

## **LIB 001 COURSE STUDY GUIDE**

### **COURSE INTRODUCTION**

The basis of LIB 001 course is the need for acquisition of skills and competencies in information literacy and library use for effective and efficient utilisation of all the available formats of information resources in the 21<sup>st</sup> century library. It is based on the underlying principle that information is the basis of knowledge content in all disciplines hence the need for this course.

### **COURSE INFORMATION**

**Course Code:** LIB 001

**Course Title:** Library Instruction Programme

**Credit Units:** 0 Unit

**Year of Study:** 100 Level/Direct Entry

**Semester of Study:** Harmattan and Rain Semesters

**Lecturers:** Dr F.Z. Oguntuase, Mrs B.O. Asubiojo. Dr Mrs. O.A. Fadehan, Mr. N.A. Ajayi, Mrs. C.M.T. Nwezeh, Dr Bruno I. Igbeneghu, Mrs. R.A. Akinniyi, Dr W.A. Aboyade, Mr. S.O. Obadare, Mr. A.A. Okunlola, Dr Mrs. F.A. Omoba, Dr Mrs. R.O. Oyedapo, Dr Mrs. I. N. Shabi, Mr. A.J. Awominure, Mr. J.T. Oluwaniyi, Mrs. O.F. Bamise, Mrs. O.O. Adeagbo, Mr. I.O. Mudasiru, Mrs O. Johnson, Miss M.A. Kuteyi, Mr. O.O. Adeyemo, Mrs. Y.S. Adeyeye, Mr. E. Jamogha and Mr. M. Olagoke.

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**Course Coordinator:** Mr. S.O. Obadare - [soobadare@oauife.edu.ng](mailto:soobadare@oauife.edu.ng)

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## **COURSE DESCRIPTION**

### **Course Aim**

The aim of the course is to introduce students to the library processes and resources and to the appreciation of the pivotal role of the library to the success of any academic endeavour. To this end, full knowledge and understanding of the various types of available library resources (print and electronic) is required. Also, the principles guiding the assessment of information resources for authenticating information from all content areas so as to ensure that students are familiar with international best practices in information literacy. Then, can they be ensured of the successful running of a meaningful online programme.

### **Course Outcome**

At the end of the course, students should be able to:

- Seek required information on content areas independently
- Locate the relevant information from available print or electronic resources
- Retrieve the assessed information for use in solving problems
- Evaluate the information obtained based on certain laid down criteria such as (authenticity, currency, accuracy etc.)
- Make effective use of the retrieved information to generate new knowledge ,write assignments and other learning activities
- Understand the legal, ethical and economic issues of information use ( copyright, plagiarism)
- Make effective use of any format of library information resources in all content areas

## **COURSE STRUCTURE**

### **Teaching Methods**

Online facilitation

### **Assessment**

Library tour – 10 marks

Practical assignment involving retrieval of information using the demonstration catalogue – 15 marks

Written test – 15 marks

Exam - 60marks

## **GRADING CRITERIA AND SCALE**

0 – 39 - Fail

40 and above -Pass

## **MODULES**

- Module 1: The Library and Information Organisation
- Module 2: Concept of Information
- Module 3: Information Literacy
- Module 4: Information Access Tool
- Module 5: Reference Sources
- Module 6: Legal and Ethical Issues of Information Use
- Module 7: Report Writing and Citation
- Module 8: Information and Communication Technology (ICT) Uses in Libraries
- Module 9: Introduction to Web Searching
- Module 10: Social Media Use in the Library Use
- Module 11: Mobile Technologies Use in the Library
- Module 12: Reading
- Module 13: Conservation and Preservation of Library Information Resources
- Module 14: Multimedia Use in the library
- Module 15: Learning Management Systems (LMS)

## **LINK TO OPEN EDUCATIONAL RESOURCES**

[BCcampus](#)

[Bookboon](#)

CBN <https://www.econstor.eu/journal-list>

[Digital Book Index](#)

[Directory of Open Access Books](#)

[Hathi Trust](#)

<https://libguides.madisoncollege.edu/InfoLitStudents>

<https://www.library.illinois.edu/ugl/howdoi/compare1/>

<https://support.jstor.org/hc/en-us/articles/360000063528-An-Introduction-to-Searching-on-JSTOR>

<https://vtechworks.lib.vt.edu/handle/10919/70959>

[The Online Books Page](#)

[Open Textbook library](#)

[Universal Digital Library](#)

[www.pdfdrive.net/](http://www.pdfdrive.net/)

# LIB001 – MODULE 1

## THE LIBRARY AND INFORMATION ORGANISATION



**Hezekiah  
Oluwasanmi Library**



# You are Welcome!

- To the first class on LIB 001- Library Instruction Programme
- The topic for discussion is “ The Library and Information Organisation”



# LEARNING OBJECTIVES

At the end of this module, we should be able to:

- Define the library;
- Identify the objectives and uses of the library;
- Describe the organisation of Hezekiah Oluwasanmi Library;
- Explain information organisation in Hezekiah Oluwasanmi Library.





# MODULE 1 OUTLINE

The outline for module 1 is as follow:

1.0. Introduction

1.1. Definition of a library

1.1.1. Objectives of the library

1.1.2. Research services provided by the university library

1.1.3. Types of library

1.1.4. Importance of the library in a university

1.2. Organisation of the Hezekiah Oluwasanmi Library

1.3. Information organisation in the library

1.3.1. Classification

1.3.2. Print resources

1.3.3. Electronic information resources

1.4 Summary/Conclusion of Module 1

1.5. Self-assessment questions

1.6. Assignment

1.7. References



# Introduction

You are welcome to the first module of this course. This module gives a detailed explanation of what a library is, types of libraries, importance of the library in a university, organisation of the library and how information is organised in a library setting.



# Take home!!!

Before you start this module, look at these questions:

What is a library?

How many types of libraries are you conversant with?

How is a typical academic library organized?

How is information from books, journals, directories etc organized in the library?

How can books be retrieved from the library?



# Definition of Library

In (Chicago: ALA, 2010), George Eberhart offers this definition: “A library is a collection of resources in a variety of formats that is

- (1) organized by information professionals or other experts who
- (2) provide convenient physical, digital, bibliographic, or intellectual access and
- (3) offer targeted services and programmes
- (4) with the mission of educating, informing, or entertaining a variety of audiences, and
- (5) the goal of stimulating individual learning and advancing as a whole.



# Objectives of the University Library

The main objectives of the university library and information organisations are the following:

- Conservation of knowledge amassed from time immemorial,
- Dissemination of knowledge through teaching, learning and publications,
- Extenuation of the bounds of knowledge through research work by lecturers and other researchers,
- Enabling the faculty and students to achieve highest academic honour and lifetime good reading,
- Establishing information centres and renders reader's advisory service,
- Acquiring process of resources and make them available to the readers/users.



# Research Services Provided by the University Library

The following is a brief enumeration of the university library services to users:

- Bibliographic services
- Literature search service
- Current awareness services
- Selective Dissemination of Information (SDI)
- Information sharing
- Document delivery services
- Reference and information services
- Translation services
- Inter-library loan services



# Types of Libraries

There are four distinct types of libraries namely:

Public Libraries

Special/Research Libraries

School Libraries

Academic Libraries



# Importance of the Library in a university

The library is important in a university in the following ways:

- it offers quiet places to study as well as access to various electronic and ICT resources.
- Students and Lecturers alike use libraries to research their topics for papers, theses, books, papers, journals, etc.
- Libraries often offer other services for students, such as research tips, how-to-guides on writing papers and conducting research, digitised libraries from around the world, and more.





# Organisation of the Hezekiah Oluwasanmi Library

Hezekiah Oluwasanmi Library is organised based on the administration and services. These are:

- University Librarian
- Department Heads (Deputy University Librarians)
- Sectional Heads
- Librarians
- Other supportive staff – Library Officers, Administrative Staff, Secretaries, Typists, Library Assistants among others.



# Organisation of the Hezekiah Oluwasanmi Library Cont'd

The Library presently has five departments namely:

- Collection Development
- Readers' services
- Technical services
- ICT E-Resources (Repository)
- Research Development



# Organisation of the Hezekiah Oluwasanmi Library Cont'd

The departments are further divided into sections and units:

## **(a) Collection Development**

- i. Serials
- ii. Orders

## **(b) Readers Services**

- iii. Circulation
- iv. Reference
- v. Faculty Libraries



# Organisation of the Hezekiah Oluwasanmi Library Cont'd

## **(c) Technical Services**

- (i) Cataloguing
- (ii) Reprography
- (iii) Bindery

## **(d) ICT E-Resources (Repository)**

- (i) Repository
- (ii) Software/E-Resources
- (iii) Hardware
- (iv) Multimedia



# Organisation of the Hezekiah Oluwasanmi Library Cont'd

## **(e) Research Development**

- (i) Africana
- (ii) University Archives
- (iii) Government Document
- (iv) Research Commons
- (v) OAU Publications
- (vi) Conservation Unit



# *Typical Library Organisation Chart*



# Information Organisation in the Library

- Information organisation simply refers to the process of arranging information items or sources (books, journal, directories, dictionaries, etc.) into a system so that the information sources or items can be easily identified and retrieved in the library.
- The most common way of arranging information items or sources in the library is by classification.



# What is Classification?

Classification is the orderly arrangement of things/ items in classes according to common characteristics.

- The information sources or items in the library are arranged by subject according to a particular subject classification scheme.
- There are different types of subject classification schemes namely”
  1. Dewey Decimal Classification Scheme (DDC)
  2. Universal Decimal Classification Scheme (UDC)
  3. Library of Congress Classification Scheme (LCC)





# What is Classification?

## Cont'd

- The subject classification scheme in use at the HOL is the Library of Congress Classification (LCC) Scheme.
- The LCC Scheme is made up of a combination of letters and numbers. Letters represent the main subject areas e.g. Q is assigned for books in science and R for those in Medicine.
- Each of the main subject areas or classes is divided or sub divided so that allowances is made for as such details as possible.
- One of the most important features of the LCC Scheme is a symbol called *Classification Number* or *Class Mark*.



# What is Classification?

## Cont'd

- The Classification Number or Call Mark is the code that denotes the subject content of a book or item.
- The Classification Number or Call Mark is written mostly on the spine of a book.
- To retrieve a book or an item from the shelves in the library, it is necessary to take note of the Classification Number which is usually found at the top-left hand side corner of the catalogue card or Online Public Access Catalogue (OPAC). This is because the information sources (e.g. books) or items on the shelves are arranged numerically by the Classification Number or Call Mark.



# What is Classification? Cont'd

The following are the main classes of the Library of Congress classification scheme:

A: General works

B: Philosophy, Psychology, Religion

C: Auxiliary Sciences of History

D: World History and History of Europe, Asia, Africa, Australia, New Zealand

E: History of Americas

F: Geography, Anthropology, Recreation

G: Social Sciences

H: Political Science

I: Law

J Education



# What is Classification? Cont'd

M: Music and books on Music

N: Fine Arts

P: Language and Literature

Q: Science

R: Medicine

S: Agriculture

T: Technology

U: Military Science

V: Naval Science

Z: Bibliography, Library Science, Information Resources (General)



# Hezekiah Oluwasanmi Library's Collections

- Hezekiah Oluwasanmi Library holds over 750,000 volumes of text books.
- These books are housed in the various reading rooms where they are shelved according to Library of Congress Classification Scheme.
- The South wing houses books in Class A-J and
- The North wing houses books in Classes K-Z.

The library's collections are:

- Print resources
- Non-print resources



# Print Resources

## 1. Africana Special Collection

-Collection of rare and other books of primary interest to people whose fields of interest are in African Studies.

## 2. OAU Publications

-Staff publications and theses submitted for higher degrees of the university as well as of other universities are also housed there.



# Print Resources Cont'd

## 3. Document Collection

-includes official publications of the Federal Government of Nigeria, the Old Regional Governments, the present State Governments and the Federal Capital Territory.

-also includes publications of other African governments and many other international agencies such as the World Fertility Survey (WFS), United Nations Organisation (UNO), World Health Organisations (WHO), General Agreement on Tariffs and Trade (GATT), United Nations Economic Commission for Africa (UNECA), African Union (AU) and the World Bank.



# Print Resources Cont'd

- 4. Reference Collection:** The Reference collection which includes dictionaries, encyclopedia, handbooks, directories, atlases, and university calendars, etc. are shelved in the Reference Room.
- Newspaper clippings files (post-October, 1985) and vertical file sof reprints and other pamphlet type material are kept in the Reference Room. Card indexes to these collections are provided and all requests for materials for them should be made at the Reference Desk.
  - In addition, indexes are provided to periodical articles on Nigerian and African Literature.





# Print Resources Cont'd

**5. Serials Collections:** The serials collection consists of both current and back files of journals. The current journals are shelved in the display section of the Serial room. The back files are of two categories:

**a. Recent back files** refer to the latest 10 years of journals which are on open access to registered Senior Staff and Postgraduate students who must present the university identity and library cards and sign the register.

Undergraduate students and other categories of users are required to fill a request form at the Serials Section.

**b. Older back files** refer to journals older than ten years and are available to all categories of readers who must obtain and complete a request form at the Serials Section.



# Print Resources Cont'd

**6. Recent Accessions:** A selection of books added to the library stock is normally displayed for several days before being put in the main collection. The books may not be borrowed while on display but may be reserved at the Loans desk.

**7. Conservation Room Collection:** Conservation room is the depository of newspapers, magazines and some rare books. Newspapers and magazines dated back to early 60s can be found here. The collections here are of continuous nature except for the rare books.



# Electronic Information Resources (Non- Print Media)

- **1. Online Databases:** HOL subscribes to a number of databases which provide access to books, journal articles, newspapers, scientific and business information to mention but a few.
- Accessible resources include:
  - a. E-books
  - b. E-journals
- Some of the online databases available through HOL are the following:
  - Ebscohost (All disciplines)
  - JSTOR (All disciplines)
  - The New England Journal of Medicine
  - Royal Society Journal Online



# Electronic Information Resources (Non- Print Media) Cont'd

- National Virtual Library of Nigeria
- Research4Life (AGORA, HINARI, OARE, ARDI & GOALI)
- The Federalist (US Constitution)
- Aluka
- Springer Nature
- Legalpedia
- HeinOnline
- Law Pavilion
- Legapedia
- Marketline (Business information)
- ALPS Learned journals collection
- EIFL. Net e-journals in French Language;
- EIFL Net resources /Journals in Spanish and Portuguese languages
- DATAD (Databases of African Theses and Dissertations)



# Electronic Information Resources (Non- Print Media) Cont'd

## **Other Essential Academic Links (All Disciplines) are:**

- Directory of Open Access Journals (DOAJ)
- Free Full Text
- Free Articles
- Biomed Central
- Free medical Journals
- Free Books for Doctors;
- Highwire Press: free Online full Text Articles
- Highwire Press; Free to developing economies
- Pubmed Central
- ScieElo
- UWE Library services. Free Law Journals
- Law journals.



# Electronic Information Resources (Non- Print Media) Cont'd

## Free Online eBooks Links

- [BCcampus](#)
- [Bookboon](#)
- [Digital Book Index](#)
- [Directory of Open Access Books](#)
- [Hathi Trust](#)
- [The Online Books Page](#)
- [Open Textbook library](#)
- [Universal Digital Library](#)
- <https://vtechworks.lib.vt.edu/handle/10919/70959>
- CBN <https://www.econstor.eu/journal-list>
- **PDFdrive** - [www.pdfdrive.net/](http://www.pdfdrive.net/)



# Electronic Information Resources (Non- Print Media) Cont'd

**2. E-Library:** The HOL has three units providing electronic and Internet services. These facilities provide access to learning and research materials in soft contents that are available globally for the use of students and staff of the Obafemi Awolowo University, Ile-Ife. The three units have over 150 computers with Internet facilities. They serve the computing needs of all categories of students and staff.

**3. Wi-Fi:** Aside the cable network, the Library also has wireless facilities for users. Users can therefore connect to the Internet within the library building as well with a radius of few metres away.



# Electronic Information Resources (Non- Print Media) Cont'd

**4. Library Website:** HOL has a website which can be accessed through a link on the Obafemi Awolowo University website ([www.oauife.edu.ng](http://www.oauife.edu.ng)) or accessed directly through [library.oauife.edu.ng](http://library.oauife.edu.ng). The website has many useful links such as links to various electronic resources/ databases, the Online Public Access Catalogue and Newspapers among others.

**5. Online Public Access Catalogue (OPAC):** The Library operates an Online Public Access Catalogue (OPAC) ([opac.oauife.edu.ng](http://opac.oauife.edu.ng)) which is a database of bibliographic information of books and other materials that are available in the library. Users can search the database through author, title and subject entries, keywords in titles, etc. Users have a round the clock access to the library's collections from their halls or hostels, offices and homes.





# Electronic Information Resources (Non- Print Media) Cont'd

**6. Institutional Repository (IR):** This is the University's database for all the publications published by staff or student. The IR is available online through this link – [ir.oauife.edu.ng](http://ir.oauife.edu.ng). Some of the items housed in the IR includes:

- Inaugural Lectures, Postgraduate theses, Staff publications (Journals, textbooks, books, working papers, conference proceedings, etc.), Faculty/Departmental Lectures/Speeches, University Publications among others.

## 7. Other Materials

- i. Audio Visual materials (microfilm, microfilm readers, slides, slide readers, multimedia, digital projector, digital camera and satellite television e.g. DSTV.
- ii. Customary Court Records.



# Auxiliary services in the Library

Apart from the major responsibility of acquiring, storing, organizing the library collection and making knowledge available to the user, the library carries out other auxiliary services.

Auxiliary services are carried out to either enhance the exploration of the library collections or to protect the items already acquired.

Some of these services include

- Reprographic or photocopying services,
- Bindery services,
- Translation services,
- Current awareness services,
- Inter-library loan services,
- Indexing services and others.



# Summary of Module 1

In this module, we have discussed the following:

1. Definition of the library and types;
2. Objectives and uses of the library;
3. Organisation of a library and especially, Hezekiah Oluwasanmi Library, and;
4. Organisation of the various information resources in the library and how to access them.



# Self-Assessment Questions (SAQs)

- I. Describe and explain the organisation of Hezekiah Oluwasanmi Library
- II. How can information be retrieved from the library?
- III. List the special collections in the library.
- IV. What is a call mark?
- V. Mention the electronic resources available in the library.
- VI. What are the auxiliary services provided by university libraries?



# Assignments

1. What is the importance of the library to research?
2. Explain in detail, the organisation of information in Hezekiah Oluwasanmi Library.
3. Enumerate the various electronic resources in Hezekiah Oluwasanmi Library.



# References

- Marcum, D.B. 2003. Research questions for the digital era library. *Library Trends*, p 636-651
- Young, H. 1983 ed., The ALA Glossary of Library and information Science. *American Library Associations*.
- Martin, R.S. “Libraries and learners in the Twenty –first century” <https://libguides.ala.org>
- CoraPaul B. April 5, 2003. Lecture, University of North Carolina at Greensboro.



# LIBRARY INSTRUCTION PROGRAMME

## LIB001 – MODULE 2

### CONCEPT OF INFORMATION



Hezekiah  
Oluwasanmi Library

# You are Welcome!

- To the second module of this course.
- Our topic today is “Concept of Information”





# Learning Objectives

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

- Understand the concept of information in terms of definition and use;
- Describe the characteristics of information,
- Identify the various types, sources and formats of information, and
- Explain the criteria for evaluating information resources



# MODULE 2 OUTLINE

2.1 Definition of information

2.2 Uses of information

2.3 Characteristics of information

2.4 Types of information

2.5 Sources of information

2.6 Formats of Information

2.6.1 Criteria for evaluating information  
resources

2.7 Summary of Module 2

2.8 Self-Assessment

2.9 Assignment

2.10 References



# Introduction

I welcome you to the second module of this course. This module gives a detailed explanation of the concept of information, characteristics, types and sources.



# Take home!!!

Before you start to read, you should be able to answer these questions:

- What is information?
- What are the different uses of information?
- What are the characteristics of information?
  - What are the types of information?
  - What are the sources of information?
- What are the different formats of information?



# 2.1 Definition of Information

- There is no consensus among scholars as regards the definition of information because it has been seen from different perspectives
- Long and Long (1996) defined information as data that have been collected and processed into a meaningful form. They stated further that information is the meaning we give to accumulated facts (data).
- Williams, Sawyer and Hutchinson (1999) defined information as summarised data or otherwise manipulated data that is useful for decision making.



## 2.1 Definition of Information Cont'd

- Shera (1972) defined information from the librarian's point of view:
  - *as that which is transmitted by the act or process of communication.*
  - *may be a message, signal or stimulus.*
  - *That assures response in the receiving organism and therefore possessed a response potential.*

## 2.1 Definition of Information Cont'd

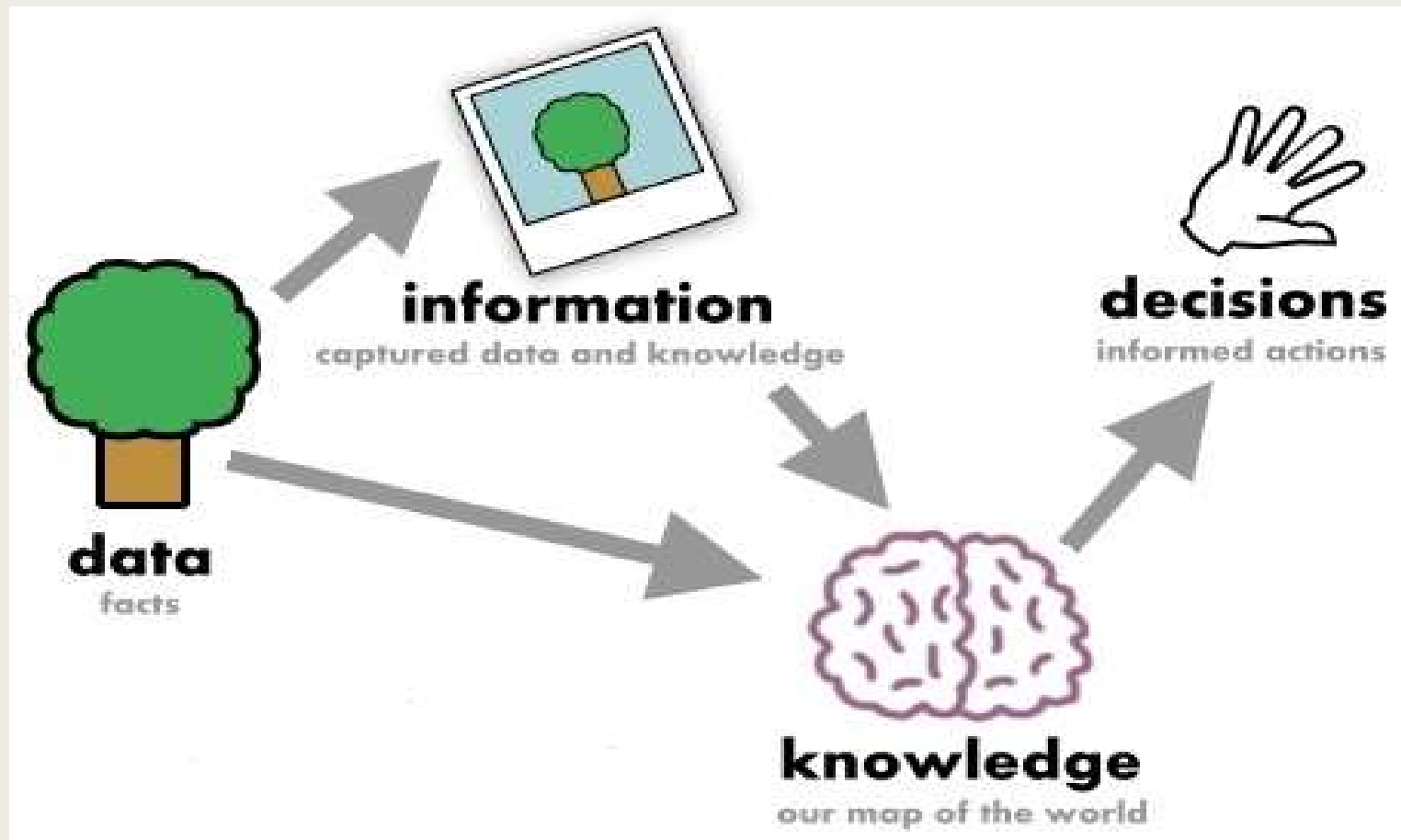
- McCreative and Rice (1999) information scientists, reviewed the definitions of information:
  - *as a representation of knowledge (stored knowledge e.g. in books or electronic media)*
  - *as data in the environment*
  - *as part of the communication process*
  - *as a resource or a commodity which is transmitted in a message from sender to the receivers.*

## 2.1 Definition of Information Cont'd

- Aina (2004) argued that the term information could be viewed from many perspectives depending on the discipline, e.g.:
  - *the telecommunication engineer associate information with bits and data*
  - *librarians associate information with recorded knowledge*
- For this course, information will be perceived as recorded knowledge.



# Figure 1 Concept of Information



## 2.2 Uses of Information

- Information is used for decision making
- Information is used to validate the correctness or otherwise of information
- Information is used for the effective operation of organizations
- Information is used for knowledge creation.

## 2.3 Characteristics of Information

- **Accurate:** Information must be accurate. It must not contain any error
- **Accessible:** Information must be easily accessible to authorized users whenever it is required.
- **Complete:** Information must be complete. It must contain all important and related data.
- **Economical:** Information must be economical to produce both in terms of time and cost.

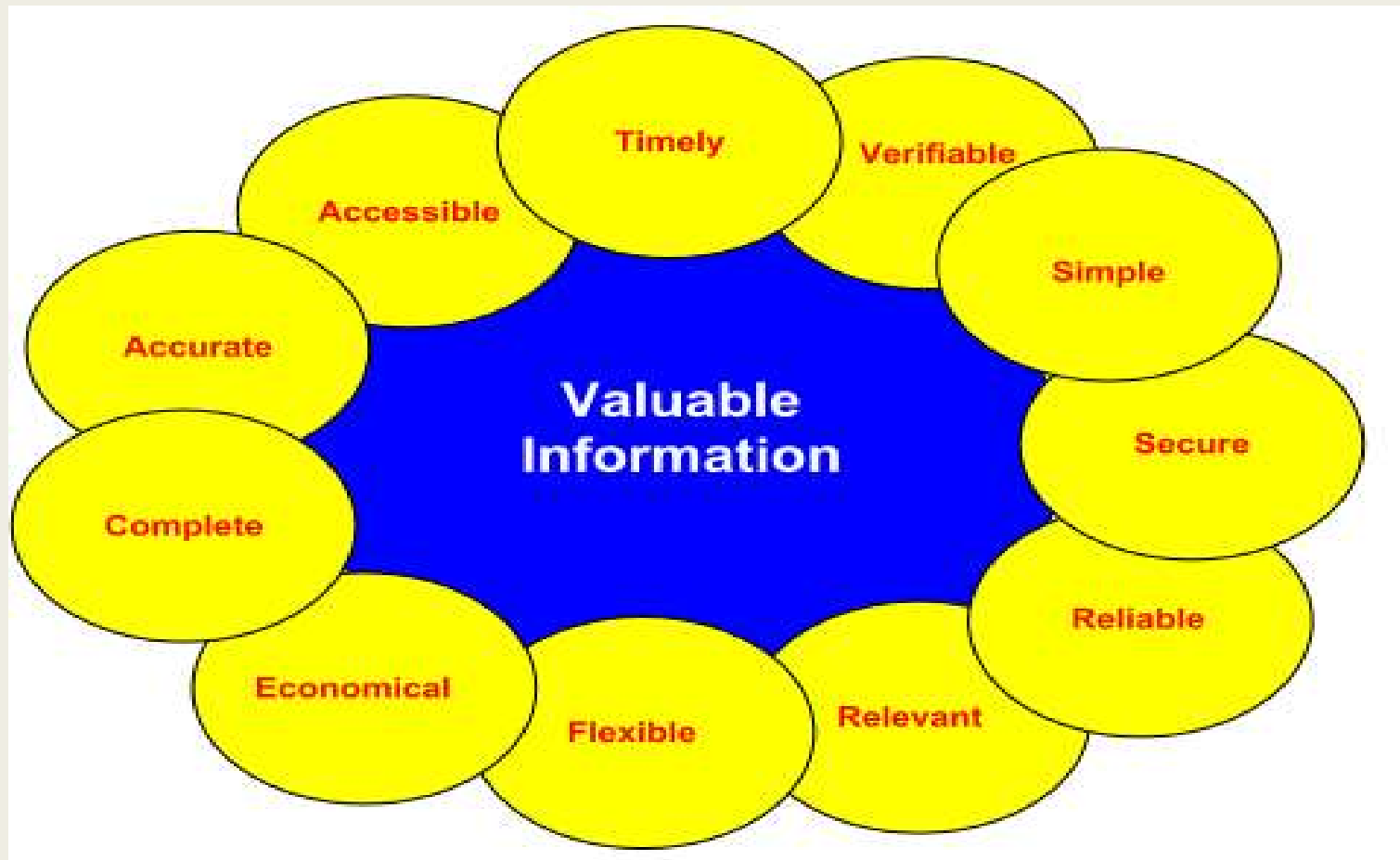
## 2.3 Characteristics of Information Cont'd

- **Available:** Information should be available in a desired format.
- **Flexible:** Information should be flexible enough to be used for different purposes.
- **Reliable:** Information should be reliable.
- **Relevant:** Information must be relevant so that it can be used by an individual or organization.
- **Secured:** Information must be secured. Unauthorized users should not be given access to information. Access to information should be granted only to authorized individuals

## 2.3 Characteristics of Information Cont'd

- **Simple:** Information must be simple. It must be easily understandable and usable. Complex information is difficult to use and may not serve its purpose.
- **Timely:** Information must be available whenever it is needed. Late or out dated information is of no use.
- **Concise:** Information must be concise.
- **Verifiable:** Information must be verifiable. They should be a means of cross-checking the available information.

## Figure 2 Characteristics of Information



## 2.4 Types of Information

- Oral information
- Textual information
- Numeric information
- Bibliographic information
- Graphical information
- Multimedia information.

## 2.4 Types of Information Cont'd

1. **Oral Information:** Oral information refers to interviews, conversation and narration of events eye witness accounts or experiences. It can be delivered in the form of radio/television programmes, audio and video presentations.
2. **Textural Information** refers to documents that present facts, viewpoints, research findings, fictional prose etc. Texts can be delivered in the form of books, journal articles, government documents, research and technical reports.
3. **Numeric Information:** Numeric information is data in the form of numbers. They can also population figures of 1999, Central Bank of Nigeria Statistical Reports etc.



## 2.4 Types of Information Cont'd

4. **Bibliographic Information:** Bibliographic information consists of references or citation to other works such as books, journals, government documents, published and unpublished technical reports.
5. **Graphical Information:** Graphical information is a pictorial representations of some reality in the form of pictures, maps, diagrams, charts, tables, 3 – D models or perhaps combinations of any of these. Graphics can be print-based or electronic. Maps and atlases for instance, contain drawings of continent, mountain ranges or other physical features.
6. **Multimedia Information:** Multimedia is the integration of multiple forms of media. This includes text, graphics audio, animation, video etc. For example presentation involving the use of power-point would be considered a multimedia presentation. Education software that involves animations, sound and text is called multimedia software. CD and DVDs are known as multimedia formats because they can store a lot of data.

## 2.5 Sources of Information

- Information sources can be categorised in three namely:
  - *Primary sources*
  - *Secondary sources*
  - *Tertiary sources*

# 2.5 Sources of Information Cont'd

## Primary Sources

They contain original and most recent information on any subject or topic. They are first hand documents that provide direct evidence or report on your topic. They are raw materials of history – original documents and objects which were created at the time under study.

They are usually created during the time the events you are studying occurred. They present original thinking, reports on new discoveries or share new information. They are considered the most important sources of information especially for science and technology based disciplines.

# 2.5 Sources of Information Cont'd

## Examples of Primary Sources

theses, dissertations, project reports, research based scholarly journal articles, government reports, symposia and conference proceedings, original art work, poems, photographs, speeches, letters, memos, personal narratives, diaries, interviews, patents, technical reports, newspaper articles, manuscripts, laboratory data/ notes, news film footage, diplomatic records, original research report and notes, coins, fossils, natural specimens, e-mails, autobiographies, literature, music, painting architectural drawings, case studies, articles in professional journals, pottery, decorative arts, clothing, buildings, textiles, needlework etc.

# 2.5 Sources of Information Cont'd

## Secondary Sources

- These sources are based on the primary sources. They are written using the information from primary sources. They are usually written at a later date and provide some discussion, analysis or interpretation of the original primary sources. Secondary are not evidence but rather commentary on and discussion of evidence.
- They tend to be works that summarise, interpret, reorganise or otherwise provide an added value to a primary source. They are not written by eye -witness to events but use eye -witness accounts, photographs diaries and other primary sources to reconstruct events or to support a writers' thesis about the events and their meaning.

# 2.5 Sources of Information Cont'd

## Examples of Secondary Sources

- textbooks, edited works, books and articles that interpret or review research works, histories, biographies, bibliographies, commentaries, websites (could also be considered primary source), periodicals, monographs other than fiction, reviews or critiques of an author, analysis of original document or archival materials etc.
- Most of the books you find in the Hezekiah .Oluwasanmi Library catalogue are secondary sources.

# 2.5 Sources of Information Cont'd

## Tertiary Sources

- are summaries of information in primary and secondary sources of information prepared to provide background information on a topic, idea or event.
- They index, abstract, organize, compile or digest primary and secondary sources of information. Some reference materials and textbooks are regarded as tertiary sources when their main purpose is to list, summarise or simply repackage ideas or other information.
- Tertiary sources are usually not credited to any author and they are in volumes. Most of the reference books fall under this category.

# 2.5 Sources of Information Cont'd

## Examples of Tertiary Sources

- dictionaries, encyclopedias, biographies, manuals, guidebooks directories, handbooks, almanacs, indexes, abstracts, bibliographies etc.
- Fact books, Guide books, Library catalogue, Literature guides, current awareness journals, etc.
- Indexes and abstracts are used to locate primary and secondary sources



Figure 3 Timeline of different sources of information



## 2.6 Formats of Information

- Information can be searched, retrieved communicated and stored or recorded in different types of formats.
- The term information formats refers to the method used to store/record and communicate information. These include:
  1. Print formats – include Newspapers, Magazines, Books, Pamphlets, Indexes and Bibliographies.

## 2.6 Formats of Information Cont'd

2. Micro-formats or microforms – allows for the miniaturization and archiving large quantities of information into a relatively small space example include:
  - a. Microfilm – Reel – Microfilm used to store journals and magazines and other types of documents.
  - b. Microfiche – used for government documents, company annual reports and other types of information.
3. Electronic formats allow storing of large quantities of information. Examples include - CD-ROM, Diskettes, Magnetic tapes, Video tapes etc.

## 2.6.1 Criteria for Evaluating Information Resources

In evaluating the credibility of an information source, these five factors have to be taken into consideration :

### 1. Authority of the author and the background of the publisher

(a) Who is the author?

(b) What are the author's credentials in terms of academic and professional qualifications, institutional affiliation of the author, relevant employment experience, past writings, author's reputation among peers?

(c) Is the publisher a professional organization or a commercial or trade company? Is it known for quality and scholarly publications? What is the organizational vision and mission? Is the publisher local, national or international?

(d) Who are the editorial board members?

## 2.6.1 Criteria for Evaluating Information Resources

- Know who the author is through the title page of a book, title of articles or book chapters, top or bottom of a web page.
- Search the web for the author's credentials and home page.
- Search the article indexes and the online catalog for other works by the author.
- Google the name of the scholar for more information.
- Examine the publisher's website for more information about the publisher.
- Also, the writer's market can be consulted for brief descriptions about the publisher and the materials they seek.

## 2.6.1 Criteria for Evaluating Information Resources

### 2. Objectivity of the author

- Check whether the author stated the objectives of the work, and if stated, check whether they are to inform, explain and advocate or to sell a service.
- Check whether the information is valid and well researched.
- The arguments and conclusions should be well supported by evidences
- Examine whether the author cites sources for authority and objectivity.
- Also, the language should be free of emotion rousing words and biases

## 2.6.1 Criteria for Evaluating Information Resources

### 3. Quality of the work

- examine if the information is well organized following logical structure with main points clearly stated and presented.
- In terms of language, check for grammatical and editorial blemishes.
- Also, check for correct labeling and heading of the tables, charts and diagrams.

## 2.6.1 Criteria for Evaluating Information Resources

### 4. Currency

- This has to do with how recent the work is.
- Look for the date of publication and make sure the information is up-to-date in terms of new discoveries and events.
- If the information source is a website, then the date of publication or when it was last updated is very important.



## 2.6.1 Criteria for Evaluating Information Resources

### 5. Relevance of the work

- Check for the appropriateness of the work for a research topic or assignment.
- Is the source scholarly?
- Is the source also primary, secondary or tertiary?
- For any piece of information to be relevant, it must be timely, current, complete, concise and reliable.

## 2.7 Summary of Module 2

- In this module, we have discussed the following:
  1. Concepts of information as related to our day to day activities;
  2. Introduction to the study of information, in terms of definition, uses, characteristics, types, sources and formats.
  3. Criteria for evaluating information resources

## 2.8 Self-Assessment Questions (SAQs)

- i. Define the term ‘information’
- ii. What are the uses of information?
- iii. Critically analyse the various characteristics of information
- iv. Explain the different types of information.
- v. State five examples of each.
- vi. State and explain the sources of information.
- vii. How are they interrelated?
- viii. Each of the information sources has its timeline. Explain.
- ix. Describe each of the formats of information with examples

## 2.9 Assignment

1. Mention any three (3) uses of information.  
(3 marks)
2. List eight (8) characteristics of information  
(4 marks)
3. State four (4) examples of primary sources of information (2 marks)
4. Explain in detail any three (3) of the criteria for evaluating information resources (6 marks)

# 2.10 References

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# MODULE THREE

## INFORMATION LITERACY



**Hezekiah  
Oluwasanmi Library**

Friday, March 12,  
2021

LIB 001- LIBRARY INSTRUCTION PROGRAMME

# LEARNING OBJECTIVES

– *At the end of this module, you should be able to:*

---

\* Define the concept of information literacy,

---

\* Understand the features of information literacy

---

\* Explain the information literacy standards for student learning,  
and

---

\* List the skills that make an information literate student.



# You are Welcome!

- To the third module of this LIB 001 course.
- This module gives a detailed explanation of what is information literacy, the objectives of information literacy, types of information literacy, characteristics of information literacy, importance of information literacy and the skills that make an information literate student.





**■ Before you finished, you should be able to answer these questions:**

- What is information literacy?
- What are the objectives of information literacy?
  - What are the types of information literacy?
- What are the characteristics of information literacy?
  - What is the importance of information literacy?
- What are the skills that make an information literate student?

- 
- 
- 
- 



# 3.1 Definition of Information Literacy

- **Information literacy** refers to a set of characteristics that transform an ordinary student into a ‘information consumer’ and ‘lifelong learner’. Information literacy isn’t just something you “do” in the university; rather, “information literate” is something you become, via your coursework and personal experiences and interactions with information.
- Some of the aspects of information literacy include using information technologies, such as personal computers, e-mail, software programmes and the internet.
- Other aspects of information literacy involve the evaluation of the information you obtain using the internet and online electronic resources.
- Still other components of information literacy regard the ethical use of information and information technologies.



# 3.1 Definition of Information Literacy

- Information literacy is also defined as follows:
  - a. the ability to articulate one's information need,
  - b. the ability to identify , locate and access appropriate sources of information to meet the information need,
  - c. the ability to effectively use information resources, regardless of format,
  - d. the ability to critically and ethically apply the information, and
  - e. the ability to determine if the need has been adequately met.



# 3.1 Definition of Information Literacy

- Library and information professionals (CILIP) in the UK define information literacy as: “knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner” (CILIP 2011). CILIP also implied that this definition is composed of several skills that are required to be information literate, requiring an understanding of:
  - *A need for information*
  - *The resources available*
  - *How to find information*
  - *The need to evaluate results*
  - *How to work with or exploit results*
  - *Ethics and responsibility of use*
  - *How to communicate or share your findings*



# 3.1.1 Objectives of information literacy

The main objectives of information literacy are;

- *to teach students how to determine the nature and extent of information needed,*
- *how to access information effectively and efficiently,*
- *how to evaluate information and resources, and,*
- *how to integrate information ethically and legally.*



## 3.1.2 Information literacy Landscape

- Information literacy landscape is made up of the following:
- Academic literacies
- New literacies
- Digital literacies
- Media literacy



## 3.1.2 Information literacy Landscape

- **Academic literacies**
- *'Academic literacies' is a relatively new empirical and theoretical field setting out to explore reading and writing in academia as social practice, using ethnographically-oriented methodologies and drawing on a range of critical theories. The pluralisation of 'literacies' signals an interest in academic reading and writing not only as diverse and situated in specific disciplinary contexts, but also as ideologically shaped, reflecting institutional structures and relations of power. This ideological concern gives rise to a transformative agenda encompassing individual writers, the conventions and practices of the academy, and the wider social relations in which all are embedded*



## 3.1.2 Information literacy Landscape

- **New literacies**
- New literacies is a broad term developed to articulate literacy practices made available through the advent of **new** and multi-media, particularly (though not exclusively) pertaining to digital advances. Examples of such digital advances include: blogs, fan fiction, video games, websites, online social networking, etc.
- **New literacies** refer to **new** forms of literacy made possible by digital technology developments. Commonly recognized examples include instant messaging, blogging, social networking, podcasting, photo sharing, digital storytelling, and conducting online searches.





## 3.1.2 Information literacy Landscape

- **Digital literacies**
- Digital literacies represent in whole the essential skills for managing information and communication in the rapidly changing and increasingly digital world that is the 21st century. The term digital literacies is plural (e.g., literacies) because it encompasses a broad spectrum. There is not merely one single digital literacy. Furthermore, digital is the most appropriate descriptor because it acknowledges the irrevocable impact that technology has made—and will continue to exert—on literacy. The five digital literacies are expressed as action verbs, which point to methods of managing information and communication of all kinds in any context. They are as follows: • Locating and Filtering • Sharing and Collaborating • Organizing and Curating • Creating and Generating • Reusing and Repurposing
- Digital Literacy Digital literacy (notice the singular form of the second word) is often used to refer to the broad ability to work with digital tools and New Literacies in a Digital World 13 select the appropriate tools to use for a given task

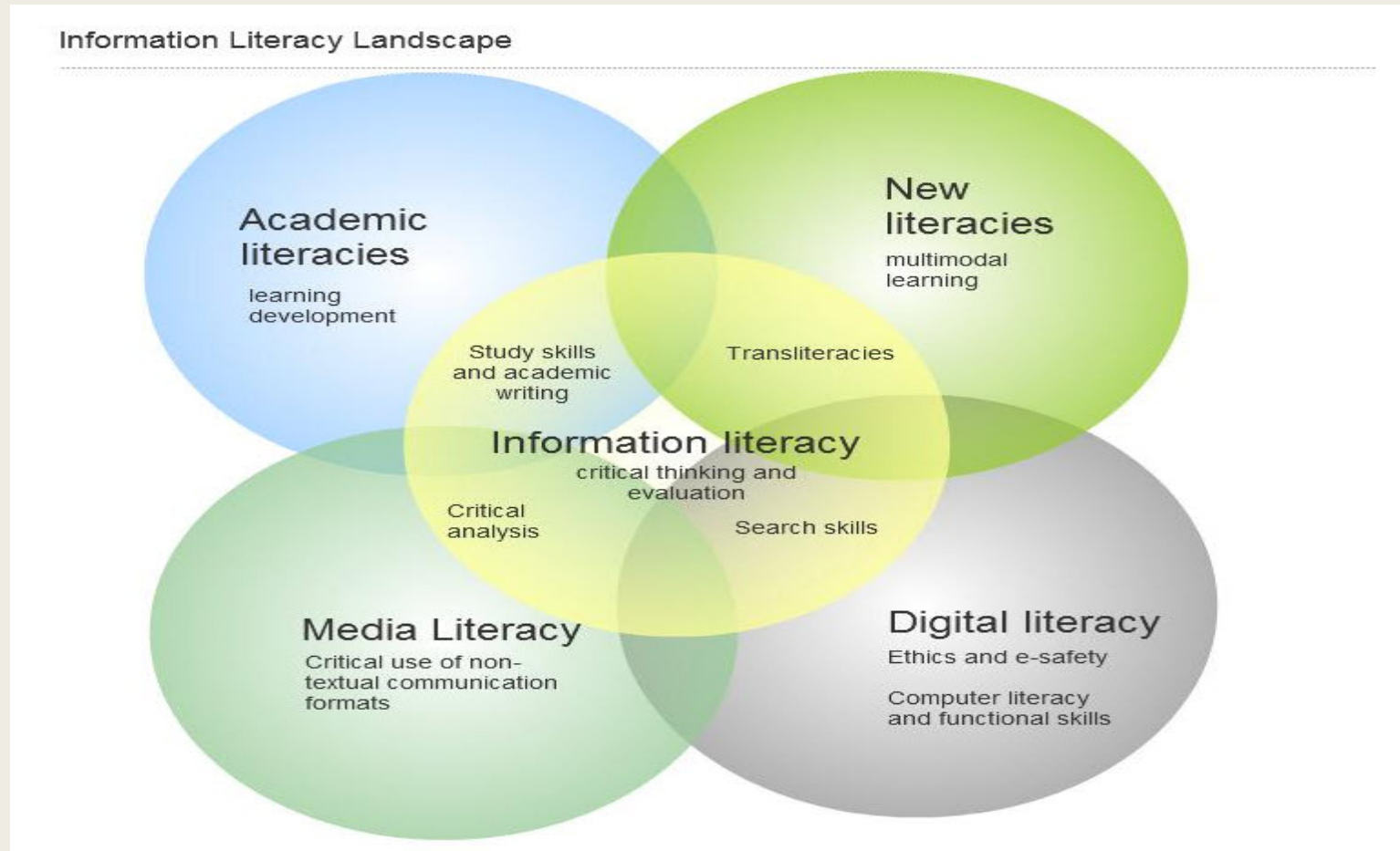


## 3.1.2 Information literacy Landscape

- **Media literacy**
- **Media Literacy** Media literacy is first and foremost about being a savvy consumer in terms of how media and marketing messages are received. It is the ability to identify, interpret, and analyse the seemingly endless array of messages conveyed through increasingly diverse media that have become pervasive in today's society. A list of examples could span many pages but would include television commercials, billboards, magazine ads, graphic tees, product placement in films, door hangers, and even those sponsored Twitter and Face book posts that are pinned to the top of your social media feed. While media literacy is primarily about how messages are perceived, it also encompasses the ability to strategically produce and distribute media New Literalises in a Digital World messages using appropriate channels of communication (and these channels may or may not be digital). The Internet, social networking, and new online niche entrepreneurs have enabled the average citizen to become a media-literate producer by launching YouTube videos that become viral, advertising products through Face book page.



# Figure 1 Information Literacy Landscape



# 3.1.3 Importance of Information Literacy

- Information literacy is important for today's learners.
- It promotes problem solving approaches and thinking skills – asking questions and seeking answers, finding information, forming opinions, evaluating sources and making decisions.
- All these foster successful learners, effective contributors and confident individuals.



## 3.2 Features of information literacy

- The following are the features of information literacy:
- EVALUATE information and its sources critically.
  - *-Understand different types of sources and formats, and how to use them.*
  - *-Evaluate the relevance and reliability of the information retrieved*
- SYNTHESIZE the information retrieved, integrate it into one's current knowledge base, and successfully apply it to the original information need.
- PRESENT this newly acquired knowledge so that others can use it.
  - *-Determine the audience's needs and the best presentation format; know the standards and criteria for presenting information in the relevant subject/field/discipline.*
  - *-Properly cite sources: direct the audience to sources of further information and acknowledge one's sources*
- TRANSLATE these abilities and concept to new projects and disciplines.



# 3.3 Information literacy standards for student learning

Information literacy standards for student learning are:

- **Standard One:** The student who is information literate accesses information efficiently and effectively.
- **Standard Two:** The student who is information literate evaluates information critically and competently.
- **Standard Three:** The student who is information literate uses information accurately and creatively.
- **Standard Four:** The student who is an independent learner is information literate and pursues information related to personal interests.
- **Standard Five:** The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.



# 3.3 Information literacy standards for student learning

- **Standard Six:** The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.
- **Standard Seven:** The student who contributes positively to the learning community and to society is information literate and recognizes the information to a democratic society.
- **Standard Eight:** The student who contributes positively to the learning community and to society is information literate and practices ethical behaviour in regard to information kind information technology.
- **Standard Nine:** The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.



# 3.4 Information literacy skills

- The following are the information literacy skills
  - a. **Know when information is required:** It is important for students to understand at any particular time when information is needed to meet certain tasks or to solve a particular problem.
  - b. **Know how to write a research question:** The ability to formulate a research question is contingent on the capacity to know which information is required.
  - c. **Know where to find information:** Students must be able to know the exact location or place where a particular information is stored or placed in order to use it for other vital needs.
  - d. **Determine /understand sources of information:** It is important to know the sources of information is located of coming from. Information can be stored in diverse places or locations. It may be stored in book/technology or even with human being.
  - e. **Select the best source:** Students must be able to determine which information is superior to each other among the array of information before him.





# 3.4 Information literacy skills

- f. Use the information:** Information cannot exist in vacuum but it must be utilized to address a particular problem or task. Students can use the information obtained in a particular source to complete the assignment or project given to them.
- g. Organise the information:** Information can sometimes be scattered but it must be organized in order to meet the diverse needs.
- h. Present the information:** Information must be presented to the people especially if it is an outcome of a research. Students must be ready to present the outcome of a research to the users.
- i. Evaluate the information:** Information should not only be presented but it must be evaluated. Evaluation of information is a process of examining and looking back on their work to identify any lapse, failure or deficiency in the work with a view to make necessary adjustment in future.
- j. Use information in an ethical manner:** Information has its own rules and regulations or guiding principles for its use. Essentially, students must understand how to cite and use information in a way not to impinge, malign or offend individuals. It must be used in a friendly manner in order to engender peace and harmony in the society.



# 3.5 Summary of Module 3

- In this module we have discussed the following:
  1. Information literacy is as a crucial skill in the pursuit of knowledge.
  2. Information literacy assists learners to develop a high-level understanding.
  3. Reflective understanding of information contexts and issues will empower learners with a robust framework for handling new information situations and to generate strategies for evaluating, analysing and assimilating information as needed and at the time it is required.



# 3.6 Self-Assessment Questions (SAQs)

- i. Define the term ‘information literacy’.
- ii. State the objectives of information literacy.
- iii. Mention the types of information literacy that you know.
- iv. Explain the importance of information literacy.
- v. Mention some features of information literacy
- vi. Critically analyse them.
- vii. Mention information literacy standards for student learning.
- viii. What are the skills that make an information literate student?
- ix. Which one of them do you possess?



# Assignments

1. Define information literacy?
2. What is the importance of information literacy to students?
3. What are the standard skills that make an information literate student?
4. Mention types of information literacy

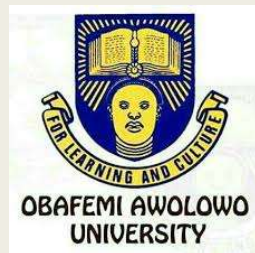


## 3.7 REFERENCES

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# MODULE FOUR INFORMATION ACCESS TOOLS



# Welcome

- You are all welcome to module four of the course library instruction program. I hope you have read the preceding three modules very well. This is necessary as they are all connected.

## 4.0. LEARNING OBJECTIVES

After this class, you are expected to be able to:

- Understand how to look for require information from any source;
- Mention some information accessing tools;
- Define index, abstract and bibliography
- Differentiate between index, abstract and bibliography;
- Get required book from the library within a shortest time;
- List different type of catalogue;



# Learning Objectives Cont'd

- Differentiate between each type of catalogue;
- Use electronic catalogue
- Must be able to surf the web
- Must be able to identify and use different search engine
- Differentiate between dictionary and search engine

# 4.1 INTRODUCTION

This module will take you through how to get require information within the shortest possible time in any library and online. It discusses each tool by which users can search for information from different sources and format. i.e. print, non-print, electronic and internet. They are means of locating, accessing and retrieving information sources and databases. The tools are indexes, abstract, bibliography, catalogue, and web engine.

# Introduction Cont'd – Definition of Information Access Tools

- Information access tools are utilities that are used to locate, access and retrieve information.
- They are information finding aids that are meant to enable users to locate pieces of information quickly and easily in a source that contains large amounts of information such as a book, library, the Internet or a database.

## 4.2 Abstract

### Definition

- An abstract is the summary of an article, a research article, thesis or any indebt analysis of a particular subject or a discipline
- It is a comprehensive, short summary of any work that appears at the beginning of a manuscript

# Uses of Abstract

- It helps the reader to know the purpose of a research work
- It serves as point of entry for any given academic paper
- It is used for compiling body of literature for any particular subject
- It highlight the purpose, methods, findings and recommendations of a given work

# Uses of Abstract Cont'd

- It provides current awareness on what has been published
- It saves reader's time
- It gives insight to original contents

## 4.3 Index

### Definition

- An index is a guide to the contents of a periodical
- Index provide references to articles that have been published in journals, magazines and newspapers

# Types of Indexes

- Back of the Book Index
- These are list of words that appear at the end of text books. It contains major words, important concepts frequently used in a text
- Systematic Index
- It is a systematically arranged list that gives detailed information on items used in a text



# Categories of Indexes

- General Index
- It covers a broad variety of topics
- It may index newspapers, magazines and scholarly journals
- Specialized Index
- It only covers a specific or a particular topic or discipline
- It index more scholarly journals

## 4.4 Bibliography?

### Definition

- Bibliography is systematic list of all published materials on a given subject or a country
- Bibliographies are very important for researchers and students in carrying out a good literature search
- It tells what exist and where they can be located. E. g. British National Bibliography

## 4.5 Library Catalogue

- Definition of Library Catalogue:
- It is the alphabetical or classified list of all what a library or group of libraries has in stock at a particular time.
- The records of a library holdings which is arranged in alphabetical order.
- An inventory of a library holding.

# Importance of Library Catalogue

- It is the key to access the sources of information in the library.
- A means by which a user know if a library has what s/he is looking for.
- It gives a list of what a library has on a subject and by an author.
- It indicates the classification number of a title by which it could be accessed on the shelf.
- It assists user to determine and choose what to read.
- It saves users' time.

# Forms of Catalogue

This is the physical format in which a catalogue appears.

- *Card format called card catalogue;*
- *Printed;*
- *Shelf List*
- *Online catalogue which is automated.*

# Card Catalogue

- Description of item of information are entered on a 3' by 5' cards.
- Elements of description are: author's name; title; publisher; place of publication, date of publication.
- Others are: International Standard Book Number (ISBN) or Serial Number(ISSN); series statement; accession number; note; size and pagination.
- A number called classification number or call number or call mark is assigned to the item.
- This number is written at the top left hand corner of the card.

# Card Catalogue Cont'd

- The number is arrived at by using a standard and universal classification scheme.
- Notable among the classification schemes are:
  - *Dewey Decimal Classification Scheme;*
  - *Bliss classification Scheme; and*
  - *Library of Congress Classification Scheme.*
- The scheme in use in Hezekiah Oluwasanmi Library is “Library of Congress” Classification Scheme.

# Card Catalogue Cont'd

- This scheme uses both letters and figures to represent an item. i.e it is alpha-numeric
- Letter stand for the field of knowledge e.g A for general studies (refer to organization of information earlier discussed), S for Agriculture, R for medicine.
- The figure is arrived at by using the universal standard earlier mentioned where by a number which represent the unit or aspect of that broad field that the book discussed is assigned to item of information at hand
- The letter and the figure form the classification number and this is written on the top left hand corner of the catalogue card



# Card Catalogue Cont'd

- At least, three access points are provided for an item of information that gets to the library.
- i.e three cards will be provided for it.
- These are: author card; title card and subject card.
- In most cases is far more than three. It may be as many as fifteen.

# Author Card

- In most cases, it is the 'main entry card'.
- Main entry is so called because it has tracings of other entries prepared for the item of information being described. Thus this card has the fullest information on it.
- The name of the author takes the heading.

# Author Card Cont'd

- The author surname comes before other names. Thus, except otherwise known, the last written name is taken as the surname and is interpose.
- The interposed surname is written in upper case letter follow by other names as the heading of the card
- If authors are more than one but not more than three, a card will be produced for each one of the remaining two and this will be indicated in the tracing .
- Other things in the tracing are the subject(s) treated in the book, editor(s), compiler, translator, title(s) and series .

# Author Card Cont'd

- Tracing points the attention of card users to the fact that cards are also prepared for the item of information under each of the listed means.
- **NOTE** : If authors are more than three, main entry is no more the author but the title. But this is not applicable to electronic catalogue which provides for as many author as listed in the information item.

# Author Card

## ■ Example

A book has this information on the title page:

The

Benin-Ife Controversy

Clash of Myths of Origin

Wajeed Obomoghie

wadOrm Communications

[www.wadorm.com](http://www.wadorm.com)

## On the verso page are the following information:

Copyright(c)2013 The Benin-Ife Controversy:

Clash of Myths of Origin

by Wajeed Obomeghie

ISBN:978-917-374-7

All right reserved.

Published & Printed in Nigeria @ WadOrm Communications

IFEDA PLAZA

Last Floor, Front Wing,

77b Mobolaji Bank Anthony Way,

Near Ikeja, Shopping Plaza,

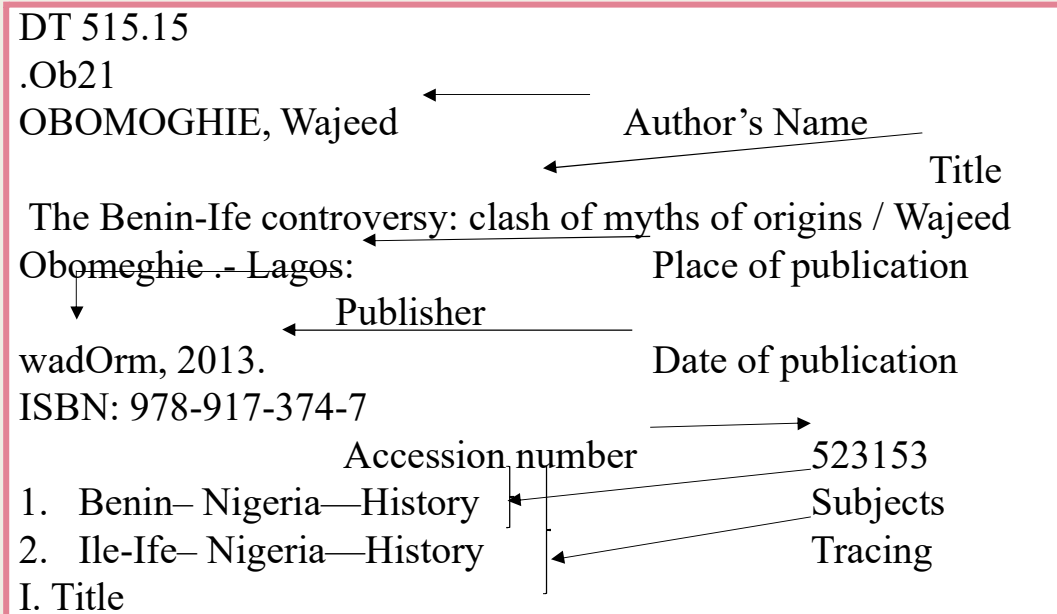
Ikeja, Lagos.

105 First East Circ. Rd.,

Benin City, Edo State

# Sample of Author Card

The above book will have its author card as this



# Accession number

## Accession Number

- Accession number is the number given to an item as it comes to the library. It is unique to a copy of a title, i.e. if three copies of a title come to the library, each will be given a different accession number to distinguish it from the remaining two. The class number of the 3 copies will be the same.

# Title Card

- Title of the book takes the heading.
- This is followed by the description as shown in author card.
- The tracing will not be included.



# Subject Card

- Each subject discussed in the book takes the heading of the card.
- It is follow by other description without tracing.

## 4.6 Online Public Access Catalogue (OPAC)

- It is an electronic catalogue.
- An online database of a library or groups of libraries holding.
- It is accessible through the use of computer systems.
- Information about what a user is looking for is typed in.
- This is called an access point.
- These access points are: author's name, title, subject, keywords and classification number.
- HOL OPAC is available at - <http://opac.oauife.edu.ng/>

Every-Day Edits | Education W... | February Every-Day Edits | Edu... | https://admissions.oauiife.edu... | Koha online catalog | DSpace Home

Not secure | opac.oauiife.edu.ng/cgi-bin/koha/opac-main.pl#

Apps | EBSCOhost: Result... | Clarendon Scholars... | Soccer results and... | FileHippo.com - Do... | Browse Our Publica... | A Child Is Born : Jed... | IXL maths | Printable curren af...

Cart | Lists | Log in to your account | Search history | Clear

## Hezekiah Oluwasanmi Library

ONLINE PUBLIC ACCESS CATALOG (OPAC)

Search

[Advanced search](#) | [Authority search](#) | [Tag cloud](#) | [Libraries](#)

Home

- OAU Home
- Digital Repository
- Ohio Digital Library
- E-Resources
- Library staff
- Hoopla Audiobooks
- Library Guide
- Opening Hour

### Welcome to Hezekiah Oluwasanmi Library Services

**Librarian's Welcome Address**

You are welcome to our Library. Our University Library supports and supplements the teaching-learning program of the institution at all levels.

**Instructions**

To search for an item, please type your search keyword in the box above. For advanced search, please click [Advanced Search](#)

**E-mail:**  
library@oauiife.edu.ng

**Log in to your account:**

Login:

Password:

Copyright © 2020, Obafemi Awolowo University. All rights reserved.

Activate Windows  
Go to Settings to activate Windows.

Type here to search

1:52 PM  
3/19/2021

Tuesday, March  
23, 2021

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# 4.7 Web Search Tool

## Definition

- A web search tool is simply a web page where you can conduct search on the web.
- Each search tool has its own unique set of files, called database, upon which all searches are based
- A search tool searches its own database of information about the web
- The more complete and accurate a database is, the successful a search is likely to be.
- Web search tools are sometimes described as “search engines”

# What Is Search Engine?

## Definition

- A search engine is a program that searches for and identifies items in a database that corresponds to keywords or characters specified by users.
- Search engines have many ways of cataloguing the web,
  - *Uses robots or spiders*
  - *Some are sorted by humans*
- Search tool sorted by humans are called “Directories”

# Differences Between a Directory and a Search Engine

## Directories

- Provide links to web sites organized in an alphabetical hierarchy of topics
- Created by human editors
- Cover only tiny portion of the web
- Sometimes include review/rating of the websites
- Provide access via browsing the menu categories or by keyboard search
- Record only limited information about web sites
- Useful for finding high-quality, human reviewed websites on broad or general topics

## Search Engines

- Created by computer software programs
- It scan each web site visits and records the content in a database.
- This database is searched by user's keyword to find the web sites that matches their search topic.
- Cover far more web sites than are listed in manually-created directories .
- The quality of web sites indexed in a search engine is less consistent than in a directory
- It is useful when seeking web sites about narrow, specific topics or .that measure obscure words or phrase

# Categories of Searching

- Keyword oriented searching
- Subject-oriented searching
- Combined and collected search

# Keyword-oriented searching

- Online search tools ask for keyword or words that the person is look for
- The search tool then searches its database for internet resources that contain the search word(s)
- The search tool makes entries in its database by periodically “crawling” the Internet for information and recording the contents of web pages

Note: search tools that crawl the web are called *spiders*



# Subject-oriented searching

- Subject-oriented information collection help to find information by looking for list of subject categories.
- Subject collections tend to be put together by librarians and not by robots, making them more useful.
- Subject-oriented information collections are sometimes called subject trees because they “branch” out from their opening page to many sub-pages

# Combined and collected search (Meta-search engines)

- In meta search engine, keywords are submitted in its search box, and it transmits the search simultaneously to several individual search engines and their databases of web pages.
- Meta search engines do not own a database of web pages; they send the search terms to the databases maintained for other search engines.
- Meta-searchers do not allow one to take advantage of advanced features in any search engines, and are unpredictable in how they will transmit a complex search.

Examples of metasearch engines are: MetaCrawler, Dogpile, Excite, Mamma etc.

# Categories of search engines

	Categories	Examples
1	All-purpose	Google, Bing, Yahoo! Search, Cuil, AltaVista, Excite
2	Books	Amazon, BookBoon, Freebooks.net, Google Books
3	Business	Jumia, Konga, OLX, Alibaba, Hoovers
4	Jobs	Jobberman, Career24, JobsPilot, Dice, Eluta.ca
5	Legal	LexisNexis, FindLaw, QuickLaw, Martindale.com
6	Maps	Google Map, MapQuest, Yahoo! Maps
7	Medical	GoPubMed, Healia, SearchMedica, WebMD
8	Multimedia	Youtube, Podscope, PicSearch, Veveo/Vtap, FindSounds
9	Question & Answer	About.com, Ask.com, AskMeNow, AskJeeves
10	Social	Facebook, Naijapals, Badoo

## 4.8 Summary and Conclusion

- In this module we discuss how to look and search for information from various sources both physical and electronic means. We discussed index, abstract, bibliography, library catalogue, web searching, institutional repositories and digital archives.

# Questions

- 1) A brief summary of the contents of a research work is known as .....
- 2) List two features of an abstract
- 3) Define the term index
- 4) Which of the index covers a broad variety of topics
- 5) What type of index covers a specific/particular topic or discipline
- 6) A systematic list of all published materials on a given subject or a country is .....
- 7) What is the full meaning of OPAC?
- 8) Define search engine
- 9) Mention 5 types of search engine

# SOLUTION

- 1) Abstract
- 2) It appears at the beginning of the work, it is a short summary
- 3) It is a guide to the contents of any periodical
- 4) General index
- 5) Specialized index
- 6) Bibliography
- 7) Online Public Access Catalogue
- 8) A search engine is a program that searches for and identifies items in a database
- 9) Google, Youtube, Facebook, Amazon, LexisNexis e.t.c

# References

- 1) Maxwell, Margaret F. Handbook for AACR2 1998 revision: explaining and illustrating the Anglo-American cataloguing rule. London: American Library Association, 1989.
- 2) Shorunke, O.A., Eluwole, O.A & Gbenu, Sarah A. (2014). Evaluating user's satisfaction with Landmark University's online public access catalogue. Samaru Journal of Information Studies. 14, (1&2).
- 3) Wegener, D.R. Training library patrons the Addie way. Oxford: Chandos publishing, 2006.
- 4) [http://www.newworldencyclopedia.org/entry/integrated\\_library\\_system](http://www.newworldencyclopedia.org/entry/integrated_library_system)

# LIB001 – MODULE 5

## INTRODUCTION TO REFERENCE SOURCES



**Hezekiah  
Oluwasanmi Library**



# You are Welcome!

- To the fifth module of LIB 001- Library Instruction Programme
- The topic for discussion is “ Introduction to Reference Sources”



# LEARNING OBJECTIVES

At the end of this module, we should be able to:

- explain reference sources/materials,
- identify the purpose and characteristics of reference sources
- understand reference questions with corresponding references sources



# MODULE 5 OUTLINE

- Definition of reference sources
- Types of reference sources
- Purpose and characteristics of reference sources
- Reference questions and corresponding reference sources
  - How to figure out which discipline your topics fits into?
- Summary
- Self Assessment Questions



# Introduction

I welcome you to the fifth module of the library instruction programme, LIB 001.

The basis of this unit is to introduce learners to the various sources of quick information for efficient learning.

This unit gives a detailed explanation of what reference is all about and it explains the purpose of reference materials.



# Take home!!!

Before you start this module, look at these questions:

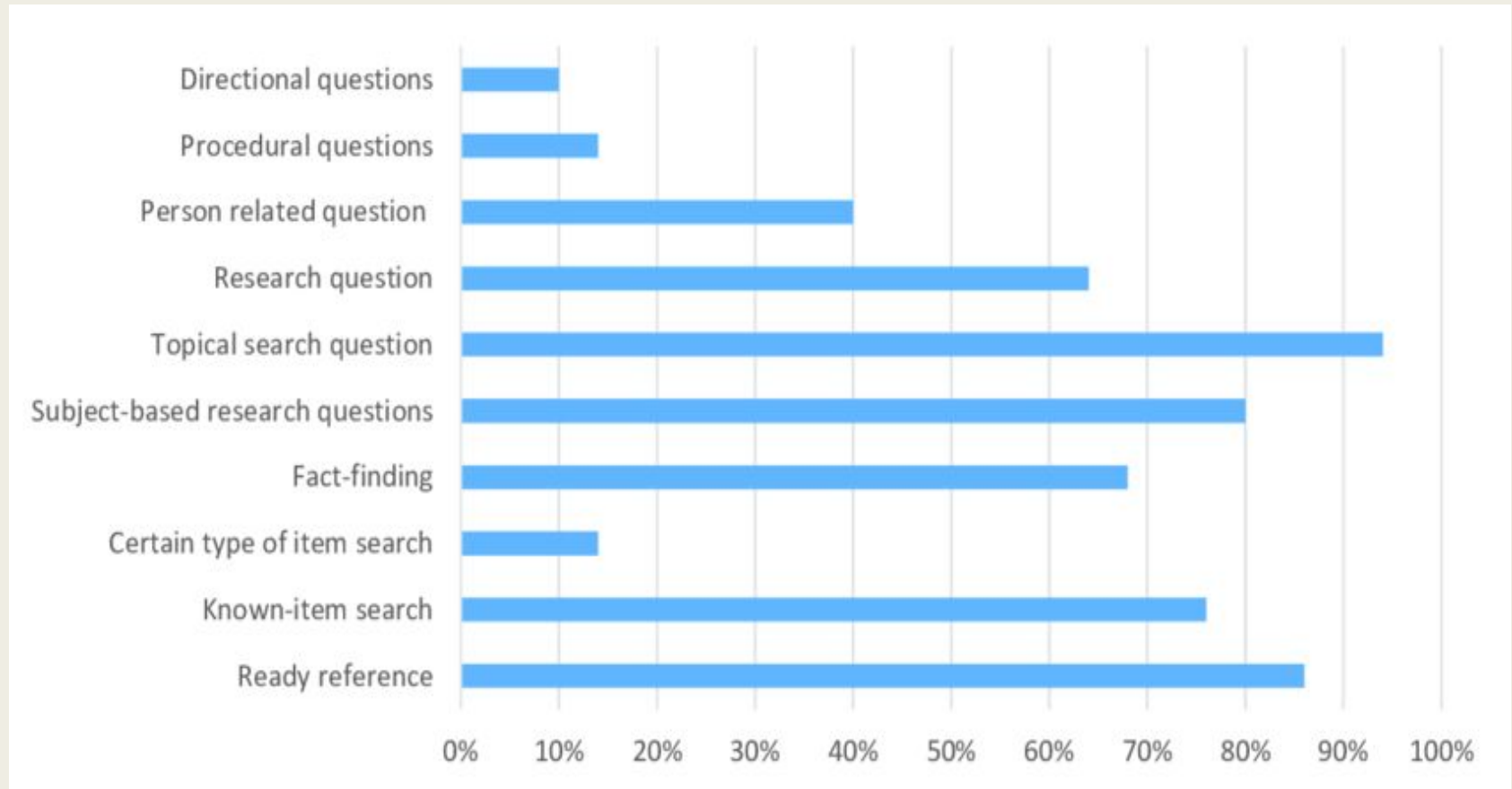
1. Compare and contrast: what is the difference between directories and guidebooks?
2. Define reference sources.
3. Explain the characteristics and purpose of reference sources.
4. What are the main objectives of this module?



# What are reference sources?

- Reference sources normally refer to specific kinds of publication which have been planned and written to be consulted for items of information, rather than to be read from cover to cover.
- A reference source or material can be in form of a book or other formats. Reference sources can answer users' queries clearly and without wasting their time.

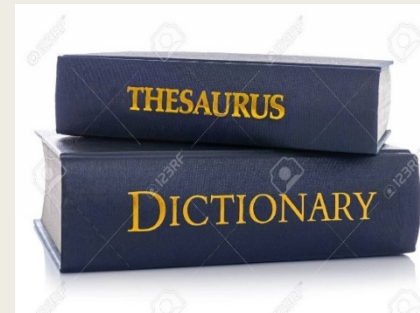
# Types of Question



# Types of reference sources

There are many types of reference sources in the library.

These include: Almanac, Atlas, Biographical sources, Chronology, Concordance, Dictionary, Directory, Encyclopaedia, Gazetteer, Guidebook, Handbook, Index, Abstract, Manual, Yearbook, Bibliography, Review and Criticism Sources, Historical Table, Historical Yearbook, Thesaurus.





# Types of reference sources

**Almanac:** This is usually a one volume work with statistics and a compilation of specific facts

**Atlas:** The atlas represents a book of maps and geographical information

**Biographical dictionary:** Any source of information about lives of people

**Chronology:** A list of the important events described in order of the date of which they occurred.

**Concordance:** An alphabetical listing of Key-words or phrases found in the work of an author or works in a collection of writings



# Types of reference sources (Cont'd)

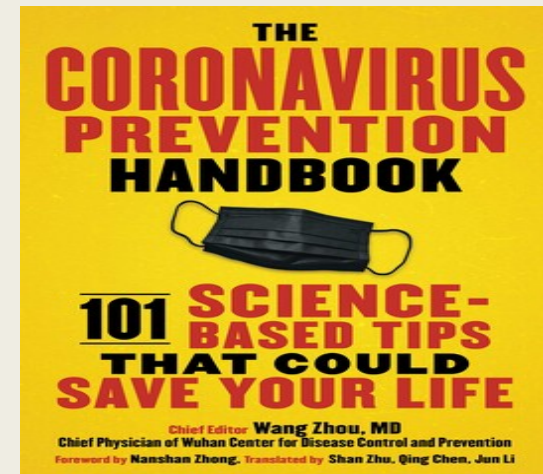
**Directory:** Lists names and addresses of individuals, companies, organizations and institutions

**Encyclopaedia:** A publication which covers knowledge or branches of knowledge in a comprehensive, but summary fashion

**Gazetteer:** A dictionary of geographical places

**Guidebook:** Publication containing detailed descriptions of places intended primarily for the traveller

**Handbook:** A document which discusses one broad subject in brief, or gives brief survey of a particular subject



# Types of reference sources (Cont'd)

**Index:** A document which contains additional information on written articles or a list of important words and terminologies used in a text.

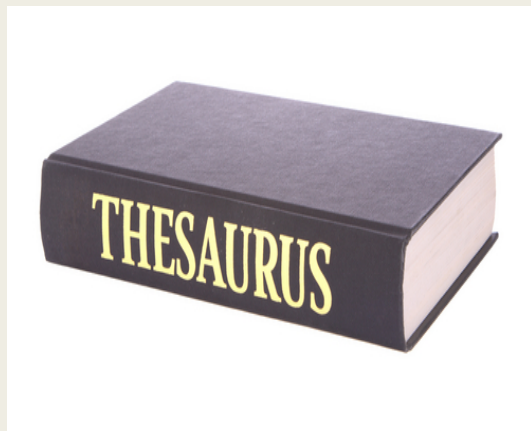
**Abstract:** An abstract is a brief summary of a research article, thesis, review, conference proceeding or any in-depth analysis of a particular subject or discipline, and is often used to help the reader to quickly ascertain the paper's intent.

**Manual:** A specific work that tells how to do something, such as how something operates; descriptions of the inner workings of an organization.

# Types of reference sources (Cont'd)

**Year-Book:** A publication containing the trends and events of the previous year; may be general in coverage, limited to one subject, or restricted to one geographical area

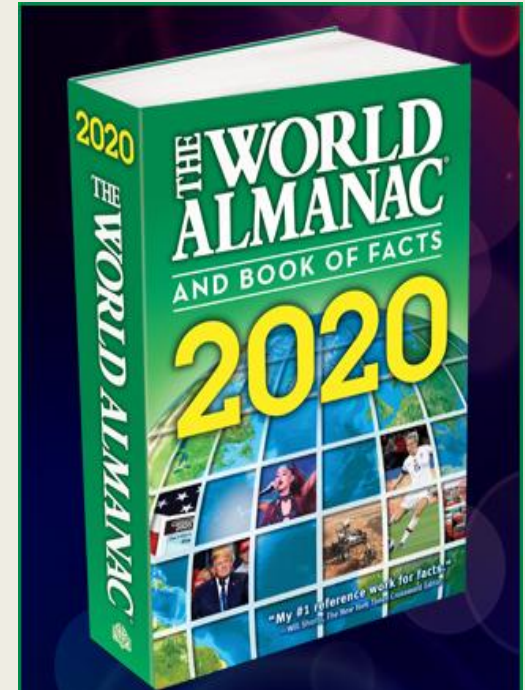
**Thesaurus:** any compilation of related words and their opposites. E.g. The Merriam-Webster Thesaurus



# More Examples of Reference Sources

INDEX

Inspirational Quotes . . . . .	2-3
Wishlist . . . . .	4
Project Ideas . . . . .	5
Movies & Shows to Watch . . . . .	6
Books to Read . . . . .	7
September . . . . .	8-23
Calendar . . . . .	8-9
Gratefulness Calendar . . . . .	10-11
Habit Tracker . . . . .	12
Internship Tracker . . . . .	13
1 <sup>st</sup> - 4 <sup>th</sup> . . . . .	14-15
5 <sup>th</sup> - 11 <sup>th</sup> . . . . .	16-17
12 <sup>th</sup> - 18 <sup>th</sup> . . . . .	18-19
19 <sup>th</sup> - 25 <sup>th</sup> . . . . .	20-21
26 <sup>th</sup> - 30 <sup>th</sup> . . . . .	22-23
October . . . . .	24-



<https://www.fitchburgstate.edu/academics/undergraduate-academics/honors-program/honors-thesis/education-thesis-abstracts>

# Types of reference sources (Cont'd)

**Bibliography:** Guide to other information sources. It is a list of books and other materials that provide author, title, and publication information.

**Review and Criticism Source:** These tools provide reviews or critiques of a person's work (e.g. Oxford Companion to Film, the International Directory of Films and Filmmakers).

**Historical Tables:** Historical tables and Chronologies present historical facts in different formats, Historical tables provide facts chronologically in columns with each column representing another geographical area or other major area



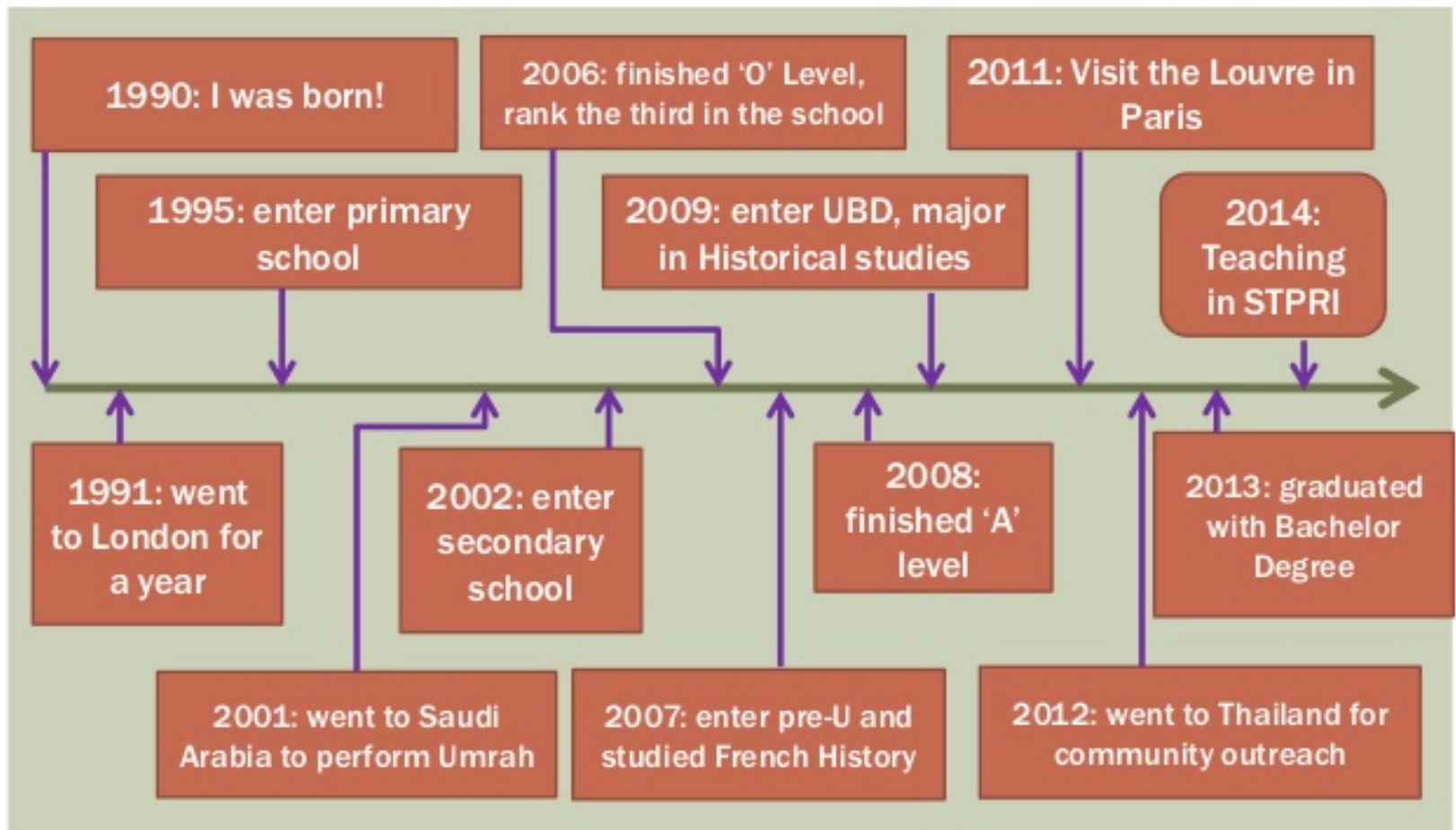
# Types of reference sources (cont'd)

**Historical Yearbooks:** Historical yearbooks provide facts and statistics for a single year and may be published annually.

**Chronologies:** Chronologies use narrative forms to present facts, Historical tables usually chronicle events in tabular forms. Both historical tables and chronologies may span long or very short time periods

# EXAMPLE OF TIMELINE

## Timeline of my life





# Purpose of Reference Sources

Each kind of reference book is designed to perform a specific function and is supposed to perform this function better than any other reference source.

Therefore it should be consulted first for the kind of information it covers e.g. a dictionary or encyclopaedia may give information about geographical names and places, but a gazetteer, which is designed for the sole purpose of providing information about geographical names and places, is the first place to look for information concerning geographical location.

# Characteristics of reference sources

**Non-circulating:** Reference books cannot be checked out of the library

**Quick Facts:** Reference books are not read straight through like novels; you usually simply “refer” to them when you need quick, basic information.

**Overview:** Reference books provide a quick introduction to your topic, a brief overview.

**Bibliographies, cross reference and see–also references:**  
Because discussions on topics in reference books are not in-depth, entries include suggestions to review related articles within the book itself or from related sources

# Reference questions and corresponding reference sources

Reference Issues	Examples of Questions	Corresponding Reference Material
Books	Where can I find a list of books on rural farming?	Bibliography
Language/ Terms	What is the meaning of the term 'ecosphere' ?	Dictionary
Trend/Development	What developments have taken place in building technology within the past 5 years?	Yearbook
Activity	How do you build a wireless set?	Manual
People	Where was the first Nigerian architect educated?	Biographical sources

# Reference questions and corresponding reference sources cont'd

Reference Issues	Examples of Questions	Corresponding Reference Material
Citation	I want some articles on interior design	Index/Abstract
Organisation	I want the name and addresses of some universities in East Africa	Directory
Place	Where is Gembu?	Atlas/Gazetteer
Background	Where can I find out something about scientific socialism?	Encyclopaedia
Citation	I want some articles on interior design	Index/Abstract

# How to figure out which discipline your topic fits into

Subject matter	Discipline
Women and Employment	Social Sciences, Humanities
Discrimination against women	Humanities (Literature)
Gender disparities at work places	Science (Biology), Social Sciences, Humanities



# Summary of Module 5

In this unit, we have discussed the following:

1. The definition of reference sources,
2. The types and definitions of different reference sources;
3. The purpose and characteristics of reference sources;
4. How to figure out which discipline your topic fits into, and
5. Reference questions and corresponding reference sources.

# Conclusion

In this lecture, we have discussed the basic concepts, purpose, characteristics and uses of library reference sources generally as it relates to use of information by students. The lecture provides introduction to the concept of reference sources and the application of the study to solving information-related problems in learning and use of library.

# Questions

1. Reference sources usually refer to special kinds of publications
  - a. Yes
  - b. No
- 2 Reference sources may contain information on virtually any given topic
  - a True
  - b false
- 3 Reference materials are generally not meant to be read from cover to cover
  - a No
  - b Yes
4. An abstract is ----- a summary b survey c analysis d critique
5. For facts and statistics in prose form for a single year, you need-----  
a chronology b index c abstract d historical yearbook
6. The time tables of history is an example of ----- a review and criticism  
sources b historical tables c chronologies d bibliographies
7. The reference source which provides a brief survey of a particular subject is  
a guidebook b handbook c concordance d manual
8. A specific work that tells how to do something, such as how something operates  
is a manual b directory c biographical source d gazette



# Questions Cont'd

9. The corresponding reference source to the question: where was 'x' party leader educated? could be a manual b encyclopedia c biographical sources d directory
10. ----- can be defined as a guide to the contents of periodicals  
a. index b. abstract c. bibliography d. subject heading
11. The most appropriate reference source for information on places is  
a. dictionary b. Who's who c. gazetteer d. almanac
12. Sources of information about lives of people is contained in -----  
a bibliography  
b biographical sources  
c reference sources  
d handbook
13. Women and employment can best be found in ----- discipline  
a law and justice b social sciences c biology d humanities



THANK YOU FOR YOUR  
TIME

# LIBRARY INSTRUCTION PROGRAMME

## LIB001 – MODULE 6

### LEGAL AND ETHICAL ISSUES OF INFORMATION USE



**Hezekiah  
Oluwasanmi Library**

# Learning Objectives

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

- At the end of this module, you should be able to –
- Define the concept of intellectual Property
- identify the different types of intellectual property
- Define copyright
- Determine the central focus of copyright protection

# Learning objective Cont'd

- Determine the condition precedents for eligibility to copyright protection
- Know the extent and duration for each classes of intellectual property
- Determine the benefits of copyright protection
- Determine what is violation of copyright protection
- Identify the exceptions to copyright infringement
- Define concept of ethical issues in information use
- Identify the legal issues involved in respect of information use

# MODULE 6 OUTLINE

- *Definition of Intellectual Property*
- *Types of Intellectual Property*
- *Definition of Copyright*
- *Principles of Copyright Law*
- *Rationale/reasons for copyright Law*
- *Eligibility for copyright Protection*
- *Duration of copyright Protection*
- *Benefits of Copyright*
- *Violation to the Copyright Law*
- *Exception to the Copyright Law*
- *Definition of Ethical Issues of Information Use*
- Summary and Conclusion
- References and Further Readings
- Assignment

# Take home!!!

Before you start to read, you should be able to answer these questions:

After studying this module, you should be able to answer these questions:

- What is intellectual Property?
- What are the different types of intellectual property?
- What is copyright?
- What is the central focus of copyright protection?

# Take home Cont'd

- What are the underlining Principles driving Copyright Protection?
- What are the condition precedents for eligibility to copyright protection?
- What are the extent and duration for each classes of intellectual property?
- What are the benefits of copyright protection?
- What is violation of copyright protection?
- What are the exceptions to copyright infringement?
- What is the definition of ethical issues in information use?
- What are the legal issues involved in respect of information use.



# Introduction

- I welcome you to the sixth module of this course. This module gives a detailed explanation of the concept of intellectual property generally, Information usages and its ethics.

# CONCEPTUAL DEFINITION OF INTELLECTUAL PROPERTY

- Intellectual Property refers to intellectual creativity of a creator. In contrast to physical property, intellectual property is an intangible asset of a person. Intellectual Property Rights (IPR) are the exclusive rights given to their creators for their creations. Common types of Intellectual Property Rights are Patents, Copyrights, Trademarks, Industrial Designs, geographical indications, trade secrets, layout designs for integrated circuits and even ideas.
- Dushyant Kumar Sharma, *“Intellectual Property and the Need to Protect It”*, Indian Journal of Sci. Res. Vol. 9(1), 2014

# Conceptual definition contd

## Overview of Intellectual Property

	Patents	Trade Marks	Registered Design Rights	Copyright
What is Protected?	Inventions	Brand Identity, including words & logos	What the product looks like	Music, art, film, literary works & broadcasts
How long?	Up to 20 years (subject to annual renewal)	Forever (renewals every 10 years)	Up to 25 years	Life plus 70 years (sound broadcasts are 50 years)
What does it protect against?	Your idea being used, sold or manufactured	The use of your trademarks by others without your permission	Your product being manufactured, sold or imported	Your work being copied or reproduced

# Conceptual definition contd



# Common types of Intellectual Property:

- **Patent:**
- A Patent is an exclusive right granted for an invention, which is a product or a process that provides a new way of doing something, or offers a new technical solution to a problem. The Patent owner may give permission to, or license, other party to use the invention on mutually agreed terms. A patent is granted for a period of 20 years from the date of filing the application of patent.

# Patent contd



# Layout Design for Integrated Circuits

- Semiconductor Integrated Circuit is a product, having transistors and other circuitry elements, which are inseparably formed on a semiconductor material or an insulating material. The initial term for recognition is 10 years, thereafter it may be renewed from time to time.

# Protection of New Plant Variety:

- New Plant varieties can also be protected under IPR. The objective of this act is to recognise the role of farmers as cultivators and conservers and the contribution of traditional, rural and tribal communities to the country`s biodiversity.
- Ibid p. 3 - 4



# Definition of Copyright

- Copyright as a form of intellectual property has its prime objective the protection of creativity, which modern day reality have discovered as central to creation of economic prosperity in any development driven economy. Generally speaking, copyright protect expression of ideas and not necessarily the ideas so as to avoid monopoly creation. Copyright is an institutional safeguards for the protection of individual`s ingenuity.

# Definition of copyright contd

- It is a catalyst for multiplication of creation of intellects and encouragement of the drive to give back to the society in form of edification for rewards it offers in form of recognition of positive cultivation of mind for human good, protection of the hard earned labour and rights to enjoyment of rights and benefits therefrom.
- Copyright law defines, recognizes and protects the copyright of original works. It outlines the scope of the goods to be marketed and sets out the general rule of their trade.

# Definition of copyright contd

- Copyright law helps creators to appropriate the market value of their work and gives its owners access to the benefits they are entitled to under the law. Copyright acquisition and administration is governed in Nigeria by the Nigerian Copyright Act Cap. C28 Laws of the federation of Nigeria 2004. The propagation of ingenuity and encouragement of intellectual cultivation of mind and intellect is considered germane to the economic sustenance of a citizen and economic prosperity of a nation.
- A.J Awominure (2010), Nigerian copyright law – a critical appraisal – unpublished master degree thesis submitted to the faculty of Law, Obafemi Awolowo University, Ile- Ife.

# Principles and Rationale For Protection

- Copyright is predicated upon four principles which are natural justice, the economic argument, the cultural argument and the social argument. The principle of natural justice in copyright is that the author being the creator, he should enjoy the fruit of his labour and also prevent others from reaping where they do not sow.

# Principles and rationale for protection contd

- The Supreme court of Nigeria gave its imprimatur to this principle in his decision in the case involving *Plateau Publishing Co. & Ors -versus - Chief Chuks Adophy* where Uwais JSC as he then was said, while adopting English Court decision in *Colburn – versus-Simmis* that in an action for infringement, the court in awarding an account of profit” takes from the wrong doer all the profits, he has made by his privacy and gives them to the party that has been infringed” as the court held that
- “Indeed, the man who brings out of nothingness some child of his thought has rights therein which cannot belong to any other sort of property” .
- (1986) 4 N.W.L.R ( PT. 34) 205
- (1843) Ha. 543, 560

# Principles and rationale for protection contd.

- The cultural principle is based on the fact that copyright works are national assets. Encouragement and rewards of creativity is in the public interest being contribution to the development of national culture. Encouragement given to African workers, series by Heinemann Educational Book Ltd has brought out the beauty in African culture. Without copyright the best we could have had is foreign culture.

# Principles and rationale contd.

- Economic Principle:
- The economists recognize that, in the absence of intellectual property protection such as copyright, various types of intangible assets would be under produced, because there would be no clear incentive for commercial organization to produce them. In this respect the objective of copyright law is primarily to balance the public benefit that can arise from the widespread circulation, use and reuse of a copyright work with the need to provide protection, incentive and reward to the creator or owner of copyright by granting a limited monopoly to exploit the copyright to that body of individual.
- Anthony Lilley (July, 2006) , Inside the creative industries – copyright on the grounds. P.1

# Rights Protected Under Copyright Act:

- Reproduction
- Translation of the work
- Preparation of derivative works (the use of the work to create new works)
- Distribution of copies
- Public performance (e.g music, dramatic works e.tc.)
- Public display
- First public distribution of the original work either by sale, rental or otherwise
- Rental of public lending of the original or copy of an audio visual work, sound recording computer database or musical work in the form of notation
- Broadcasting of the work
- Other communication to the public



# Eligibility for Copyright Protection

- The subject matter of copyright protection includes every production in the literary, scientific and artistic domain.
- Originality: the work to be copyright must be an original work of the creator's ingenuity.
- Medium of fixation/permanence: The work must have been fixed in a definite medium of expression now known or later to be developed. A copyright exist when embodied in some physical form. Reduction of work into a permanent form is a precondition for copyright.
- Nationality: the work must be such that could be accorded "national treatment" especially when the copyright is originating from foreign country.
- Offrey – vs – S.O Ola & Ors. Unreported Suit No. HOS/23/68 decided June 1969. See also Masterpiece Investment Ltd – v – Worldwide Business media Ltd & ors (1977) F.H.C.R. 496.
- C.F.A.O – V – Archbold (1964) G.L.R
- TRIPS Agreement, Art. 3

# Legal Ownership and right of action in Copyright

- The court of Appeal in the case of *M.C.S Ltd. – versus- Adeokin Records* handed down the description and the legal requirement as to the qualification to be the legal owner of copyright when it held –
- *“ for a person to be legal owner of copyright for the purpose of vesting*
- *requisite locus, he must fall into any of the following categories namely :-*
- *author of the work himself;*
- *the assignee;*
- *the licensee;*
- *It is only any of these legally authorized or accredited owners*
- *that can seek redress in copyright in the court of law”.*
- 
- (2007) 13, N.W.L.R (PT. 1052) 616 at 618 - 619

# Duration and Expiration of Copyright

- The 1<sup>st</sup> Schedule (section 2) of the Copyright Act Cap. C28, LFN 2004 describes the duration as follows:
- S/N
- Type of Work
- Date of expiration
- 1.
- Literary, musical or artistic works other than photographs
- Seventy years after the end of the year in which the author dies; in case of government or a body corporate, seventy years after the end of the year in which the work was first published.
- 2.
- Cinematograph films and photographs
- Fifty years after the end of the year in which the recording was published.
- 3.
- Sound Recordings
- Fifty years after the end of the year in which the recording was first published.
- 4.
- Broadcasts
- Fifty years after the end of the year in which the broadcast first took place.

# Benefits of Copyright

- a. Copyright balance the public benefit that can arise from the widespread circulation, use and reuse of a copyright work.
- b. it provides protection, incentive and reward to the creator or owner of copyright by granting a limited monopoly to exploit the copyright to that body of individual.

# Violation of Copyright

- Violation of copyright is better known as Infringement to copyright. Copyright ownership creates in its owner the exclusive right to copy and use of the copyrighted work subject to some exceptions. Copyright infringement involves any violation of the exclusive right to the use and control of the copyright by the owner. Since evidence of direct copying or plagiarism of an authored work is difficult to obtain, infringement of copyright is usually established through circumstantial evidence. Such evidence typically must show a substantial similarity between the original and the copy, as well as prove that the copier had access to the original.

# Violation of copyright contd

- The above means that where two works are similar or identical, there is nevertheless no infringement if each work is produced through the original and independent work of its creator. Section 15,16,17,18,19,20,21,22,23,24,25,28,29,30,32 and 33 of the Nigeria Copyright Act Cap. C28 Laws of the Federation of Nigeria (LFN), 2004 provides for acts constituting infringement of copyright, actions for infringement, criminal and civil liabilities and remedies.
- The Supreme court in the case of *Plateau Publishing – v - Adophy* in defining infringement of copyright held:”
- *Generally, any invasion of a right of property gives a cause of action to*
- *the owner against the person responsible for the invasion whether it is intentional or not.*
-

# WHO CAN SUE IN COPYRIGHT ACTION?

- The court of Appeal in the case of *M.C.S – versus- Adeokin Records* with respect to who can maintain an action in an action for infringement of copyright held-
- “Section 15(1) of the copyright Act, 1988 provides:
- *“ infringement of copyright shall be actionable at the suit*
- *of the owner, assignee or an exclusive licensee of the*
- *copyright as the case may be in the Federal High Court*
- *exercising jurisdiction in the place where the infringement*
- *occurred, and in any action for such infringement, all such*
- *reliefs by way of damages, injunction, accounts or otherwise*
- *shall be available to the plaintiff as is available in any corresponding*
- *proceedings in respect of infringement of other proprietary rights.”*
- M.C.S – versus- Adeokin (2007) 13 N.W.L.R (PT. 1052) p.619 para. 2

# INFRINGEMENT OF COPYRIGHT - DEFENCE OF INNOCENCE IN COPYRIGHT ACTION

- The court in expressing view on the defence of innocence by an infringer of an existing copyright held as follows –
- *“Innocence is no defence to an action for infringement of copyright or for the conversion or detention of an infringing copy or plate” para. 3*
- *“Where however it is proved or admitted in an action for infringement, the defendant was not aware and had no reasonable grounds for suspecting that Copyright existed in the work; the plaintiff is not entitled to damages but*
- *to an account of profits whether any other relief is granted or not.”*
- Ibid. p. 208. Para 3 -4



# Exceptions to Copyright

- Fair Dealings – when they are used as basis for comments, criticism or review, as against being used to convey same information as the author, for a rival purpose.
- Research or private study – for purely academic purpose
- Criticism or review: meanwhile the source must be sufficiently acknowledge
- Reporting current event – e.g. in newspaper or magazine, in which case the sources must also be acknowledged.
- Private reproduction for personal purposes, single copy and must not constitute a substantial part of the work and must not prejudice the interest of the author or right holder.
- Reproduction for teaching, source of work and name of author must be quoted.

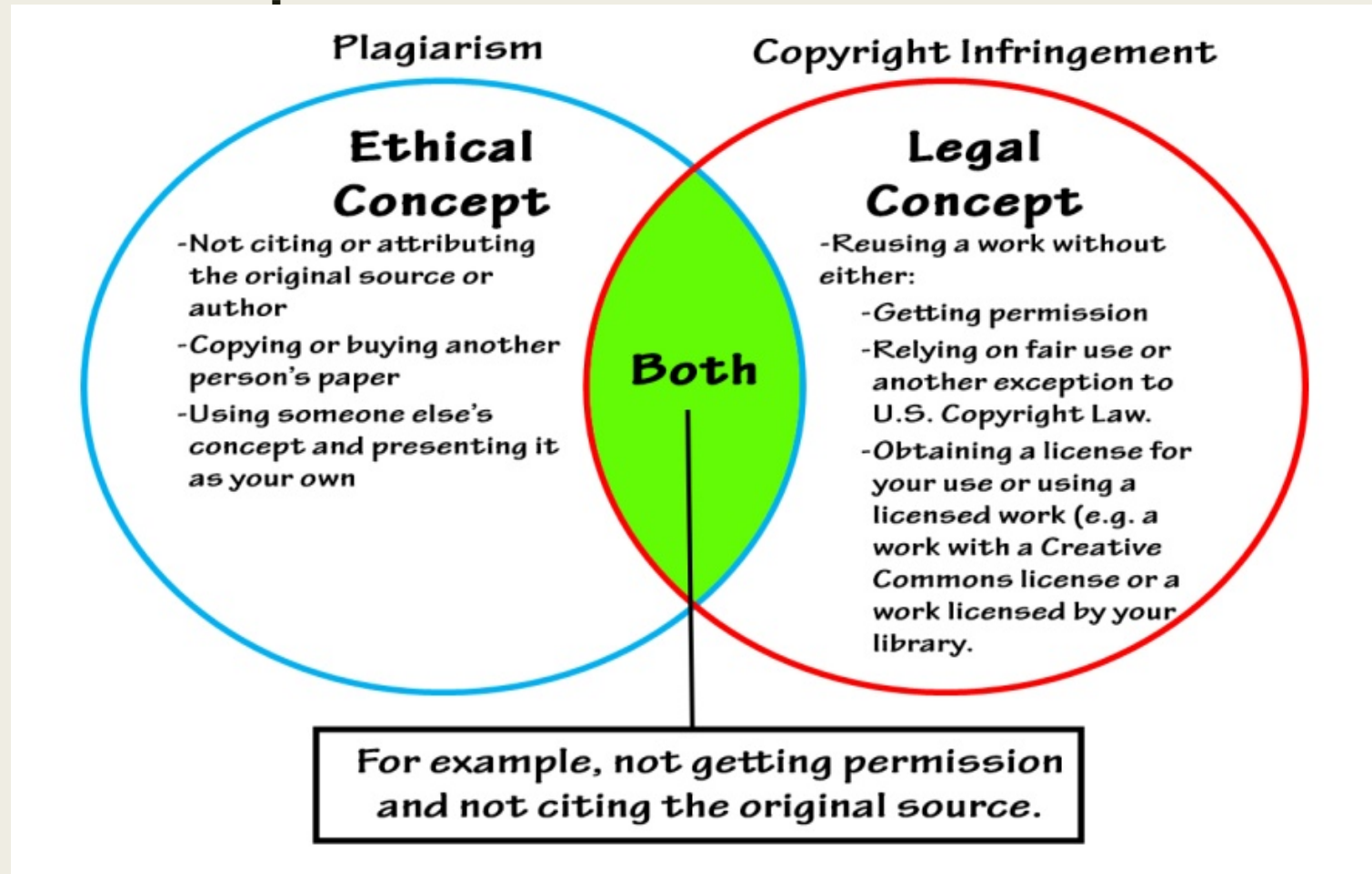
# Exceptions to copyright contd

- Reprographic reproduction by libraries and archives, to satisfy the request of a user for preservation purposes.
- Reproduction and adaptation of computer programs; where the reproduction is necessary for use of the program with a computer for the purposes for which the program was acquired or for archival purposes.
- Reproductions, broadcasting and other communications to the public for information purposes, for reporting current events or public lectures, political speeches, address, seminar, or other work similar in nature.
- Importation for personal use only.

# ETHICAL ISSUES OF INFORMATION USE

- Definition :
- The subject of ethical use of information is predicated on the responsible usage of information source. Information could be privileged, classified or academic. The most relevant in academic parlance is associated with the subject of Plagiarism and academic dishonesty.

# Ethical issues on information



# Ethical issues on information

## Privacy Issues

- Privacy issues are at the top of the list in regards to ethical use of information.
  - Loss of control
  - Misuse of information
  - Risk to physical privacy
  - Risk of identity theft
  - Unwanted intrusions into daily life
- Privacy on the Internet
  - Users of the Internet are highly visible and open to violations of privacy
  - Unsecured with no real rules
  - Cookies capture information about you every time you visit a site
  - That information may be sold to third parties

### Privacy laws

- Attempt to enforce the privacy of computer-based files and communications
- Electronic Communications Privacy Act
- Computer Fraud and Abuse Act



# PLAGIARISM/ACADEMIC DISHONESTY

- This has to do with the unlawful and dishonest ways of “representing the words, ideas and information of another person as one’s own in any academic work” without due acknowledgement of the source or the original owner of the work. Also using materials from the web as one’s own. This constitute serious violation and attracts heavy sanctions.

# Plagiarism contd



# Examples/incidences of Plagiarism

- When blocks of text e.g. paragraphs, sentences, single sentence or a significant part of a single sentence are copied directly, but are not enclosed in quotation marks and appropriately referenced;
- When direct quotations are not used, but material is paraphrased or summarized in such a way that it substantially reflects ideas taken from another author's work and the source of the material is not appropriately reference and/or
- When an idea that appears in printed or electronic form has been used or developed without reference being made to the person responsible for that idea.



# CITATION AND REFERENCING STYLES

- Citations in an academic work reflects the depth of academic study of the researcher. It shows the materials consulted and review for the production of the original work of the author and further enable the reader or user to have access to the original sources for further readings. Citation shows scholarship in writing and reflects a sense of academic responsibility, honesty and diligence. Citation enables the reader to know which information in the document has been developed by the author/researcher, an which information the author has borrowed from others and as earlier stated, allows the reader to locate the author's original source materials.

# Citation contd.

- An in-text citation or reference includes:
- The surname(s) of the author(s) of the work;
- The year the work was published; and
- (where appropriate) the page number(s) where the cited information can be found in the publication. A page number is however required if one is referring to a quotation or to figures/data produced in a research project.

# Information Formats

- The primary purpose of citation or referencing is to enable the reader easily locate the source materials taken from another author's work. Therefore it is important, first, that the author provides the reader with all relevant information for each source and, second, that the information is presented in a consistent format throughout the document.

# Information format contd

- The primary purpose of citation or referencing is to enable the reader easily locate the source materials taken from another author's work. Therefore it is important, first, that the author provides the reader with all relevant information for each source and, second, that the information is presented in a consistent format throughout the document.

# Citation format contd

- Some professional organizations that have produced style manuals include the American Psychological Association (APA), Modern Language Association (MLA), the Council of Biology Editors (CBE), and the New York Times Newspaper. Each of these manuals provide guidelines for citation format and serves as a style guide for the layout of research reports, theses and articles.
- Examples from APA and MLA:

# Citation format contd.

- **Book with a single author:**

- APA- Fleming, T. (19997), *Liberty! The American Revolution*. New York: Viking.

- MLA – Fleming, Thomas *Liberty! The American Revolution*. New York; Viking, 19997

- **Book with two authors:**

- APA – Sennett, R; & Cobb, J. (1972). *The hidden injuries of class*. New York: Vintage Books

- MLA – Sennett, Richard, and Jonathan Cobb. *The Hidden Injuries of Class* New York: Vintage books, 1972.

- **Book with three or more authors:**

- APA – Schwartz, D; Ryan, S; & Wostbrock, F. (1995). *The encyclopedia of T.V. game shows*. New York: fact on File.

- MLA – Schwartz, David, Steve Ryan and Fred Worstbrock. *The Encyclopedia of TV Game Shows*. New York: Facts on file, 1995.

-

# Summary and Conclusion:

- In this lecture, we have discussed the concepts of intellectual property with respect to different types of intellectual property, the rationale behind the protection, the subject of infringement of copyright and legal and ethical issues in information use.

# Assignment

## ASSIGNMENT:

1. Justify the need for protection of Intellectual Property.
2. State and describe the term eligibility for copyright protection
3. To every general rule there is always an exception. Analyse with respect to the exclusivity of copyright.
4. Innocence is no defense to violation of copyright. Explain with relevant legal principles and decided case(s) ?
5. Underscore the relevance of citation with respect to academic integrity and plagiarism.



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- *M.C.S – versus- Adeokin (2007) 13 N.W.L.R (PT. 1052)* p.619 para. 2
- 12. *Offrey – vs – S.O Ola & Ors. Unreported Suit No. HOS/23/68* decided June 1969. See also *Masterpiece Investment Ltd – v – Worldwide Business media Ltd & ors (1977) F.H.C.R. 496*.
- 13. *C.F.A.O – V – Archbold (1964)* G.L.R
- 14. TRIPS Agreement, Art. 3
- 15. *(2007) 13, N.W.L.R (PT. 1052) 616 at 618 – 619*
- 16. *Plateau Publishing Co. & Ors -versus - Chief Chuks Adophy*(1986) 4 N.W.L.R ( PT. 34) 205
- *17. Colburn – versus- Simmis* (1843) Ha. 543, 560

# THANK YOU FOR YOUR TIME

Monday,  
April 12,  
2021

LIB 001- LIBRARY INSTRUCTION PROGRAMME



# LIB001 – MODULE 7

## REPORT WRITING AND CITATION



**Hezekiah  
Oluwasanmi Library**

# You are welcome!

- to the seventh class on LIB 001- Library Instruction Programme.
- The topic for discussion is “Report writing and citation”



# LEARNING OBJECTIVES

At the end of this module, you should be able to

- Define report
- Define report writing
- Describe the sections in a report
- Define citation
- Mention citations styles
- Describe the stages in citation writing
- Describe the step in writing citation



# MODULE 7 OUTLINE

7.1. Introduction

7.2. Definition of report

7.3. Definition of research writing

7.4. Describe the sections in a report

7.5. Definition of citation

7.5.1. Citations styles

7.6. Stages in citation writing

7.7. Step in writing citation

7.7. Conclusion

7.8. Summary of module 7

7.9. Self-Assessment

7.10. Assignment

7.11. References



# Introduction

You are welcome to the seventh module of this course. This module gives a detailed description of the sections to be included when writing a report, it also highlights the stages and described the steps in writing citation.





# Take home!!!

Before you start this module, look at these questions

What is a report?

What is report writing?

What are the different sections in a report?

What is citation?

What are the different citation styles?

What are the stages in citation writing?

What are the steps in writing citation?



# Definition of Report

- A report as a formal, objective and authoritative document, design and packaged to address a particular problem, investigate an incident, record findings and make recommendations with view to facilitating informed individual, group or management decision making (Soola, 2005).
- A report is a written presentation of factual information based on investigation or research.
- It is a document that presents information in an organised format for a specific audience and purpose.
- It is designed to lead people through information in a structured way, but also to enable them to find the information that they want quickly and easily. Reports form the basis for solving problems and making decisions, often in the subject of business and the sciences.

# What is Report Writing?

- Report writing is a structured way of documenting information about an investigation, a phenomenon or an event.
- A report is usually written following a standardized format; thus allowing the readers to find the information easily and focus on specific areas.



For a written report to be effective Forsyth (2010) highlighted the following characteristics:

- Clear, concise and accurate
- Easy for the audience to understand
- Appropriate for the audience
- Well organised with clear section heading



# Writing a Report

In writing a report, the writer has to be guided by their assignment questions and guidelines carefully. A written report should have the following sections

- Title page
- Table of contents
- Abstract or executive summary
- Introduction
- Findings and/or discussion
- Conclusions
- Recommendations
- References
- Bibliography
- Appendices



# Writing a Report Cont'd

- **Title Page:** This gives the title of the report, the student name/number, name of the person/department the report is being submitted to and the completion date.
- **Table of Contents:** This shows the section of the report. It gives the headings, subheadings and page numbers.
- **Abstract or Executive Summary:** Gives a summary of the whole report. It outlines the report's purpose, methodology, findings, main conclusions and recommendations. It is mainly written in past tense and prepared last.
- **Introduction:** It outlines the context, background and purpose of the report. Terms and limits set for the investigation are defined. It is written in a way that will enable readers/audience to easily identify what the report is about, how information was gathered and why the report is needed. It is mainly uses past tense and can be written last, but usually presented first. Sometimes "Terms of Reference and Procedure" may be used instead of "Introduction". When terms of reference are used, the purpose and scope of the report is stated. This includes who requested the report, the main issues or problems to be identified, the reason for undertaking the report and the due date of the report. While the aspect of the procedure, outlines the methods used to collect information e.g, questionnaire, interviews, observations and/or research.

# Writing a Report Cont'd

- **Findings and/or Discussion:** What was found during the research or investigation is presented. Only facts are given and no interpretation by the writer of the report during presentation of the findings. Tables, graphs or diagrams can be used and they must be relevant to the issues and problems identified in the Terms of Reference. The findings should be arranged in a logical order with headings and sub-headings. While for discussion, you may be required to analyse, interpret and evaluate the findings. The discussion draws together different parts of the findings and may refer to findings of other studies and/or theories.
- **Conclusions:** This gives brief statements of the key findings of the report. It should be arranged so that the major conclusions come first and it should relate directly with the objectives set in the Introduction or Terms of Reference. It should follow logically from the Findings and Discussion and must be complete enough for recommendations to be made from them.
- **Recommendations:** This gives the opinions of the writer of the report about possible changes, or solutions to the problems, including who should take action, what should be done, when and how it should be done.
- **Reference:** The sources or author of different literature consulted or referred to in the course of writing the report are listed. You have to use and stick to a particular referencing style, e.g APA, MLA etc.
- **Bibliography:** List any sources that were read for the research but were not cited in the report. Note that bibliography may not be required in a report.
- **Appendices:** These are addendums or additional information used in the course of investigation or study. They may include: interview questions, surveys, glossary, figures, etc. Note that appendices may not be required in a report

# Definition of Citation

- Citation is the compilation of all citations of literature consulted during the course of the research, using the bibliographic features of the information materials.
- Citation is a reference to a published work (for example, a book, article, image, etc.) that is used when creating a written work.
- A citation is simply a reference to an information source.





# Citation Styles

There are basically four citation styles

- APA style (American Psychological Association)
- Harvard style
- MLA style (Modern Language Association)
- Chicago/Turabien citation style



# Stages in Citation Writing

In the course of writing a report, there are basically two stages involves in citation writing. These stages are:

- **In-Text Citation:** This involves citing the author's last names, year of publication and/or the work's page number among the text within the body of the write-up (Akerlele, 2018).
- **Bibliographic Citation:** This is the compilation of all citations of literature consulted in the course of writing the report, using the bibliographic features of the information materials e.g.

Soola, E.O. (2005). Technical report writing: guidelines and methods. In M.A. Tiamiyu (Ed.) *Information Science: concepts, models and applications* (pp. 253-275). Ibadan: African Regional Centre for Information Science.



# Steps in Citation Writing

The steps in writing citation involve the following:

- **Choose your citation style** : Find out the name of the citation style that you must use from your supervisor or what you know your audience, publishers or faculty expects.
  
- **Create in-text citation:** Find and read the chosen citation style's rules about in-text citations, which are usually very thorough. Examples are usually provided that make it easier to learn the rules. For instance, the citation style's guide may have different rules for when and what you are citing. This may include:
  - *Quotations rather than summaries or paraphrases*
  - *Long, as opposed to short quotations*
  - *Sources with one or multiple authors.*
  - *Books, journal articles, interviews and email, or electronic sources*
  
- **Determine the kind of source:** After creating the in-text citation, now begin creating the full bibliographic citation that will appear on the References or Bibliography page by deciding what kind of source you want to cite (books, journal article, film, webpage, etc.).



# Steps in Citation Writing

## Cont'd

■ **Study your style's rules for bibliographic citation:** You will need a full bibliographic citation for the same source. This citation will appear on the References page or Bibliography page or Work Cited page. Bibliographic citations usually contain more publication facts than you used for your in-text citation, and the formatting for all of them with respect to the citation style is very specific. For instances:

- *Rules vary for sources, depending on whether they are books, journal articles or online sources*
- *Authors' first names may be initials instead.*
- *Sometimes lines of the citation must be indented*
- *Names of some sources have to be in quote.*
- *Dates of publication appear in different places, depending on the style. Etc.*

# Steps in Citation Writing

## Cont'd

- **Identify the citation elements:** Figure out which bibliographic rules that applies to the source that you have created an in-text citation for. Then apply them to the bibliographic citations. For instance if you have multiple authors, you look the rule regarding multiple authors and apply it to the situation.
  
- **Repeat this steps for creating in-text citation and bibliographic citations:** Create your bibliographic citation by arranging information to match the citation style that you have chosen. Pay particular attention to what is, and what is not capitalized and to what punctuation and spaces separate each part that the examples in the citation rules illustrates.

# Conclusion

In this lecture

- we have discussed report writing and citation.
- The lecture provides definition of report, report writing and citation.
- It also highlights the sections in a report
- Citation styles were listed
- Stages of citation writing and
- The steps in writing citation were discussed.



# Summary of Module 7

In this module, we have discussed the following:

1. Definition of report
2. Definition of report writing
3. Mention the sections in a report
4. Definition of citation
5. The citations styles
6. The stages in citation writing
7. The step in writing citation



# Self-Assessment Question

- i. Define the term “report”
- ii. Define report writing
- iii. List the sections in a report
- iv. Define citation
- v. Mention three citation styles
- vi. List the steps in citation writing





# Assignment

1. Pick a journal title in your discipline and provide a bibliographic citation of the first four articles, using the four citation styles. Ensure that you state the citation style used for each journal article.
2. Choose a topic suitable for a report and answer the following questions
  - *What is the purpose of the report?*
  - *Who are the audience of the report?*
  - *What style would you adopt in writing your citation?*



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# LIB001 – MODULE 8

## Academic Libraries and ICT



**Hezekiah  
Oluwasanmi Library**

# You are Welcome!

- To the eighth module of LIB 001- Library Instruction Programme
- The topic for discussion is “Academic Libraries and ICT”



# LEARNING OBJECTIVES

At the end of this module, we should be able to:

- Understand what a Library Management System is and its economic importance to library operations
- Understand key features of Electronic Information resources/ databases and their usefulness to their academic pursuits
- Have knowledge of Institutional repositories and why they are important to institutional visibilities



# LEARNING OBJECTIVES

## (Cont'd)

- Have an understanding of the essence of Digital/ Electronic libraries and why they are gateway to valuable and credible information
- Appreciate security challenges in the library and the importance of electronic surveillance of library holdings



# MODULE 8 OUTLINE

- Introduction
- Aims of ICT in Library
- Library Management System
- Electronic Information Resources/  
Databases
- Institutional Repositories
- Digital Libraries
- Library Security
- Summary
- Self Assessment Questions



# Introduction

- The acronym ICT means Information and Communications Technology
- ICT means communication of information through technology
- Libraries are undergoing serious and tremendous changes all over the world
- These changes are due to:
  - advancements in technology
  - ubiquitousness of computers and allied devices
  - proliferation of the Internet
- Most libraries run hybrid systems today, although at different levels of ICT deployment
- ICT influences library services efficiently and effectively
- The aim of deploying the use of ICT into library is to enhance the most possible efficiency and effectiveness in the rendering of library services.





# Take home!!!

Before you start this module, look at these questions:

1. What do you understand by the term “ICT”
2. What do you feel should be the benefit of ICT to library operations
3. What are the perceived advantages of Library management system
4. What are your understanding of electronic information resources?
5. Why do we need to protect library resources



# LIBRARY MANAGEMENT SYSTEM (LMS)

- also known as, integrated library system (ILS)
- is an enterprise resource planning system for a library
- library staff employ it to manage the acquisition, cataloguing, and inventory of documents
- Library patrons use library management systems to find, reserve, and loan documents
- manages asset collections as well as relationships with their members  
are used by academic libraries, as well as public or private libraries

# Advantages of ICT in Libraries

- It has provided new media, new modes of storing and communicating information
- It makes many services in the library to be available to library users in a faster way
- Removes barrier of communication, distance and time. The advancement in technology will continue to improve the effectiveness of library services
- Catalogues are now available online called Online Public Access Catalogues (OPAC) free of cost
- The available information present in the libraries can be fed to home pages and made available to users anywhere



# QUALITIES OF AN LMS

- Include a database that can be used to store and manage information on different types of content assets in different formats
- Manage patron and members information including profiles, present and past loans, payments, and penalties
- Allow users to find information from public sources like OPAC (Online Public Access Catalog) or WorldCat
- Manage asset inventory and loans across multiple physical locations
- Provide statistics on loans, inventory, late returns, or lost documents

# LMS MODULES

- Acquisitions (ordering, receiving, and invoicing materials)
- Cataloguing (classifying and indexing materials)
- Circulation (lending materials to patrons and receiving them back)
- Serials (tracking magazine, journals, and newspaper holdings)
- Online public access catalog or OPAC (public user interface)
- Administration
- Report generation



# EXAMPLES OF LMS

- Follet Destiny                      NewGenLib
- EBSCONET Subscription System      OPALS
- Intota                                  BiblioQ
- Millenium                              Ex Libris Alma
- Virtua                                  Sierra ILS
- Inspire Discovery                      Apollo ILS
- Book Systems                          Koha



# ADVANTAGES OF LMS

- Records maintenance
- Time Effective and Cost Efficient
- Reliable and Secure
- Increased Employee Efficiency
- Simple and Easy to Use



# ELECTRONIC INFORMATION RESOURCES/ DATABASES

- Are those information sources which are accessible only or alternatively via computer access, smart-phones, etc
- They can be locally mounted or accessed remotely via the Internet
- They can be stored in cyberspace and can be accessed simultaneously from different points by several people at the same time
- Electronic databases are collection of electronic information sources (e-journals or e-books) by publishers from various fields or disciplines
- Some databases are provided free of charge to libraries in developing countries by their publishers or vendors, while others require some fees for subscription



# TYPES OF ELECTRONIC INFORMATION RESOURCES

- Monographs and course literature, which includes course books, compendium and students' note
- Scholarly journal articles
- Conference publications, working papers and reports
- Theses (masters and doctoral theses)
- The news press, i.e., popular articles that are not academic



# TYPES OF ELECTRONIC INFORMATION RESOURCES

## (Cont'd)

- Grey literature, i.e., separate reports, talks, lectures and unpublished papers, which are not controlled by any publisher
- Company information, i.e., brochures that describe the activities of a company, annual reports, etc.
- Official sources, i.e., laws and official statistics
- Other/ undefined, i.e., sources whose references are not comprehensive enough and sources that do not fit into the categories described above (for instance computer programmes or codes)



# ACCESS TO INFORMATION RESOURCES/ DATABASES

- Internet (Institutional, Modems/ Routers/ Cyber cafes)
- Intranet
- CD-ROMs
- OPAC
- Mobile phones
- Personal computers and so on

# ADVANTAGES OF ELECTRONIC INFORMATION RESOURCES

- Convenience of accessing articles
- Timeliness
- Ability to search text
- Animation of graphics
- Ease of skimming and searching
- Possibility of downloading or printing the desired document or segment
- Currency of information

# ADVANTAGES OF ELECTRONIC INFORMATION RESOURCES

(Cont'd)

- Speed of access
- Ability to send articles to colleagues
- Storing articles electronically
- Access to a wider range of information
- Faster access to information
- Easier access to information



# DISADVANTAGES OF ELECTRONIC INFORMATION RESOURCES

- Discomfort of reading from the screen or poor graphic quality
- Time consuming and detracts users from doing their work
- Lack of information technology knowledge
- Non-awareness of relevant resources in collection
- Information overload

# INSTITUTIONAL REPOSITORY

- Consists of formally organized and managed collections of digital content generated by faculty, staff and students in an institution
- Are open access systems, the content receives more use from the academic community because it is free
- Makes it easier for faculty members to get previously scattered or restricted-access materials in a single location

# WHY INSTITUTIONAL

## REPOSITORY

- To provide access to unpublished, but nevertheless valuable, research of faculty, research staff, and students.
- To promote the principles of open access by providing opportunities for faculty self-archiving.
- To preserve and disseminates a wide variety of content beyond traditional scholarly articles, including datasets, learning objects, electronic theses and dissertations, audiovisual content, and presentations.
- It helps universities fulfill obligations to make publicly funded or non-profit-funded research available on an open access basis.
- It encourages access and sharing among disciplines and institutions
- It allows universities to capture digital e-learning courseware so they can expand on existing programs



# INSTITUTIONAL REPOSITORY CONTENTS

- Published Research Material e.g., Book chapters, Journal articles, Conference papers, etc
- Unpublished Research Material e.g., Preprints, working papers, Thesis / dissertations, technical reports, progress/status reports, committee reports presentations, teaching materials, audio/video clips, etc.
- Supporting Research materials e.g., Data sheets, models, blue prints, etc.

# FEATURES OF INSTITUTIONAL REPOSITORY

- Registration of institutional users (authors)
- Document submission
- Approval / moderation
- Archiving
- Dissemination
- Administration

# DIGITAL/ ELECTRONIC LIBRARIES

- Library in which collections are stored in digital formats and accessible with the use of computers and other allied devices.
- The content may be stored locally, or accessed remotely
- Provides academic researchers with electronic access to national and international scholarly journals

# FUNCTIONS OF DIGITAL/ ELECTRONIC LIBRARIES

- Access to large amounts of information to users wherever they are and whenever they need it
- Access to primary information sources
- Support multimedia content along with text
- Network accessibility on Intranet and Internet
- Provide User-friendly interface
- Hypertext links for navigation



# FUNCTIONS OF DIGITAL/ ELECTRONIC LIBRARIES (cont'd)

- Client-server architecture
- Enhance advanced search, access and retrieval of information
- Integration with other digital libraries
- reserve unique collection through digitization
- To enable one to perform searches that is not practical manually
- To improve and support library operations

# ADVANTAGES OF DIGITAL/ ELECTRONIC LIBRARIES

- Nearly unlimited storage space at a much lower cost
- Re-allocate funds from some staff, collection maintenance, and additional books.
- No physical boundary
- Round the clock availability
- Multiple access

# ADVANTAGES OF DIGITAL/ ELECTRONIC LIBRARIES

- Enhanced information retrieval.
- Preservation for some print material
- Added value
- Universal accessibility

# LIMITATIONS OF DIGITAL/ ELECTRONIC LIBRARIES

- Lack of screening or validation
- Lack of preservation of a fixed copy (for the record and for duplicating scientific research)
- Lack of preservation of “best in class”
- Difficulty in knowing and locating everything that is available, and differentiating valuable from useless information
- Job loss for traditional publishers and librarians
- Costs are spread and many become hidden.



# LIBRARY SECURITY

- Arrangements provided for safe and secure facilities for library staff, library resources, equipment, and library users
- Libraries should create and implement security policies, procedures, and plans in an effective and efficient manner.
- security systems should perform their functions as seamlessly as possible, without interfering with the primary objective of the library
- non-technological approaches to material theft prevention, including guards, physical check of patrons' packages, closing stacks and book stamp.



# NEED FOR LIBRARY SECURITY

- Theft and Mutilation
- Vandalism
- Disruptive behavior
- Damages and disaster (Natural or man made)
- Book Mis-shelving
- Mutilation by Humidity and microbes



# MEASURES AGAINST RISKS IN LIBRARIES

- Closed-circuit television (CCTV)
- Electromagnetic Security System (ESS)
- Burglar system
- Radiofrequency Identification system (RFID)
- Biometric system
- Access control system
- X-ray security machine
- Robot Security system (RSS)



# CHALLENGES TO SECURITY BREACH MANAGEMENT

- Lack of funding
- Mishandling and late arrival of library collection
- Inadequate management support and library leadership in tackling security issues of the library
- Lackadaisical attitude of library staff towards securing library environment
- Lending without proper procedure
- Proper place to keep collections of patrons and professionals
- Inadequate staff or training workshops on security issues or systems
- Lack of user awareness of what constitutes some security breaches.



# Conclusion

In this lecture, we have discussed the importance of ICT to library services, Library management system as a tool for modern library operations and why electronic resources are important to learning. We also discussed Institutional Repository (IR) as a catalyst in projecting the image of an academic institution, digital libraries as a gateway for digital electronic information resources. Library security was also discussed, with respects to threats to library resources and solutions to different threats to library security.

# Questions

1. The acronym for ICT is?
2. List all the advantages of ICT
3. Mention all the modules of a library management software
4. The contents that may be included in an institutional repository are?
5. What are possible threats to Library resources?

# THANK YOU FOR YOUR TIME

Thursday,  
July 8, 2021

LIB 001- LIBRARY INSTRUCTION PROGRAMME



LIBRARY INSTRUCTION  
PROGRAMME

**LIB001 – MODULE 9**

**INTRODUCTION TO WEB  
SEARCHING**



**Hezekiah  
Oluwasanmi Library**



# MODULE SEVEN OUTLINE

- Web searching
  - *Introduction of the web*
  - *Different terminologies associated with the web*
- Web search tool
  - *Search engines*
  - *Choosing a search engine*
- Reasons Why People Search the Web
- Search strategy
- Summary

# Introduction

- You are welcome to the ninth module. This module explains how the web provides information in a variety of formats which are easily accessible.
- There is easy access to pictures, videos, music and text in a multitude of subjects, anywhere, anytime through the web.

# LEARNING OBJECTIVES

- At the end of this module, you should be able to:

---

- \*Define web searching and its usefulness,

---

- \*Explain web search tools,

---

- \*Understand the need to search the web,  
and

- \*Display your understanding of different search strategies

# Definition of Web Searching

- Web searching is the process of interactively searching for and retrieving requested information on the Internet via a computer system, hand-held and allied devices from databases that are online.
- The Web, also known as the World Wide Web (www) was invented in 1989 by a British researcher, Tim Berners-Lee at the European Particle Physics Laboratory in Geneva, Switzerland.

# Introduction of the Web



- The Web can be defined as a bunch of “pages” of information connected to each other around the globe; each page can be a combination of text, pictures, audio clips, video clips, animations among others. What makes Web pages interesting is that they contain *hyperlinks*, usually simply called *links*.
- Each link points to another Web page, and, when a link is clicked, the “*browser*” fetches the page the link connects to. Each Web page has an address, called *URL (Uniform Resource Locator)*, and attached to it so that browsers can always find it.

# Different Terminologies associated with the Web

## **Hypertext** -

- a. Hypertext is a system that interlinked documents.
- b. What's so remarkable about the Web is that, it connects pieces of information from all around the *planet*, on different computers and in different databases, all fairly seamlessly.
- c. Hypertext is a way of connecting information in a way that makes it easy to find.

# Different Terminologies associated with the Web Cont'd

**URL** - URL is an acronym for *Uniform Resource Locator*. Every Web page has a URL, which is a series of characters separated by periods (.) and sometimes forward (/) slashes. URL typed in a browser address bar is used to access a particular resource.

- For example, consider the following URL:

**<http://library.oauife.edu.ng/index.php/e-resources>**

- The filename of the actual web page is **e-resources**. That file is stored in a directory or folder called **index.php**. This directory is stored on a web server whose Internet address is <http://library.oauife.edu.ng>
- When a URL shows only a server address, it's generally described as the address of a website. E.g.

[www.oauife.edu.ng](http://www.oauife.edu.ng)                      OAU website

[www.library.oauife.edu.ng](http://www.library.oauife.edu.ng)                      Hezekiah Oluwasanmi Library web site

[www.ir.oauife.edu.ng](http://www.ir.oauife.edu.ng)                      OAU Institutional Repository

# OAU Website

The screenshot shows a web browser displaying the homepage of Obafemi Awolowo University (OAU). The browser's address bar shows the URL [oauife.edu.ng](http://oauife.edu.ng). The page features a dark blue header with navigation links: Quick Links, E-portal, NetQue, Transcript, Staff Mail, OAU IR, and Documents. A search bar is located on the right side of the header. Below the header, the OAU logo and name are prominently displayed, along with a navigation menu: Home, About Us, Admission, Academics, Administration, and Research. A yellow button labeled "Talk to us" with the email address [info@oauife.edu.ng](mailto:info@oauife.edu.ng) is also visible. A blue banner below the navigation menu provides contact information: "Reach out to us: [admissionoffice@oauife.edu.ng](mailto:admissionoffice@oauife.edu.ng) | [counselling@oauife.edu.ng](mailto:counselling@oauife.edu.ng) | [transcript@oauife.edu.ng](mailto:transcript@oauife.edu.ng)". The main content area features a carousel of three images: a microscopic view of cells, a graduation ceremony, and the OAU crest with the motto "FOR LEARNING AND CULTURE". The Windows taskbar at the bottom shows the system tray with the time 6:46 AM and date 3/27/2020.



# Different Terminologies associated with the Web

## Cont'd

- **Web Browser** - This is a software that gets Web pages and displays them on the screen. The browser lets a computer communicate with web servers and display the information stored there.
- A web browser must have the following features:
  - Address bar      Tool bar
  - Menu bar      Home page button
  - Reload button      Back button
  - Forward button      Bookmark button
  - Setting button

# Web Browser Examples



# Web Search Tool

- This is simply a web page where you can conduct a search of the web.
- The term ‘search engine’ is sometimes used to describe a search tool. This term, however, more accurately describes the programme web search tool uses, behind the scene, to perform searches.
- Search engine is used generically to describe both **human-powered directories** and **crawler-based search engines**.

# Search Engines

- *Internet search engines* are special sites on the web that are designed to find information on other sites and they provide varieties of ways through which searchers refine and control searches.
- Search engines perform three basic tasks:
  1. *They search the Internet or selected piece of Internet – based on important or key words*
  2. *They keep an index of the words they find and where they find them*
  3. *They allow users to look for words or combination of words found in that index.*

# Search Engines Categorisations

- Search engines can be categorized as follow:

	Category	Examples
1	All-Purpose	Google, Bing, Yahoo! Search, Cuil, AltaVista, Excite
2	Books	Amazon, BookBoon, Freebooks.net, Google Books,
3	Business	Jumia, Konga, OLX, Amazon, Alibaba, Hoovers
4	Jobs	Jobberman, Career24, JobsPilot, Dice, Eluta.ca
5	Legal	LexisNexis, FindLaw, QuickLaw, Martindale.com

# Search Engines Categorisations...contd

- Search engines can be categorized as follow:

	Category	Examples
6	Maps	Google Map, MapQuest, Yahoo! Maps
7	Medical	GoPubMed, Healia, SearchMedica, WebMD
8	Multimedia	Youtube, Podscope, PicSearch, Veveo/VTap, FindSounds
9	Question & Answer	About.Com, Ask.com, AskMeNow, AskJeeves
10	Socials	Facebook, Twitter, LinkedIn, Naijapals, Badoo,

# Choosing a Search Engine: Qualities in Consideration

- A good search engine should return everything relevant to a query. It should be clear from the search engine results why each page is returned and whether the page is relevant.
- The most basic measures for judging the results of a search engine are known as *recall* and *precision*.
- A good search engine must have high recall and precision ratio.

# *Figure IV : Search Engines*





# Reasons for searching the Web

- i. Information*
- ii. Communication*
- iii. Online education*
- iv. Research*
- v. Transfer of files*
- vi. Social networking*
- vii. Internet transactions*
- viii. Money making*
- ix. Request for help*

# Search Strategies

- The following guidelines will help to:
  - i. Identify concepts
  - ii. Make a list of search terms/ keywords/ alternative terms for each concepts
  - iii. Specify the logical relationships among your search terms
  - iv. Decide if you want a comprehensive search or basic search
  - v. Know how to structure your search with the use of appropriate search logic.

# Search Strategies cont'd

- Some of the search strategies are:
  - i. **Use unique, specific terms to the subject you are researching.**
  - ii. **Use the minus operator (-) to narrow the search**
  - iii. **Use quotation marks for exact phrases.**
  - iv. **Don't use common words and punctuation**
  - v. **Capitalization**
  - vi. **Drop the suffixes**

# Search Strategies cont'd

- vii. Maximize AutoComplete**
- viii. Use browser history**
- ix. The plus operator (+) – to return documents with all the keywords**
- x. The tilde operator (~) – for synonyms or similar words**
- xi. The wildcard operator (\*,?) – to fill the blanks e.g. Colo?r**
- xii. Boolean operators (AND, OR, NOT or AND NOT)**
- xiii. Parentheses ( ) - e,g, (smoking or tobacco) and cancer**
- xiv. Proximity operators (within (W), near (N) among others)**

# Search Strategies cont'd

- xiv. **Numeric ranges – Windows 2007....2013**
- xv. **Site search- [site:www.intel.com rapid storage technology](#) will display all pages with **rapid storage technology** from Intel.com.**
- xvi. **Related sites - [related:www.youtube.com](#) can be used to find sites similar to YouTube.**
- xvii. **Web page title search - **allintitle: Nigeria** will return all web pages where Nigeria is found as the heading.**

# Search Strategies cont'd

## xxviii Set a time limit and then change tactics

- Use a different search engine, like [Yahoo!](#), [Bing](#), [Altavista](#), or [Lycos](#)
- Ask a friend
- Ask a question in the appropriate forum
- Contact [search experts](#) who can find the answer for you – Librarians or Information specialists

# Summary

- **In this module, we have discussed the following:**
  1. *Web searching and concepts like URL, hypertext and web browsers,*
  2. *Web search tool, that is, search engine and uses,*
  3. *The need to search the web, and*
  4. *Different search strategies.*

## Self-Assessment Questions (SAQS)

1. What is web searching?
2. Explain the following concepts: URL, Hypertext, Web Browsers
3. What are the common features of web browsers?
4. How do you interpret the following:
  - <http://www.library.oauife.edu.ng/index.php/e-resources>
  - <http://www.cdl.oauife.edu.ng/>
5. What are the three basic tasks a search engine must performed in other for it to be efficiently useful?
6. Do you need to search the web for your academic activities? Explain
7. What are the five basic guidelines for effective and efficient web search?
8. List five of the search tips and illustrate their uses.



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THANK YOU FOR YOUR  
TIME

# LIB001 – MODULE 10

## SOCIAL MEDIA USE IN THE LIBRARY



# MODULE 10 OUTLINE

- Social media
- Social media platforms
- Purposes of social media use in the library
- Benefits of social media use
- Limitations of social media
- Summary/Conclusion
- Evaluation
- References



# Introduction

- You are welcome to the tenth module of this course. This module will discuss social media in terms of definition, platforms, purpose, benefits and limitations of social media use in library.



# LEARNING OBJECTIVES

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

- define the term social media,
- identify different platforms of social media use in library,
- describe the purposes of social media use in the library,
- discuss the benefits of social media use in the library,
- enumerate the limitations of social media in the library



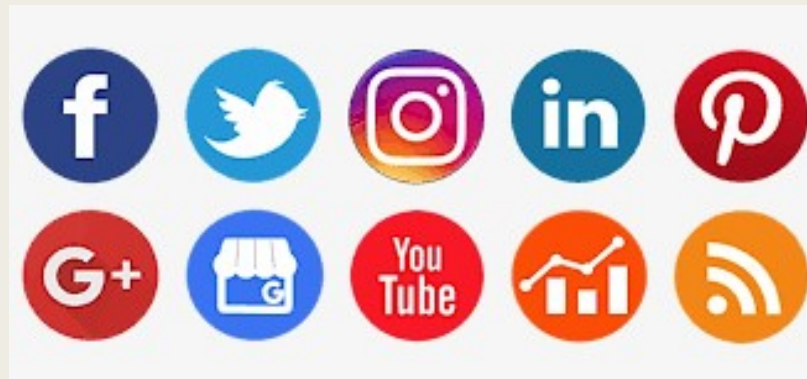
# Social Media

- Social media is an Internet based form of communication that allows users to interact, share information and create web-content.
- Social media are powerful tools for communicating and facilitating relationships with existing and potential library patrons, and are becoming increasingly popular among university communities.



# Social media platforms

- Social media platforms could be categorised into the following: social networking (Facebook, LinkedIn, Google+, Whatsapp, etc), microblogging (Twitter, Tumblr), Photo sharing (Instagram, snapchat, pinterest) and Video sharing (YouTube, Facebook, Periscope, Vimeo).





# Social media platforms cont'd

Social media platforms to be discussed in this module are:

- Facebook
- WhatsApp
- LinkedIn
- Twitter
- Blog



# Social media platforms cont'd



- Facebook is a social networking website where users can post comments, share photographs and post links to news or other interesting content on the web, chat live, and watch short-form video. Facebook began in February 2004 by student of Harvard University Mark Zuckerberg along with Edward Saverin (Phillips, 2007).
- Libraries populate Facebook with rich content, promotion of library resources and information about current projects or exhibitions.



# Social media platforms cont'd



- WhatsApp is a free instant messenger application that allows users to send text messages and multimedia files. WhatsApp application was developed in 2009 by Brian Acton and Jan Koum.
- It is a proprietary cross-platform, encrypted, instant messaging application. Libraries utilised the “App” to send text, audio messages, videos, documents, user location, and contacts and to other users using a mobile number on the platform (Ansari & Tripathi, 2017).



# Social media platforms cont'd



- Twitter is an America online news and social networking service on which users post and interact with messages known as “tweets.It was founded in March 25, 2006 by Jack Dorsey, Noah Glass, Biz Stone and Evan Williams (Wikipedia, 2021).
- Libraries use this platform to give users first-hand information on the newly acquired information materials and users can send Instant Messages (IM) or complaints; ask questions on a particular issue and get a feedback on the spot using twitter.



# Social media platforms cont'd



- Blog is a discussion or informational website published on the World Wide Web (www) consisting of discrete, often informal diary-style text entries(Wikipedia, 2021).
- Libraries periodically post messages; share information on a particular subject or issue, and allow users to contribute to content.



# Social media platforms cont'd



- LinkedIn is a social networking site designed specifically for the business community.
- The goal of the site is to allow registered members to establish and document networks of people they know and trust professionally. Libraries make use of the site to connect library patrons to disseminate selected information in a timely manner.



# Purposes of social media

- Libraries participate in social media for many reasons but primarily to communicate information about library services and resources, and to engage with their communities.
- Social media can be powerful information dissemination tools and offer a way for libraries to promote their activities, resources and services while allowing a two way dialogue with library patrons.



# Benefits of social media use

- Low cost and ease of use.
- Communication with patrons.
- Marketing and promotion.
- Social media platforms enhance the visibility of the library.
- Improvement of library Services.
- Ease access.





# Limitations of social media

- expertise are required to deliver library services to library patrons which may not be affordable.
- The use of social media is time consuming.
- Limited funds to support operations and use of social media.
- External factors such as Internet connectivity, hardware issues, technological infrastructure may restrict access.



# SUMMARY/ CONCLUSION

- In this module, we have discussed social media use in the library, meaning of social media, social media platforms, purposes of using social media, social media guidelines for libraries, using social media in the library.
- Social media use in the library enhances information sharing among the university community.



# Self-Assessment Questions(SAQs)

- Define the term “social media”.
- Give five social media platforms.
- Briefly describe three social media platforms that you can use to enhance information sharing.
- Enumerate the limitations of social media use discussed in this module.
- What are the benefits of social media use in the library?
- Briefly discuss the purpose of social media use in the library.



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# THANK YOU FOR YOUR TIME

Monday, July 26,  
2021

LIB 001- LIBRARY INSTRUCTION PROGRAMME



# LIB001 – MODULE 11

## MULTIMEDIA USE IN THE LIBRARY



Hezekiah  
Oluwasanmi Library

# You are Welcome!

- You are welcome you to the eleventh module of this course.
- This module explains in very simple manner what multimedia is all about, its use in the library and describes the practical application of multimedia in educational instruction, science and technology.



# LEARNING OBJECTIVES

- At the end of this module, you should be able to:
- Explain the basic concepts of multimedia
- Identify the two basic kinds of multimedia and their characteristic
- Explain the various applications of multimedia in the library, educational instruction and science.



# MODULE 11 OUTLINE

- Basic concept of multimedia
- Types of multimedia
- Application of multimedia in the library
- Summary of the Module 11
- Self-Assessment
- References



**What is multimedia?**

**How many types of multimedia applications are  
you familiar with?**

**What are the basic characteristics of  
multimedia?**

**How is multimedia applied in the library, education  
and science?**



# Definition of Multimedia



Multimedia :

is information which has been digitized from various sources such as text, graphics, audio, video, music etc. and recorded on a computer where it can be manipulated and recombined.

integrates the various media formats (text, graphics, animations, audio etc.) for more effective communication.

effectively informs and educates and using persuasive strategy with the enhanced effects of colour, animations and sound.

components include: text for clarity and self-pacing; audio which impacts mood and character; graphics for visualisation and communication style; animations for the simulation of motion in static drawings and video which captures the motion of real life events.

# Types of Multimedia

- Basically, there are two types of multimedia:
  - a. **Interactive multimedia:** specifically supports individual use and individual learning. In the application of interactive multimedia, the learner chooses what he wants to learn as he navigates the multimedia system. Interactive multimedia is applied to an active audience as the name implies.
  - b. **Non Interactive multimedia:** majorly applied to a passive audience. Eg. during scholarly presentations, the presenter presents in multimedia format while the audience simply receives the information presented.

# Use of Multimedia in the Library



## Publicity/ marketing strategy:

All libraries have a particular kind of clientele as their target group. To this end, certain kinds of publicity or marketing strategy has to be employed in order to attract the expected target group to the library.

Multimedia packages could be used as an attractive form of publicity or marketing strategy for library services.

Use of a combination of various media components is a more attractive form of publicity strategy which captivates the senses better than using only a single medium such as text.

## Selective Dissemination of information (SDI)

Multimedia packages can be used in libraries to enhance the provision of information services for the visually or hearing impaired in formats that are well suited to their special needs.

For instance, there is a multimedia software which helps visually impaired learners to learn mathematics and other subjects through the utilization of sound and touch.

# Use of the multimedia in the Library



## **Academic Libraries:**

Multimedia applications in libraries can be most helpful to the library users .

With a multimedia approach to information provision, learning becomes more interesting.

Provision of information in multimedia format asserts the position of the library as the information hub in any knowledge based community.

# Application of Multimedia in Education

The application of multimedia in education in contemporary times is the norm rather than the exception. It involves combining together five basic media types in the learning environment.

The five basic types of media which make up multimedia include text, video, audio, graphics and animation. The learning environment could either be a physical classroom or a virtual environment as in distant learning.

However, the hallmark of multimedia applications in education involves interactive learning which is more engaging when compared to traditional methods of chalk, talk and the black board which is teacher centred rather than learner centred.



LIB 001- LIBRARY INSTRUCTION PROGRAMME

# Application of Multimedia in Education Cont'd

- For example using multimedia, interactive learning is achieved through live action video, feedback, questions and answers to keep the learners focused. Also, in the learning of practical skills such as in content areas like agriculture, biology and home economics, multimedia use creates an enabling environment through the application of simulation. In simulation, real life processes are artificially created in order to improve understanding and the application of practical skills.
- Essentially, multimedia applications in education allows self-paced learning, taking cognizance of the fact that individual learners learn at different paces and enables capacity for interactivity.





# Application of Multimedia in Education Cont'd

Traditionally, learning is teacher-centred and focused on learning by memorization but using multimedia,

Learning is interactive and the environment could either be a physical classroom or a virtual environment combining text, video, sound, graphics and animation

For example, the key features of educational simulations are that it causes the learner to focus attention on concepts which allow them to explore an artificial environment based on reality. Educational simulations provides the learner an opportunity for exploring, experimenting and interacting.

some experiments students may not experience directly in Biology, Physics, Chemistry and technical subjects due to unavailability of fund/ equipment and facilities can be taught just as effectively using simulation multimedia learning software.

# Application of Multimedia in Education Cont'd

Multimedia learners overcome the barriers of lack of real use of laboratory experiments and the risks involved such as inhalation of acid fumes among others.

An innovation in learning sciences called the Virtual laboratory, allows active learning by enabling the design of experiments and interpretation of results in a highly interactive, computer-based multimedia environment.

Virtual lab has been successfully used to increase science literacy by teaching basic concepts in Biology, Physics, Agriculture and Chemistry.

# Application of Multimedia in Science and Technology



- Multimedia has been applied in areas of scientific research such as agriculture, microbiology, zoology, atomic physics and so on. Application of multimedia to the teaching, learning and research of the applied sciences is very beneficial because many concepts and processes in science are abstract and difficult to understand.
- Topics that would otherwise have been boring and abstract or unimaginable can be made interesting and easy to understand through the use of stimulations, graphics, audio and animations in addition to text.
- Consider for example, the long term research involved in the demonstrations of growth phases in the development of a new improved pest resistant strain of cocoa plant.
- A combination of graphics, animations, audio and, video clip can be used to break through the constraints of time and space and demonstrate the growth process or growth cycle of the cocoa plant.

# Application of Multimedia in Commerce



- Look around you on the roads. You can see clearly the colourful and catchy billboards advertising various products and services.
- Advertising strategy involves the use of vivid colours, audio, video and animations on television, Internet, radio and billboards to appeal to the consumer's senses in order for consumers to purchase the products and services that are advertised.
- The use of text alone as advertising strategy will have less appeal to the consumer than using multimedia with its many advantages.

# Application of Multimedia in Medicine

## ● ● ● | **Medicine**

- In medicine, doctors can get trained by looking at a virtual surgery or they can simulate how the human body is affected by diseases spread by viruses and bacteria and then develop techniques to prevent it. Multimedia applications such as virtual surgeries also help doctors to get practical training.



# Summary of Module 10

- In this module, we have discussed the following:
- The basic elements of multimedia ; the concept of multimedia and basic applications of multimedia in education, library and information services, science and technology, and commerce.
- The lecture provided an insight to the many uses and advantages of multimedia applications over the use of a single medium. Multimedia applications in the various disciplines discussed is the global trend rather than the use of traditional teaching/learning methods and hence should be embraced.

# Questions

Describe in your own words the application of multimedia in

- a. Education.
- b. Library and information science
- c. Agriculture, science and technology.
- d. Journalism
- e. commerce
- Briefly summarize the advantages of multimedia applications in the various areas discussed to traditional methods or using text only.



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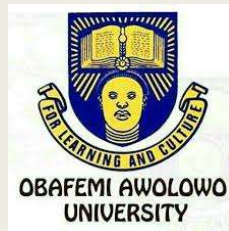




# LIBRARY INSTRUCTION PROGRAMME

## LIB001 – MODULE 12

### **INTRODUCTION TO ELECTRONIC DATABASES**



Hezekiah  
Oluwasanmi Library

# MODULE TWELVE OUTLINE

- Definition of Electronic databases
- Characteristics of Electronic databases
- Types of Electronic databases
- Summary
- Self - Assessment Questions
- Assignment

# LEARNING OBJECTIVES

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

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Define and classify different types of electronic databases;

---

Understand the different characteristics of electronic databases; and

---

Illustrate different types of electronic databases with ample examples

# Definition of Electronic databases

- A database is a structured collection of logically related data that is stored so that it can easily be accessed / retrieved. There is manual and electronic databases.
  - *A manual database is one that is not computerised, that is, not available in electronic format e.g. a telephone directory, an organiser or printed address book*
  - *Electronic databases are organised collection of data, or information, that are stored in computer-readable form.*

# *Illustrations of electronic databases*



## Characteristics of Electronic databases

- *Organized Collection-* Contents of e-database are arranged logically to facilitate easy access and retrieval.
- *Credibility-* Recorded contents of information are reviewed by subject experts and publishers to maintain credibility and authenticity of the resources.
- *Usability-* The well-defined organization of information contents and search capabilities of online databases allow users to search and retrieve results more efficiently and effectively.

# Characteristics of Electronic databases Cont'd

- *Conversational* - Searches in online databases are conducted as a two-way communication between the searcher and the system, in which each get a chance to communicate with each other.
- *Expert System* - Online databases are characterized as expert systems that provide information on specialised areas of knowledge
- *Controlled Vocabulary* - Controlled vocabulary is largely used for information presentation and retrieval, though the keyword searching is also supported by almost all the online systems.

## Characteristics of Electronic databases Cont'd

- *Permanence - Published documents, such as journals, reviews and books, etc. in online databases do not change frequently.*
- *Up-to-Date – Almost all the online databases comprise current information on its concerned areas.*
- *Real-time - Real time in online database operations implies that the remote terminals respond quickly to the user's search processes*
- *Time-sharing - By time sharing many users can search the information simultaneously either from the same place or variant locations.*



# Library Databases



# Types of Electronic databases

- Electronic databases are grouped under the following categories:
  - a. On the basis of Information Incorporated
  - b. On the basis of Scope of Data
  - c. On the basis of Contents
  - d. On the basis of Providers

a. On the basis of Information Incorporated

- i. Full-text Online Databases – e.g. JSTOR, Aluka, Sciencedirect, Ebscohost, Springer and Wiley Online Library etc.
- ii. Reference Databases – a. Bibliographic – e.g. Scopus and Web of Science    b. Referral - Ulrich's Periodicals Directory and Electronic Yellow Pages
- iii. Numeric Databases – e.g. COMPUSTAT and ProQuest Statistical Insight
- iv. Multimedia Databases – e.g. Artstor and Academic Video Online

## b. On the basis of Scope of Data

- i. General interest database – e.g. Academic Search Complete (EBSCO) and Encyclopaedia Britannica.
- ii. Discipline Specific Databases – e.g. SocINDEX and PAIS (Public Affairs Information Service)
- iii. Subject Specific Databases – e.g. Historical abstracts, MedLine, AGORA, TEEAL, HINARI and PsycINFO

## c. On the basis of Contents

- Online databases can be organized according to the type of documents they possessed.
  - i. Article Database – Google scholar & Annual Reviews
  - ii. Theses/Dissertation Database – IR, DATAD, ProQuest
  - iii. Citation Database - Scopus and Web of science
  - iv. Audio / Video Database - Academic Video Online
  - v. Online Catalogue - OAU-OPAC, IndCAT and WorldCat
  - vi. Dictionary Databases -Oxford English Dictionary and Chemical substance Dictionary
  - vii. Directory Databases - Electronic Yellow Pages and Encyclopedia of Associations
  - viii. Indexing &Abstracting Databases -Educational Research Abstracts Online (ERA)

## d. On the basis of Providers

- i. Publisher /Commercial Databases - Oxford University Press, Emerald, Routledge and Taylor & Francis.
- ii. Institutional Databases - Obafemi Awolowo University Institutional repository ([www.ir.oauife.edu.ng](http://www.ir.oauife.edu.ng)), PsycInfo (American Psychological Association) and EconLit (American Economic Association)
- iii. Aggregator Databases – are service providers that make available contents, licensed by several publishers and is offered in packages at a single price to libraries. EBSCOHOST, JSTOR, Research4Life.

# OAU Institutional Repository

The screenshot shows a web browser window displaying the OAU Institutional Repository website. The browser's address bar shows the URL `ir.oauife.edu.ng//`. The website header features the OAU logo and the text "OBAFEMI AWOLOWO LIBRARY AND INFORMATION SERVICE" and "OAU Institutional Repository". A "Login" link is visible in the top right corner. Below the header, there is a "DSpace Home" link. The main content area is divided into several sections:

- OASpace**: A section with a welcome message: "Welcome to OASpace, the Obafemi Awolowo University Institutional Repository. Search for theses, articles, books, videos, images, lectures, papers, data sets and all types of digital assets from OAU, Nigeria. For assistance, kindly contact `ir-help@oauife.edu.ng`."
- Communities in DSpace**: A section titled "Select a community to browse its collections." listing various faculties with their respective item counts:
  - Faculties (29)
  - Faculty of Administration (0)
  - Faculty of Agriculture (43)
  - Faculty of Arts (74)
  - Faculty of Basic Medical Sciences (21)
  - Faculty of Clinical Sciences (60)
  - Faculty of Dentistry (0)
  - Faculty of Education (24)
  - Faculty of Environmental Design and Management (0)
- Search**: A search bar with a magnifying glass icon.
- BROWSE**: A section with a dropdown menu currently set to "All of DSpace". Other options include "Communities & Collections", "By Issue Date", "Authors", "Titles", and "Subjects".
- MY ACCOUNT**: A section with "Login" and "Register" buttons.
- DISCOVER**: A section with a partially visible dropdown menu.

The Windows taskbar at the bottom shows the system tray with the time 6:36 AM and date 3/27/2020, along with icons for various applications and system utilities.

# EBSCOHOST, JSTOR and Research4Life





# Summary of Module

- In this module, we have discussed the following:
  - i. The definition of electronic databases,
  - ii. The characteristics of electronic databases,
  - iii. The various types of electronic databases and sub categories, and
  - iv. Ample examples given as illustrations

# Self-Assessment Questions (SAQs)

- i. Define databases.
- ii. What is manual database?
- iii. Give five examples
- iv. Explain what electronic databases are.
- v. Give five examples
- vi. Explain the characteristics of electronic databases.
- vii. List the broad categories of electronic databases.
- viii. Categorise electronic databases based on
  - a. *Information incorporated*
  - b. *Scope of data*
  - c. *Contents*
  - d. *Providers*

# Assignment

1. Compare and contrast manual and electronic databases.
2. List the different ways that electronic databases contribute to the depth of research.

THANK YOU FOR YOUR TIME

# LIB001 – MODULE 13

PRESERVATION AND CONSERVATION OF  
LIBRARY MATERIALS



**Hezekiah  
Oluwasanmi Library**

# You are Welcome!

- To the thirteenth module of LIB 001- Library Instruction Programme
- The topic for discussion is “preservation and conservation of library materials
- ”



# LEARNING OBJECTIVES

- *At the end of this module, students should be able to:*
- *Explain what deterioration of library materials means*
- *Mention the causes of deterioration of library materials*
- *Explain preservation of library materials*
- *Give the preventive measures in the library*
- *Explain the benefits of preservation of library materials*
- *Explain conservation of library materials*
- *Mention some of the conservation techniques in the library*

# MODULE 13 OUTLINE

Introduction

2.0 Learning Objectives

3.0 Main Body

3.1 Deterioration of library materials

3.2 Causes of deterioration of library materials

3.3 Preservation of library materials

3.4 Preventive measures in the library

3.5 Benefits of digital preservation of library materials

3.6 Conservation of library materials

4.0 Summary/ Conclusion

5.0 Assessment

6.0 References/ Further Reading



# Introduction

I welcome you to the thirteenth module of the library instruction programme, LIB 001.

This module provides a detailed explanation of deterioration of library materials, preservation of library materials, preventive measures in the library, digitization of library materials, benefits of digitization of library materials, conservation of library materials and conservative measures in the library.



# Take home!!!

Before you start this module, look at these questions:

1. Mention 5 causes of deterioration of library materials?
2. What is preservation of library materials?
3. What are the preventive measures in the library?
4. What are the benefits of digital preservation of library materials?
5. What is conservation of library materials?



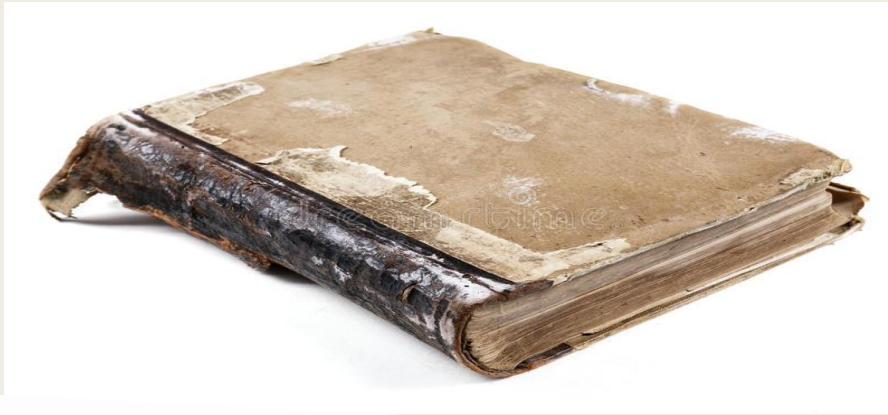
# Deterioration of library materials

- Library acquires materials remain in circulation for a long time if they are properly maintained.
- Deterioration of library materials is the progressive worsening of the physical condition of these materials. This condition may get to the point that the materials are no longer fit to be kept among library collections or completely lost.

# Causes of deterioration of Library Materials

1. Natural aging.
2. Individuals' careless and improper handling of library materials.
3. Environmental factors:
  - Adverse condition,
  - Acidic particles,
  - Heat and humidity,
  - Lightning,
  - Small living creatures,
4. Mutilation and theft,
5. Natural disaster.

# Deterioration by natural aging



- Natural aging sets in after a while since major paper constituents are of organic nature. Natural aging signals the durability of a particular type of library material. There are basic ingredients used in the manufacture of physical entity of library materials. For instance, dross in the ingredients used as basic constituents of paper cause inevitable deterioration.



# Deterioration due to individuals' careless and improper handling of library materials.

- Books easily become damaged when the spine is bent too much or removed in a way that they are pulled off the shelves by head caps



# Environmental factors

- Under adverse environmental condition, dust specks make the paper tarnished, invite biochemical impurities and speed up organic growth. If books would be long-lasting, they should be kept in a proper ventilated environment.
- Acidic particles :Acidic particles present in the air make the paper fade away. Sulfuric acid which is formed from Sulfur dioxide present in the air affects library materials in a great deal
- Heat and humidity: Book should be kept in a proper ventilated environment with a constant temperature of 22-23°C and relative humidity of 45-50%.

# Environmental factors cont'd

- Lightning: Natural or artificial lightning influences maintenance of library materials. When artificial lighting such as light from electric bulb is close to materials, heat generated by the bulb is felt at different temperature across the unit. Openings and sunbeams generate heat as well, and they create an atmosphere that results into disintegration of the materials.
- Small living creatures: living creatures such as: silverfish, cockroaches, termites, larder beetle larvae i.e. book worm and book lice could eat the entire papers of a book.

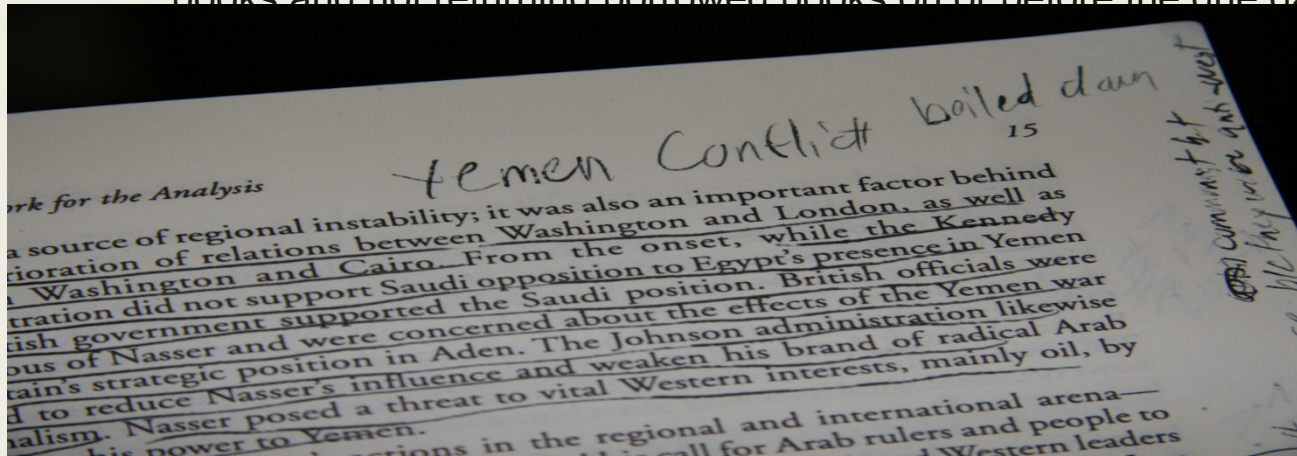


# Book destroying living creatures



# Deterioration of Library Books by Mutilation and Theft

- Mutilation and theft
- Mischief such as cutting away part of a book and loss of library materials to petty thieves are major causes of deterioration of library materials. Many students are in the habit of cutting pages of books, writing or drawing on library books and not returning borrowed books on or before the due date.



# Deterioration of Library Materials by Natural Disaster

Book damaged by fire



- Natural adversities such as flood, earthquakes, fire, cyclone cause loss of library materials.

# Roles students play in the deterioration of library materials

- Some of the students sneak in food and drinks into the library. Food and drink causes insects' proliferation in the library.
- Cutting off pages of books, writing and drawing on the pages of library books.
- Handling books with unclean hands or using saliva to turn book pages. Saliva on older books may cause ink to run or the moisture damage the paper.
- Turning pages carelessly. Pages experience natural deterioration overtime and often become quite fragile or brittle. It therefore require caution when turning pages in order to avoid unwanted tears, wrinkles, dimples and rips to pages or fragile bindings.
- Seat covers become turn and stands broken when students sit carelessly on library seats overtime.

# Preservation of library materials

- Preservation is an act of maintaining library resources in order to prevent their organic bodies from decaying or spoiling. It is the act of keeping safe or maintenance of the original nature of the materials.
- It refers to the activities associated with maintaining library materials for use, either in their original physical format or in some other formats. preservation embraces a number of measures from control of the environment to conservation treatment.

# Preventive measures in the library

- Library takes procedures such as stabilizing, maintaining and monitoring temperature, humidity, light exposure, air pollution, dirt, dust and mold.
- Provision of adjustable storage units offers the library a measure of flexibility. Storage units such as racks, shelves and boxes are adjustable to accommodate the varying sizes of materials.
- The Library provides supports and bookends that keep the materials in good order. Bookends prevent books from collapsing.

# Preventive measures in the library Cont'd

- The best option is to keep foods and drinks out of the library and keeping humidity as low as possible to prevent insects' proliferation. Use of pesticides is not encouraged in the library.
- Human security and electronic systems are deployed in the library to prevent cases of theft and mutilation. Users should respect library collections. Students with stealing inclinations and book mutilation should desist from the act.

# Preventive measures in the library Cont'd

- Care is taken to ensure that materials acquired into the library are of high standard. The methods and materials used in producing substandard library materials are the cause of material disintegration.
- The Library looks out for materials that require prompt restoration and cleaning is a regular exercise in the library. Restoration policy indicating the type of material to be given utmost priority is strictly followed in the library.



# Digital preservation of library materials

- Data is stored electronically in digitized formats. Digitization is the transfer of records or information into electronic form. Document image processing systems allow the conversion of materials from paper or other machine-readable forms, which allows them to be stored and viewed electronically.
- Digitization is a means of preserving library materials. It also saves space and increasing accessibility.

# Benefits of digital preservation of library resources

- Digitization provides unlimited/broader access to global information materials through electronic databases, CD-ROM, and internet services.
- Digitization offer opportunity for cooperation and collaboration among users and libraries.
- It saves energy and time. Users do not get to the library before accessing the library resources. Access can be made to the library collection at the comfort of the users anywhere, provided there is internet connectivity.
- It offers users ubiquitous and simultaneous access to library resources.
- A digital copy does not degrade. An unlimited number of exact copies can be made for redundant backup or dissemination.
- Digital preservation reduces material handling. It minimizes the number of physical handling a collection will undergo.

# Conservation of library materials

- Conservation is the treatment given to physical items to extend their life spans. It is whatever is done to repair, or restore from loss, damage, or neglect. Conservation could be described as the direct physical intervention to arrest or slow down deterioration of library materials.
- Examples of conservation undertakings in the library are the repair of damaged books, binding or the de-acidification of paper, cleaning, rebinding and reformatting.

# Conservative measures in the library

- Fumigation: Application of a gas or smoke to something for the process of disinfecting it. Insects and pests can be controlled by fumigation and chemical treatments in the affected areas.
- Bleaching: Giving the document freshness by removing general discoloration. This should be done with caution not to cause damage to the material.
- Lamination: a process of bonding together thin sheets with an adhesive agent of non-fabric material. It is the method in which a document is sandwiched between sheets of synthetic plastic film or tissue under pressure and intense heat or by applying gum.
- Repair: Repair to give a document depends on the damage it suffers. A document may suffer a minor physical change such as tears, wrinkling, scattered holes, and gross deterioration such as abnormally large number of holes and tunnels caused by insects.

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# SUMMARY

- This module provides a detailed explanation on the following:
- Deterioration of library materials;
- Causes of deterioration of library materials;
- Preservation of library materials;
- Preventive measures in the library;
- Benefits of digital preservation of library materials;
- Conservation of library materials.

# Self-Assessment Questions (SAQs)

- Explain deterioration of library materials?
- Mention 5 causes of deterioration of library materials?
- What is preservation of library materials?
- What are the preventive measures in the library?
- What are the benefits of digital preservation of library materials?
- What is conservation of library materials?

# ASSIGNMENTS

- I. Write at least 3 notable differences in the physical appearance of a textbook published in 1930 and a recent textbook published in 2019.
- II. Give 4 reasons for these differences.



# REFERENCES

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# THANK YOU

Thursday,  
July 22,  
2021

LIB 001- LIBRARY INSTRUCTION PROGRAMME

