of the nature of subject matter, library schools will be expected to place particular emphasis on inquiry and evidence-based practice, and to foster a high standard of ability to conduct research. Higher standards than expected in other subjects will also be demanded in the quality of literature searching carried out by students, and in the accuracy of their bibliographic citations.

3.3 All those involved with teaching and learning are expected to meet the appropriate professional standards; indicative of such standard are those set down by the regulating bodies like the National Universities Commission (NUC) and the Librarian's Registration Council of Nigeria (LRCN) etc.

3.4 Depending upon the mode of study, Learning and teaching can include: use of computers in, for example, internet searching, web page design and database creation; and access to online hosts, CDROMs, Online Public Access Catalogues, digitised archives and electronic journals.

Intensive use of libraries and/or archives, which will be viewed as more than the standard resource used by all students, and will be used wherever possible as a controlled environment laboratory where students can undertake a variety of practical work or projects and gain experience of working with specific resources and collections.

3.5 A range of self-guided student-centred learning resources, including paper-based materials and information technology (I T) -based resources,



such as tutorial modules, chat rooms, discussion groups, message boards and Website.

3.6 Guided and directed reading within the specialist literature (including books, journals and electronic resources) to help establish, develop and reinforce knowledge and understanding.

#### **Learning resources**

3.7 Within the library school there must be sufficient resources to deliver the curriculum, including archive and audio visual materials, published literature in both printed and digital formats, learning support materials, specialist equipment and IT for traditional on-site students, part-time students and those studying by distance learning. Many institutions offer online learning facilities, including access to online resources, assessments and guidance using a virtual learning environment. Institutions should facilitate access to relevant published and unpublished literature in a variety of formats and to IT facilities, appropriate primary sources, and for Science-based work; properly equipped and staffed laboratories. Resources should be up-to-date, readily available with easy and convenient access, well managed and effectively developed.

#### **Practical knowledge/experience/awareness of discipline specific software and other resources**

3.8 Given the vocational nature of the disciplinary fields to which this standard statement relates, students will be expected to make more intensive use of a range of information and communications technologies, and of libraries and/or archives, than is expected of students in most other disciplines. Students will be expected to develop practical knowledge/experience/awareness of relevant discipline-specific software and hardware resources, such as library management software, content management systems and digitisation equipment

It is the responsibility of the higher education institution to determine the most appropriate resource for a particular program or programs and to ensure access.



## Exposure to practical environments

3.9 Librarianship and Information Management, Archives and Records Management are vocational disciplines. Programs will be designed to equip graduates with the knowledge, skills and understanding to enter professional practice in any aspect of the discipline encompassed by this benchmark statement. It is important that students are exposed to current professional practice and that they are encouraged to integrate their learning experiences in the practices environment with the formal knowledge gained through their studies

3.10 Exposure to professional practice may be obtained by a variety of means, such as: work placement, projects, research, visits and by attending talks by visiting practitioners. Although the professional bodies no longer require students to have previous work experience before starting their programs, it may be a prerequisite in some higher education. An increasing number of students combine attendance on both full and part-time programs with work in relevant environments, but they should not be excluded from the learning opportunities made available to students without current relevant work experience.

3.11 A key outcome for all programmes is that they should foster an appreciation of the value of continuing professional development amongst graduates. Students should be made aware of relevant learned societies and statutory and professional bodies and be encouraged to participate in relevant activities within and/or outside the institution in which they are studying. Students should be encouraged to develop a positive attitude to learning throughout life and be helped to develop their capacity to plan for their future educational and career development.

## 4 Standard Statement

4.1 This is interpreted to mean that all students graduating with an honors degree in the disciplinary fields of Librarianship and Information Management, Archives and Records Management will have achieved this level of knowledge, understanding and ability. Student who reach this

a  
fi  
di  
pr  
ba  
Ty  
4.2  
stu  
anc  
Stu

knc  
crit



standard will be characterized by their ability to:

Demonstrate a systematic understanding of the main body of knowledge or their program of study

Understand and apply essential concepts, principles and practices of the subject in the context of well defined scenarios, showing judgement in the selection and application of processes, materials and techniques

Produce work involving problem identification and the analysis, design and development of a system, process or procedure, with appropriate documentation. The work will show some problem solving and evaluation skills; drawing on some supporting evidence, and demonstrate a requisite understanding of the need for quality.

Demonstrate transferable skills and an ability to work under guidance and as a team member.

Identify appropriate practices within a professional and ethical framework and understand the need for continuing professional development.

Manage their own learning and make use of scholarly reviews and primary sources appropriate to the field of study. discuss applications based upon the body of knowledge.

#### **Typical standard**

4.2 This indicates the standard of achievement expected of the majority of students graduating with an honours degree in the discipline librarianship and Information Management, Archives and Records Management. Students who reach this standard will be characterized by their ability to:

Demonstrate a sound understanding of the main areas of the body of knowledge within their program of study, with an ability to exercise critical judgement across a range of issues

Critically analyze and apply a range of concepts, principles and



practices of the subject in an appropriate manner, showing effective judgement in the selection and use of processes, materials and techniques

Initiate and carry out work or projects involving problem identification, problem solving and analysis and evaluation skills, drawing upon supporting evidence.

Analyze, design and develop systems, processes or procedures which are complex, and fit for definite purpose.

Exercise critical evaluation and review of both their own work and the work of others.

Apply appropriate practices within a professional and ethical framework, and identify mechanisms for continuing professional development and lifelong learning.

Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

Demonstrate transferable skill necessary for employment, such as the exercise of initiative and personal responsibility, decision making skills and a commitment to further personal professional development.

4.3 while the above benchmark standards are defined for threshold and typical performance levels, it is nevertheless expected that programs in librarianship and information management will provide opportunities for students of the highest caliber to achieve their full potential. Such students will be creative and innovative in their application of the principles covered in the curriculum and they will be able to contribute significantly to the development of the discipline in the future.



## References

Subject Benchmark Statement Librarianship and information management (2007)  
<http://www.qua.ac.uk/academicinfrastructure/benchmark/Librarianship>

Ogunsheye, F.A (1999) New perspectives on education for the managers of Recorded knowledge and information in the next millennium.

Madu E.C. (2007) fundamentals of modern reference services. Technology versus manual. Ibadan: university press.